

Roselle Public Schools



Career and Technical Education Curriculum

Introduction to Education

Level 1
10 grade



Mission

The Roselle Public School District is committed to and will prepare ALL of our students for college, work, and life. We will provide a safe, clean, positive and supportive learning environment in which ALL students can successfully develop socially, emotionally and academically into lifelong learners and responsible, productive citizens. We will continually strengthen and align our curriculum with state, national and international standards that are engaging, rigorous, relevant, and implemented consistently. We will ensure that all students, parents, staff, and community members are respected and informed in our family friendly schools. We will strive to motivate all of our students through various innovative instructional strategies, methods and techniques. Utilizing students' skills, talents, and unique abilities, we will prepare them to meet the demands of an ever changing competitive 21st Century global society.

Vision

To prepare ALL our students for college, work and life in high achieving Roselle Public Schools.

Core Beliefs

- High Academic Achievement is a priority.
- Continuous improvement is essential.
- Learning is a lifelong process.
- Students, staff, parents and community members are partners in education and all have a personal responsibility in the educational process.
- Every school in Roselle can be a high performing school.
- Curriculum and instruction must foster 21st Century skills.
- Our schools must be clean, safe, orderly, welcoming and nurturing environments where all students and staff can focus on and engage in the process of teaching and learning.
- All children have skills, talents and unique abilities.
- Children are our greatest resource and the key to our global future.
- All children can learn and shall be provided equitable opportunities for a quality, relevant education.
- Preparing our students for college, work and life is a priority.
- Our students deserve and have a right to high quality effective Principals and Teachers.



21st Century Skills

LEARNING & INNOVATION	INFORMATION, MEDIA & TECHNOLOGY SKILLS	LIFE & CAREER SKILLS
<p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others 	<p>Information Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Access and /evaluate Information <input type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply Technology Effectively 	<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others



Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1	Act as a responsible and contributing citizen and employee
CRP2	Apply appropriate academic and technical skills
CRP3	Attend to personal health and financial well-being
CRP4	Communicate clearly and effectively and with reason
CRP5	Consider the environmental, social and economic impacts of decisions
CRP6	Demonstrate creativity and innovation
CRP7	Employ valid and reliable research strategies
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them
CRP9	Model integrity, ethical leadership and effective management
CRP10	Plan education and career paths aligned to personal goals
CRP11	Use technology to enhance productivity
CRP12	Work productively in teams while using cultural global competence



Standards

EDUCATION & TRAINING CAREER CLUSTER	
By the end of Grade 12, Career and Technical Education Program completers will be able to:	
9.3.12.ED.1	Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4	Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.6	Analyze ethical and legal policies of professional education and training practice.
9.3.12.ED.7	Explain legal rights that apply to individuals and practitioners within education and training settings.
9.3.12.ED.8	Demonstrate ethical and legal behavior within and outside of education and training settings.
9.3.12.ED.9	Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
9.3.12.ED.11	Demonstrate group management skills that enhance professional education and training practice.
Pathway	Teaching & Training (ED- TT)
9.3.12.ED□TT.1	Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
9.3.12.ED□TT.2	Employ knowledge of learning and developmental theory to describe individual learners
9.3.12.ED□TT.3	Use content knowledge and skills of instruction to develop standards-based goals and assessments
9.3.12.ED□TT.4	Identify materials and resources needed to support instructional plans
9.3.12.ED□TT.5	Establish a positive climate to promote learning
9.3.12.ED□TT.6	Identify motivational, social and psychological practices that guide personal conduct
9.3.12.ED□TT.7	Demonstrate organizational and relationship-building skills used to manage instructional activities and related procedures
9.3.12.ED□TT.8	Demonstrate flexibility and adaptability in instructional planning
9.3.12.ED□TT.9	Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans
9.3.12.ED□TT.10	Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development



9.3.12.ED□TT.11 | Implement strategies to maintain relationships with others to increase support for the organization

GUIDELINES FOR ADAPTING INSTRUCTIONAL MATERIALS FOR STUDENTS WITH DISABILITIES AND STUDENTS AT RISK

Problem	Adaptation / Strategies	
Enlarge Print		
Visual Perception, Visual Skills for Reading Behavior	<ul style="list-style-type: none"> • Retype materials on primary typewriter • Utilize individual magnifying glasses 	<ul style="list-style-type: none"> • Project material on wall using opaque projector • Enlarge font within document
Reduce Distraction on Page		
Visual Perception, Visual Skills in Reading, Spelling, Computation, Behavior, Arithmetic Readiness, Problem Solving	<ul style="list-style-type: none"> • Reduce problems or items on page • Frame specific items on page 	<ul style="list-style-type: none"> • Cover area on page to reduce items
Enlarge Space In Which Student Responds		
Visual Perception, Handwriting, Motor, Behavior	<ul style="list-style-type: none"> • Provide separate answer sheet with space for response • Provide blackboard/whiteboard for written response 	
Color Code Material		
Visual Skills in Reading, Reading Comprehension, Spelling, Memory, Perception, Problem Solving, Computation, Behavior	<ul style="list-style-type: none"> • Color code topic sentence in reading test and supporting sentences in another color • Color code directions, examples, and problems in different colors • Color code math symbols (= + - x) for easy recognition 	
Utilize Arrows for Directionality		
Visual Perception, Visual Skills in Reading, Spelling, Handwriting, Motor, Perception, Arithmetic Readiness, Computation, Behavior	<ul style="list-style-type: none"> • Provide arrows as cues for following obstacle course • Utilize arrows to indicate direction of math operations on number line 	<ul style="list-style-type: none"> • Provide arrows at top of worksheet or tape on desk as a reminder of left to right progression in reading or writing
Modify Vocabulary		
Reading Comprehension, Inner Language, Receptive Language, Problem Solving, Behavior	<ul style="list-style-type: none"> • Rewrite directions in workbook • Provide vocabulary list with synonyms or simplified directions • Instructor gives information or directions in simplified terms 	
Tape Record Material		
Reading Comprehension, Auditory Skills in Reading, Auditory Perception, Receptive Language, Memory, Problem Solving, Behavior, Arithmetic Readiness, Computation	<ul style="list-style-type: none"> • Record directions for learner to refer to • Record test; verbal or written learner response • Record passage; learner follows written text 	



Course Description

Introduction to education is the first level (of three) course in the Teacher Academy. The Teacher Academy is a pathway for students in the Human Science, Art, and Humanities career cluster.

The Teacher Academy program is a high school course designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field.

The focus of study during this first level is: Orientation and safety, History and trends in American Education, Human growth and development, Communication Skills, and Learning environment. Students will also have the opportunity to conduct classroom observations in various classrooms across the district.

Example of employment and salary:

Location	Pay	2014				
		10%	25%	Median	75%	90%
United States	Yearly	\$36,000	\$43,500	\$54,100	\$68,400	\$83,900
New Jersey	Yearly	\$48,000	\$54,300	\$63,000	\$80,000	\$94,600



Roselle Public Schools



Program of Study Content		
Teachers as Professionals	Principles of Teaching, Learning, and Assessment	The Learning Environment
<p>Orientation to the Teaching Profession</p> <ul style="list-style-type: none"> • Knowledge and skills related to the profession • Personal characteristics • Licensing exam requirements <p>School/Society Relationships</p> <ul style="list-style-type: none"> • Relationship of school and society • Role of advocacy • Utilizing school and community resources • Support learning through advocacy <p>Professional Learning</p> <ul style="list-style-type: none"> • Continued professional growth • Professional organizations, journals, etc. <p>Communication Skills</p> <ul style="list-style-type: none"> • Analyzing communications • Evaluating the importance of communication • Personal communication • Professional communication <p>Subject Matter Knowledge</p> <ul style="list-style-type: none"> • Integrated learning 	<p>Planning Instruction</p> <ul style="list-style-type: none"> • Components of instructional planning • Instructional goals and objectives <p>Teaching Strategies</p> <ul style="list-style-type: none"> • Effective instructional strategies • Higher order thinking skills • Implementation of teaching strategies <p>Assessing Teaching and Learning</p> <ul style="list-style-type: none"> • Using assessment to foster learning • Formative assessment • Summative assessment • Research-based assessment strategies 	<p>Understanding the Learner</p> <ul style="list-style-type: none"> • Learning process • Behaviors that facilitate the learning process • Student developmental stages • Learning styles <p>Learning Environment</p> <ul style="list-style-type: none"> • Effective learning environments • Teacher characteristics that promoting learning environments • Personal skills that promote the learning environment • Managing an effective learning environment <p>Technology Integration</p> <ul style="list-style-type: none"> • Role of technology in the instructional process • Use of technology to support learning
<p>Employment Skills</p> <ul style="list-style-type: none"> • Portfolio • Resume • Job application • Interview skills 	<ul style="list-style-type: none"> • Letter of application, follow-up, and resignation • Nonverbal communication • Effective body language • Customer service • Allocation of resources 	<ul style="list-style-type: none"> • Time management • Self-esteem • Personal traits • Decision making



Program structure	
Level 1	
1	Orientation and safety
2	History and trends in American Education
3	Human growth and development
4	Communication skills I
5	Learning environment
13	Observation experience
Level 2	
6	Orientation and safety
7	The effective teacher
8	Planning Instruction I
9	Assessing, teaching, and learning I
10	Communication skills II
11	Appreciating diverse learners
12	Subject area knowledge
13	Field experience / observation
Level 3	
14	Planning instruction II
15	Assessing, teaching, and learning II
16	Professional learning
13	Field experience / observation



Level 1: Scope and Sequence

Units
Unit 1: Orientation and safety
Unit 2: History and trends in American Education
Unit 3: Human growth and development
Unit 4: Communication Skills
Unit 5: Learning environment
Unit 13: Observation Experience



Unit 1: Orientation and safety

Competency 1: Identify and research educational, occupational, and leadership opportunities in the Teacher Academy. (DOK 1)

Objectives	Suggested activities	Suggested assessment
<p>a. Introduce career opportunities and emerging technologies in education. (DOK 1)</p> <p>b. Discuss the students' career and educational plans (resume, cover letter). (DOK 1)</p> <p>c. Identify and describe leadership opportunities available from student youth organizations (Future Educators of America, FEA) in the school and community. (DOK 1)</p> <p>d. Explain to students what the Teacher Academy is, why it is important, and how it will be delivered and</p>	<p>As students enter the room, display a PowerPoint presentation with music and quotes related to the teaching profession. Have students pick up a blank index card. Have students use five words, pictures, or inspirational song titles to describe qualities of a well-prepared teacher and one that is not well prepared. Using the interactive board, have students group and analyze the characteristics. Lead a class discussion related to these characteristics, and explain that they will build these characteristics throughout the course.</p> <p>Have students complete a class KWL chart related to the teacher profession. Facilitate a classroom discussion by using the following probes:</p> <ul style="list-style-type: none"> ✓ Why did you enroll in this class? ✓ What do you expect to learn? <p>Lead students in a discussion about various careers in the field of education and how they differ. Discuss salaries, educational requirements, working conditions, and other topics for people working in various areas. Also discuss the proportion of each gender currently working in the field.</p> <p>Assign each student (or small group) a career in the education field to research and present to the class using poster or electronic/multimedia presentation style. Explain educational and career opportunities that will be available to students after they complete the program. Have students use the Internet to research the changes in education since they were born. Have students create a multimedia presentation using the information researched.</p>	<p>Have students and parents sign a contract committing to meeting all requirements for the Teacher Academy program.</p> <p>Monitor group work using the Group Work Rubric.</p> <p>Use the Blackboard Learning System to administer a technology quiz.</p> <p>Evaluate the student poster using the Poster Assessment Rubric located at the end of this unit.</p> <p>Evaluate the multimedia presentation using the Multimedia Presentation Rubric located at the end of this unit.</p>



<p>assessed (course objectives and program policies). (DOK 1)</p>	<p>Use a learning styles inventory to determine students' learning styles and interests. Share with students their styles and the impact they have (ongoing). Teachers should search online for various inventories.</p> <p>Have students select a specified area of education and use the Internet, industry publications, and other information to research this area, skill requirements, and entry-level salaries. Have students report the findings by writing a news report, job announcement, or brochure.</p> <p>Describe Future Educators of America, and provide an overview of opportunities to participate in leadership activities, community service projects, and competitive events. Have students work in pairs to explore the FEA Web site and develop a presentation, brochure, or display that includes the motto, creed, emblem, colors, theme, history, and alumni. Have students memorize and recite the FEA creed. Bring in FEA alumni to speak to the students. Have students create T-shirts, signs, and pins that display the organization's theme. Choose winners, and have their design professionally printed. Conduct local officer elections modeled after the organization's process. Have candidates campaign, and allow the vote to be done by secret ballot. Have students plan an installation and induction ceremony. Have students work in pairs to develop club goals and service projects for the year. Have each student select and participate in a competitive event appropriate to his or her skills, aptitudes, and abilities.</p> <p>Discuss the importance of a portfolio as a professional tool. Construct clear personal educational goals and objectives and plans for meeting those goals. Prepare a personal career plan. Practice reflective practice, including journaling, and peer coaching. Organize work into an electronic portfolio.</p> <p>Take photographs of students during the first week of school to use throughout the year in classroom bulletin boards, newsletters, and other motivational materials.</p>	<p>Evaluate the presentation using the Presentation Rubric located at the end of this unit.</p> <p>Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios or hardcopy.</p>
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Competency 2: Determine knowledge, skills, and dispositions needed to work in the teaching profession. (DOK 1)		
Objectives	Suggested activities	Suggested assessment
<p>a. List dispositions of effective teachers. (DOK 1)</p> <p>b. Discuss the importance of self-directed learning. (DOK 1)</p> <p>c. Discuss the importance that all students can learn. (DOK 1)</p> <p>d. Discuss that students learn at different paces even when exposed to the same educational experience. (DOK 1)</p> <p>e. Identify diverse interests of students (e.g., classic literature, automotive, family, and politics). (DOK 1)</p>	<p>Play the game Ball Toss. Have students toss the ball to each other. The one who catches the ball must state a fact from information about characteristics of effective teachers.</p> <p>Lead a class discussion and have students define self-directed learning, apply it to their personal experience as a student and then discuss why this would be important for their students.</p> <p>Have students debate the topic “All students can learn.” as a discussion board activity (Tag you’re it!).</p> <p>Define learning pace and have the students write a summary about their own learning pace</p> <p>Have students begin a Blackboard Discussion Board asking the following question (eliciting responses from certified teachers): What do you consider the most important characteristics a teacher must exhibit in order to be successful?</p> <p>Develop a professional library for students to use (at the beginning of the year). Use the suggested reference lists of resources to begin building this library. Assist students in using the resources. CS1, CS2</p> <p>Have students create a bulletin board celebrating the diverse interests of students.</p>	<p>Use the results from the Blackboard Discussion to assess students.</p> <p>Use the Bulletin Board Rubric to assess the students’ work.</p> <p>Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios or hardcopy.</p>



Competency 3: Analyze the importance of using technology in the instructional process (ongoing). (DOK3)		
Objectives	Suggested activities	Suggested assessment
<p>a. Examine acceptable policies for use of technology in schools, including strategies for addressing threats to security. (DOK 1)</p> <p>b. Identify legal/ethical behavior and safety issues regarding the use of technology and information. (DOK 2)</p> <p>c. Analyze advantages and disadvantages of widespread use and reliance on technology in teaching and in society as a whole. (DOK 2)</p> <p>d. Explain how technology can be used to enhance teaching and learning. (DOK 2)</p> <p>e. List and discuss the various types of technology. (i.e., calculators and Wynn readers) (DOK 1)</p> <p>f. Explore and use technology to solve problems and make decisions. (Blackboard Introduction and exploration) (DOK 3)</p>	<p>Share the Acceptable Use Policy (AUP), School Handbook, and Teacher Academy contract with students. Allow students to ask questions and respond to items on the contract. Have students and parents sign appropriate paperwork (contract, handbook, and AUP).</p> <p>Show students video clips about Internet safety for teens from http://www.netsmartz.org/resources/reallife.htm#realamy. Have students create a technology safety brochure/handout and share with other classes.</p> <p>Divide students into groups, and have each group visit http://www.getnetwise.org/ to research one of several topics. Have each group teach other classmates about its chosen topic.</p> <p>Have students take a technology standards survey to assess their knowledge of using technology. (Check with your local technology coordinator to help with this.)</p> <p>In small groups, students will compare and contrast classroom technologies of the 20th and 21st centuries.</p> <p>Have students reflect in a journal (hardcopy or online) how technology can be used to enhance teaching and learning.</p> <p>Demonstrate how to use the Blackboard system and allow students to explore the system.</p>	<p>Have students complete a Video Clip Summary.</p> <p>Use a Brochure Rubric or other rubrics to assess the students' knowledge.</p> <p>Students will be assessed using a technology standards survey.</p> <p>Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios or hardcopy.</p> <p>Ongoing: Have students create their electronic portfolios. The portfolios will be updated at the end of each unit. See Teacher Academy Electronic Portfolio Checklist located at the end of each unit.</p>



Competency 4: Apply safety procedures in the Teacher Academy classroom and lab. (DOK 2)		
Objectives	Suggested activities	Suggested assessment
<p>a. Discuss the proper classroom and lab safety procedures. (DOK 1)</p> <p>b. Discuss the healthy schools regulations. (DOK 2)</p> <p>c. Demonstrate proper care and use of various equipment in the Teacher Academy classroom and lab (i.e., laminating machine and Die Cut Machine). (DOK 2)</p> <p>d. Complete CPR/first aid certification. (DOK 4)</p>	<p>Review classroom safety (fire drill, or Complete the classroom safety test.</p> <p>Show and briefly discuss the Healthy Schools website from the Mississippi Department of Education website, http://www.healthyschoolsms.org/</p> <p>Hook: Have the students pair with a partner and go on a scavenger hunt for classroom and lab materials and equipment.</p> <p>Have the students complete the CPR and first aid certification. (card is required).</p> <p>In groups have students create step-by-step directions/instructions for all equipment in the Teacher Academy Classroom.</p> <p>Have students practice using the die cut machine, laminating machine, copier, opaque projector, and document camera to create a bulletin board about classroom safety.</p>	<p>Have students receive their first aid/CPR certification.</p> <p>Observation of demonstration of proper use of equipment.</p> <p>Use the Poster or Brochure Rubric located at the end of this unit to assess students' knowledge.</p> <p>Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.</p>

Standards

<p>21st Century Skills Standards</p> <p>CS1 Flexibility and Adaptability CS2 Initiative and Self-Direction CS3 Social and Cross-Cultural Skills CS4 Productivity and Accountability CS5 Leadership and Responsibility</p> <p>ACT College Readiness Standards</p>	<p>Common Core ELA</p> <p>READING Key Ideas and Details: CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.3 Craft & Structure: CCSS.ELA-LITERACY.RI.9-10.4 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RI.9-10.6 Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.9-10.8</p>
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Roselle Public Schools

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause-Effect Relationships
R5 Meaning of Words
R6 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

SPEAKING & LISTENING

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.1.A
CCSS.ELA-LITERACY.SL.9-10.1.B CCSS.ELA-LITERACY.SL.9-10.1.C CCSS.ELA-LITERACY.SL.9-10.1.D
CCSS.ELA-LITERACY.SL.9-10.2
Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5
CCSS.ELA-LITERACY.SL.9-10.6

WRITING

Text Types and Purposes: CCSS.ELA-LITERACY.W.9-10.1- CCSS.ELA-LITERACY.W.9-10.1.A- CCSS.ELA-
LITERACY.W.9-10.1.C - CCSS.ELA-LITERACY.W.9-10.1.D - CCSS.ELA-LITERACY.W.9-10.1.E - CCSS.ELA-
LITERACY.W.9-10.2

LANGUAGE

Conventions of Standard English: CCSS.ELA-LITERACY.L.9-10.1
CCSS.ELA-LITERACY.L.9-10.1.B CCSS.ELA-LITERACY.L.9-10.2 CCSS.ELA-LITERACY.L.9-10.2.C
Knowledge of Language: CCSS.ELA-LITERACY.L.9-10.3
Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.9-10.4



Unit 2: History and Trends in American Education

Competency 1: Understand how the historical and social contexts of education have influenced contemporary schools. (DOK 2)

Objectives	Suggested activities	Suggested assessment
<p>a. Review the history of education (people, events). (DOK 1)</p> <p>b. Understand the evolution of the educational system (one room school house to modern schools). (DOK 2)</p> <p>c. Discuss events that have influenced educational reform in America. (DOK 2)</p> <p>d. Examine current trends and issues that affect the future of education in different types of educational settings. (DOK 2)</p>	<p>Dress up as a teacher from long ago, and have pictures (in slide show form) of a one-room schoolhouse projected on the wall as students enter the room. http://edsitement.neh.gov/view_lesson_plan.asp?id=319#PART1 Discuss your clothes, and compare them to modern day teacher’s clothes.</p> <p>Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post terms, definitions, and illustrations of the terms.</p> <p>Have students watch clips from “Little House on the Prairie” to get a good basis for what schools and teachers were like in the past. Discuss and make notes as a class. In pairs, have students complete a Venn diagram comparing and contrasting education in the past to today (i.e., clothes, furniture, and multiple grades). Describe a typical one-room schoolhouse such as the interior and exterior and how it was furnished and equipped. Understand key facts about being a student and being a teacher in a one-room schoolhouse. Compare the experience of attending a one-room schoolhouse with going to school today. Have students summarize all history information by completing a comprehensive project and presenting it to various audiences. Make sure to explain how education evolved through the years (through various wars, movements, etc.) as well as key people involved so that all of this can be included into the project.</p>	<p>Assess reports using the Written Report Rubric and the Presentation Rubric and/or Poster Rubric located at the end of this unit.</p> <p>Observe students, and discuss class participation summaries using the Poster Rubric located at the end of this unit.</p> <p>Check students’ journals for entries, and discuss findings with them.</p> <p>Assess students’ knowledge through a summative assessment using the computer response system and/or Blackboard.</p> <p>Have students show</p>



	<p>Have students role-play teaching from different decades. Have students create a poster time line of the history of education. Establish a pictorial time line of teaching changes in American education.</p> <p>Research people and events in the history of education. Have the students use pictures found on the internet and choose one to create a timeline on a bulletin board/wall, create a PowerPoint, and/or written report, etc.</p> <p>The teacher will lead a discussion about trends in our society: fashion, technology, music, hobbies and education. Students will participate in a carousel activity listing items under each trend heading (e.g., fashion – bell bottom jeans). Provide the students with an article pertaining to trends in education. Have the students read the article, pair share and use the writing process to create a summary of the article. Have the students share their article with the class.</p>	<p>mastery of this competency by posting documentation to their Blackboard electronic portfolios.</p>
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Competency 3: Analyze the role of service learning in teaching and learning. (DOK 2)

Objectives	Suggested activities	Suggested assessment
<p>a. Define service learning. (DOK 1)</p> <p>b. Research service learning opportunities in the community. (DOK 2)</p> <p>c. Design and carry out a service learning project in the community.(ongoing) (DOK 3)</p>	<p>Have students gather research on different needs of the community. Have students work together to design, plan, organize, administer, and evaluate the research project. Have students then share the experiences and impact that their projects had on the community at a local school board meeting. (Ongoing)</p>	<p>Assess students' presentations using the Presentation Rubric located at the end of this unit.</p> <p>Have students document community service project hours.</p> <p>Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.</p>



Standards

21st Century Skills Standards

- CS1 Flexibility and Adaptability
- CS2 Initiative and Self-Direction
- CS3 Social and Cross-Cultural Skills
- CS4 Productivity and Accountability
- CS5 Leadership and Responsibility

ACT College Readiness Standards

- E1 Topic Development in Terms of Purpose and Focus
- E2 Organization, Unity, and Coherence
- E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
- E4 Sentence Structure and Formation
- E5 Conventions of Usage
- E6 Conventions of Punctuation
- M1 Basic Operations and Applications
- M2 Probability, Statistics, and Data Analysis
- M7 Measurement
- R1 Main Ideas and Author’s Approach
- R2 Supporting Details
- R3 Sequential, Comparative, and Cause-Effect Relationships
- R5 Meaning of Words
- R6 Generalizations and Conclusions
- S1 Interpretation of Data
- S2 Scientific Investigation
- W1 Expressing Judgments
- W2 Focusing on the Topic
- W3 Developing a Position
- W4 Organizing Ideas
- W5 Using Language

Common Core ELA

READING

Key Ideas and Details: CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.3
 Craft & Structure: CCSS.ELA-LITERACY.RI.9-10.4 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RI.9-10.6
 Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.9-10.8

SPEAKING & LISTENING

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.1.A
 CCSS.ELA-LITERACY.SL.9-10.1.B CCSS.ELA-LITERACY.SL.9-10.1.C CCSS.ELA-LITERACY.SL.9-10.1.D
 CCSS.ELA-LITERACY.SL.9-10.2
 Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.9-10.4

WRITING

Text Types and Purposes: CCSS.ELA-LITERACY.W.9-10.1- CCSS.ELA-LITERACY.W.9-10.1.A- CCSS.ELA-LITERACY.W.9-10.1.C - CCSS.ELA-LITERACY.W.9-10.1.D - CCSS.ELA-LITERACY.W.9-10.1.E -

LANGUAGE

Conventions of Standard English: CCSS.ELA-LITERACY.L.9-10.1
 CCSS.ELA-LITERACY.L.9-10.1.B CCSS.ELA-LITERACY.L.9-10.2 CCSS.ELA-LITERACY.L.9-10.2.C
 Knowledge of Language: CCSS.ELA-LITERACY.L.9-10.3
 Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.9-10.4



Unit 3: Human growth and development

Competency 1: Identify the cognitive, physical, emotional, and social development characteristics of the learner from birth to adolescence. (DOK 2)

Objectives	Suggested activities	Suggested assessment
<p>a. Examine the developmental stages of cognitive development. (DOK 2)</p> <p>b. Examine the developmental stages of physical development. (DOK 2)</p> <p>c. Examine the developmental stages of emotional development. (DOK 2)</p> <p>d. Examine the developmental stages of social development. (DOK 2)</p> <p>e. Discuss how social issues and relationships affect students. (DOK 1)</p>	<p>Have the students use the Internet or textbook to define essential terms for this unit. Terms may include but are not limited to infancy, early childhood, middle and late childhood, adolescence, early adulthood, fine and gross motor skills. Create a Blackboard discussion forum or Wiki to post terms, definitions, and illustrations of terms.</p> <p>Have the students research the following: Kohlberg’s Moral Development Theory, Maslow’s Hierarchy of needs theory, Piaget’s Cognitive Development Theory (sensorimotor stage, preoperational stage, concrete operational stage, formal operational stage), Erickson’s socio-emotional development theory, etc.</p> <p>Have an integration activity with the school nurse, allied health instructor, and/or guidance counselor. CS1, CS2, CS3, CS4, CS5</p> <p>Have the students create a KWL chart of human growth and development.</p> <p>Have students work in groups to use electronic and traditional resources to research the following topics:</p> <ul style="list-style-type: none"> • Parenting styles • The changing family and society (children of divorce and ethnic and socioeconomic variations in families) • School-family linkages (family management, parental involvement, and school, family, and community connections) • Peers (peer statuses, friendship, and development changes in peer relations) 	<p>Use the Presentation Rubric to assess students’ knowledge of human growth areas.</p> <p>Use the Activity Rubric to assess students’ book.</p> <p>Use the Guest Speaker Form at the end of this unit to assess knowledge learned from speaker.</p> <p>Assess students’ knowledge through a summative assessment using a computer response system and/or Blackboard.</p> <p>Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.</p>



	<ul style="list-style-type: none"> • Developmentally appropriate education • Socio-emotional development (self-esteem and self-efficacy) • Moral development <p>Have students “teach” others information related to their topics. Students should include how it affects students in their presentation.</p> <p>Have the students bring in pictures of themselves at each developmental stage (infant through adolescent) and create a book to define and describe each stage.</p> <p>Overview the four developmental areas, and assign groups. Have students observe classrooms with students who are in one of the four developmental stages. Have students compare and contrast each of the stages when they return to the Teacher Academy classroom after the observations.</p> <p>Have students choose a development area and create an informational presentation such as PowerPoint, an oral presentation, charts, a research paper, or a brochure. Each group will share information with the class. Have students write a summary of what they observed and add to an ongoing journal. The journals could be electronic using Blackboard or creating a Word document.</p>	
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Standards

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Roselle Public Schools

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Unit 4: Communication Skills

Identify, demonstrate, and evaluate communication skills in the field of education. (DOK2)

Objectives	Suggested activities	Suggested assessment
<p>a. Explain the powerful role of language and communication in learning. (DOK 1)</p> <p>b. Explain the interrelationships among reading, writing, listening, speaking, viewing, and visual representation. (DOK 2)</p> <p>c. Explain methods for assessing communication skills. (DOK 2)</p> <p>d. Explain concepts of communication in the educational setting. (DOK 1)</p> <p>e. Become familiar with and practice active listening skills. (DOK 2)</p> <p>f. Explore and practice the various ways to communicate effectively (verbal, nonverbal, and</p>	<p>Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post terms. Terms may include but are not limited to language, reading, writing, listening, active listening, speaking, visual representation, nonverbal communication, verbal communication, written communication, and technology communication.</p> <p>Divide students into groups. Tell the groups that they all have a common goal: to put together a jigsaw puzzle in a limited amount of time without any verbal and written communication.</p> <p>Have the students complete a scavenger hunt in groups looking for a list of specified items in magazines to make a collage (letters, numbers, pictures, etc.) without talking or writing. When time is up the teacher counts how many items they obtained.</p> <p>Divide students into groups of three. Near each group, place two chairs back to back. Ask two students to sit in the chairs. Tell the third student to face one of the sitting students. Ask the sitting student facing the standing student to describe a funny situation he or she has experienced. The student sitting with his or her back to the speaker should listen closely. The student facing the storyteller should carefully observe the speaker's facial expressions, gestures, and other nonverbal movements. Tell the student who sat with his or her back to the speaker to report to his or her group what the story was. Tell groups to compare perceptions of the student who watched the speaker and the participant who only listened. Discuss the following questions with the entire group:</p>	<p>Explain and have the students role-play each of the following:</p> <p>Wait time (Wait five seconds before anyone answers.)</p> <p>Questioning techniques</p>



<p>written). (DOK 2)</p> <p>g. Use effective technological communication (e.g., e-mail, authoring, collaboration writing, video conferencing, publication, facsimile, and Internet). (DOK 2)</p> <p>h. Review and use the five steps of the writing process. (DOK 3)</p>	<ul style="list-style-type: none"> • Did the observers tend to see and hear the same message as the listener? • Why or why not? • How did the speakers feel knowing that their words and actions were being closely monitored? • In real-life situations, how do you handle feelings of being watched by others as you speak? • How does nonverbal communication affect communication with employees with disabilities such as visual impairments or hearing impairments 	
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Competency 2: Formulate a plan for an effective job search. (DOK 4)

Objectives	Suggested activities	Suggested assessment
<p>a. Create a generic cover letter using the writing process. (DOK 3)</p> <p>b. Create a high-quality one-page resume. (DOK 3)</p> <p>c. Construct an electronic portfolio. (DOK 4)</p>	<p>Discuss the preparation of a cover letter, and identify information to be included.</p> <p>Have students write/type an acceptable cover letter. Have students peer evaluate each other's letters.</p> <p>Discuss the purpose of a resume, and provide resume samples.</p> <p>Have each student write/type a high-quality one-page resume. In pairs have students give suggestions for revising and editing of each other's resume.</p> <p>Lead a brainstorming session related to electronic portfolio development. Have one student write ideas on the interactive board.</p> <p>Provide examples of electronic and paper portfolios and, as a class,</p>	<p>Monitor for participation in group-work using the Group Work Assessment Rubric.</p> <p>Evaluate the cover letter by using the Business Letter Assessment Rubric.</p> <p>Evaluate the resume using the Resume Assessment Rubric.</p> <p>Evaluate the design and eye appeal of the portfolio using the Portfolio Assessment Rubric. This rubric may also be used to evaluate the portfolio upon completion.</p>



	<p>discuss and begin an electronic portfolio in the Blackboard system (This portfolio will be enhanced and updated during year 2.)</p> <p>Have the students take pictures of participation, activities and other documents generated during the course of the year to add to their electronic portfolios.</p>	<p>Assess students' knowledge through a summative assessment using a computer response system and/or Blackboard.</p>
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Standards

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Unit 5: The Learning Environment

Competency 1: Research, describe, and design an effective learning environment. (DOK 3)

Objectives	Suggested activities	Suggested assessment
<p>a. Research and describe an effective learning environment. (DOK 2)</p> <p>b. Discuss classroom climate (the importance of a community of learners). (DOK 1)</p> <p>c. Explain the role of peers in a learning climate. (DOK 1)</p> <p>d. Explain that individuals respond to different motivational strategies (intrinsic and extrinsic). (DOK 2)</p> <p>e. Identify and discuss classroom management styles and strategies. (DOK 2)</p> <p>f. Discuss and design an effective physical classroom setting.</p>	<p>Hook: Role-play positive teacher/student interactions (i.e., greeting students, getting to know them, proximity, eye contact, moving around the classroom, etc.).</p> <p>Have students view the movie <i>The Ron Clark Story</i>. Lead a discussion of the film incorporating the concepts of classroom management and explaining concepts of conflict resolution. Have students role-play scenarios that present discipline/behavior problems versus respectful/ cooperative situations. Lead a discussion to help the learner describe an effective learning environment.</p> <p>In field experience have students observe settings and arrangements. Journal and discuss findings as a class. Have students draw blueprints of an effective classroom setting. Arrange it so that it is attractive and efficient.</p> <p>Demonstrate and discuss how elements of light, color, music and fragrance can enhance the classroom. You may want to use the <i>Shouting Won't Grow Dendrites</i> workbook as a resource.</p> <p>Discuss climate (community) of the teacher academy classroom and have the students compare it to the other school classrooms.</p> <p>Using resources have the students list and discuss the importance of classroom climate.</p> <p>Role-play negative teacher comments/positive teacher comments. Have students turn negative teacher comments into positive comments.</p>	<p>Use the Journal Rubric to evaluate student journals.</p> <p>Use the Role-Play Rubric to assess students' knowledge.</p> <p>Use the Poster Rubric to evaluate the effective physical classroom setting. Evaluate the student rationale using the Written Report Rubric.</p> <p>Show mastery with a end of the unit test.</p> <p>Have students complete a one-page essay to reflect on their experience in the classroom. Evaluate their essays using the Written Report Rubric.</p> <p>Use the Guest Speaker Form at the end of this unit to assess students'</p>



<p>(DOK 3)</p>	<p>Have students complete activities that will allow them to get to know other students. Lead students in a role-play of stating expectations.</p> <p>Have the student design/diagram a poster of an effective physical classroom setting using color, fabric swatches, furniture arrangement, and so forth. Using the writing process, develop a rationale for the classroom design.</p> <p>Have students participate in a Rule Scavenger Hunt. In doing this, have students visit other classrooms to see posted rules and consequences. Have students analyze the rules and make a report to the Teacher Academy class (looking for commonalities, differences, etc.). Send some students to elementary, middle, middle/junior high, and high school levels. Next, have students compare the results of each level of school.</p> <p>Build the community in your Teacher Academy classroom, and have students participate in the following activities: allow students to research and make rewards to give students such as “Caught you Being Good” as well as write happy notes to students; have students establish a birthday wall and routines for recognizing and celebrating their birthdays.</p> <p>Using the Harry Wong resources allow the students to identify classroom management.</p> <p>Have guest speakers (other teachers, principals, etc.) come in and speak to the class. Have students complete a Guest Speaker Form and discuss in small groups first and then with the whole class.</p>	<p>knowledge.</p> <p>Have students show mastery of this competency by posting documentation to their Blackboard electronic portfolios.</p> <p><i>(ONGOING) Students will apply the knowledge they have gained from the course in a real-world situation by observing and assisting in a classroom setting.</i></p>
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Production and Distribution of Writing: CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.5 CCSS.ELA-LITERACY.W.9-10.6

Research to Build and Present Knowledge: CCSS.ELA-LITERACY.W.9-10.7 CCSS.ELA-LITERACY.W.9-10.8 CCSS.ELA-LITERACY.W.9-10.9

SPEAKING & LISTENING

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.1.A CCSS.ELA-LITERACY.SL.9-10.1.B CCSS.ELA-LITERACY.SL.9-10.1.C CCSS.ELA-LITERACY.SL.9-10.1.D CCSS.ELA-LITERACY.SL.9-10.2

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Knowledge of Language: CCSS.ELA-LITERACY.L.9-10.3

Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.9-10.4 - CCSS.ELA-LITERACY.L.9-10.4.C CCSS.ELA-LITERACY.L.9-10.5 - CCSS.ELA-LITERACY.L.9-10.6

Unit 13: Observation Experience



Competency 1: Participate in preschool, elementary, and secondary classroom experiences. (DOK 3)

Objectives	Suggested Activities	Suggested assessment
<p>a. Work under the guidance of the Teacher Academy instructor and the classroom teacher. (DOK 3)</p> <p>b. Display effective interpersonal skills. (DOK 2)</p> <p>c. Demonstrate the ability to relate to students in a classroom setting. (DOK 3)</p> <p>d. Exercise tact, discretion, and confidentiality. (DOK 3)</p> <p>e. Submit a resume and cover letter to the principal and supervising teacher prior to beginning field experience. (DOK 4)</p> <p>f. Observe and record the classroom teacher's actions, the students' progress, and classroom procedures. (DOK 3)</p> <p>g. Discuss assigned duties with classroom teacher. (DOK 2)</p>	<p>Throw out a roll of toilet paper, and tell the students to take as much as they need. (Do not tell them what it is for.) After the students have taken a few pieces, have them tear the toilet paper at the perforations. For each square of paper in their possession, they have to share one fact about an application letter, a resume, a follow-up letter, a job application, and an interview.</p> <p>Use the Internet or textbook to define essential terms for this unit. Create a Blackboard discussion forum or Wiki to post terms.</p> <p>Use technology to show students examples of good and bad resumes, cover letters, and follow-up letters. Have students identify errors in the examples.</p> <p>Have students update their portfolios.</p> <p>Have students use the Internet to choose a job for which they are qualified and prepare a resume and cover letter that can be used.</p> <p>Discuss appropriate interview techniques, and have students participate in mock interviews with local personnel working in administrative positions as the teacher interviews. Have students prepare and send follow-up letters to mock interviewers</p> <p>Discuss job-keeping skills as well as the proper procedures for resigning from a job.</p> <p>Define ethics and etiquette as well as related terms, and discuss their importance in the workplace. Include honesty, confidentiality, integrity, punctuality, commitment, accountability, dependability, cooperation, willingness to learn, and proper notice of resignation.</p> <p>Have local school personnel speak to the class about qualities that an</p>	<p>Evaluate cover letters using a Business Letter Assessment Rubric.</p> <p>Evaluate resumes using a Resume Assessment Rubric.</p> <p>Evaluate interviews using an Interview Assessment Rubric.</p> <p>Evaluate summaries to ensure that relevant points presented by guest speakers are included.</p> <p>Observe role-play to assess whether students demonstrated appropriate human relation skills.</p> <p>Assess school visits using a modified interview and/or Teaching Rubric.</p> <p>Use the Role-Play or Skit Assessment Rubric to evaluate the role-play.</p> <p>Evaluate the letter of resignation using the Business Letter Assessment</p>



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<p>h. Prepare lesson materials, bulletin boards, displays, and instructional games. (DOK 4)</p> <p>i. Prepare lesson plans according to guidelines set by the Teacher Academy instructor and the classroom teacher. (DOK 3)</p> <p>j. Tutor and assist students individually or in small groups, as directed by the teacher. (DOK 4)</p> <p>k. Distribute teaching materials to students (textbooks, papers, and supplies). (DOK 3)</p> <p>l. Present mini - lessons/ activities to students under the direction and guidance of the teacher. (DOK 4)</p> <p>m. Assist students with technology in the classroom. (DOK 4)</p> <p>n. Provide extra assistance to students with special needs (those with physical or mental disabilities; non - English - speaking students). (DOK 3)</p>	<p>employer looks for in an applicant. Have each student follow up with a summary of what was learned.</p> <p>Provide each student with a copy of a job application. Lead the class through the completion of the application.</p> <p>Have each student complete a college and job application form.</p> <p>Discuss the skills necessary to effectively complete a college and job application form</p> <p>Lead a discussion related to identifying people who can provide information about job opportunities.</p> <p>Use a video to display correct interviewing skills, and then have a class discussion on the dos and don'ts of interviewing.</p> <p>Divide students into groups, and have each group develop, list, and discuss steps to an effective job interview</p> <p>Have students participate in a role - play and/or mock interview.</p> <p>Discuss and list the proper procedures for resigning from a job.</p> <p>Divide the class into groups, and provide each group a case study that involves an employee resignation. Have the students analyze the case study to determine if the employee followed the proper steps when resigning. Have each group discuss the negative effects of an improper resignation.</p> <p>Have students write/type a letter of resignation.</p> <p>Have a principal visit the classroom to discuss needs, training and tasks performed by personnel and future outlook.</p>	<p>Rubric.</p> <p>Evaluate the mock interview using the Interview Assessment Rubric.</p> <p>Using the templates on Blackboard, have students complete an electronic portfolio, and evaluate based on Performance Rubric for Portfolio.</p> <p>Evaluate the list of contacts for each student based on effectiveness.</p> <p>Evaluate the college and job application forms for accuracy, completeness, grammar, spelling, neatness, and so forth.</p>
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Standards

21st Century Skills Standards

- CS1 Flexibility and Adaptability
- CS2 Initiative and Self-Direction
- CS3 Social and Cross-Cultural Skills
- CS4 Productivity and Accountability
- CS5 Leadership and Responsibility

ACT College Readiness Standards

- E1 Topic Development in Terms of Purpose and Focus
- E2 Organization, Unity, and Coherence
- E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
- E4 Sentence Structure and Formation
- E5 Conventions of Usage
- E6 Conventions of Punctuation
- M1 Basic Operations and Applications
- M2 Probability, Statistics, and Data Analysis
- M7 Measurement
- R1 Main Ideas and Author's Approach
- R2 Supporting Details
- R3 Sequential, Comparative, and Cause-Effect Relationships
- R5 Meaning of Words
- R6 Generalizations and Conclusions
- S1 Interpretation of Data
- S2 Scientific Investigation
- W1 Expressing Judgments
- W2 Focusing on the Topic
- W3 Developing a Position
- W4 Organizing Ideas
- W5 Using Language

Common Core ELA

READING

Key Ideas and Details: CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.3

Craft & Structure: CCSS.ELA-LITERACY.RI.9-10.4 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RI.9-10.6

Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.9-10.8

WRITING

Text Types and Purposes: CCSS.ELA-LITERACY.W.9-10.1- CCSS.ELA-LITERACY.W.9-10.1.A- CCSS.ELA-LITERACY.W.9-10.1.C - CCSS.ELA-LITERACY.W.9-10.1.D - CCSS.ELA-LITERACY.W.9-10.1.E - CCSS.ELA-LITERACY.W.9-10.2 - CCSS.ELA-LITERACY.W.9-10.2.C - CCSS.ELA-LITERACY.W.9-10.2.D - CCSS.ELA-LITERACY.W.9-10.2.E - CCSS.ELA-LITERACY.W.9-10.2.F - CCSS.ELA-LITERACY.W.9-10.3.A

Production and Distribution of Writing: CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.5 CCSS.ELA-LITERACY.W.9-10.6

Research to Build and Present Knowledge: CCSS.ELA-LITERACY.W.9-10.7 CCSS.ELA-LITERACY.W.9-10.8 CCSS.ELA-LITERACY.W.9-10.9

SPEAKING & LISTENING

Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.1.A CCSS.ELA-LITERACY.SL.9-10.1.B CCSS.ELA-LITERACY.SL.9-10.1.C CCSS.ELA-LITERACY.SL.9-10.1.D CCSS.ELA-LITERACY.SL.9-10.2

Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5 CCSS.ELA-LITERACY.SL.9-10.6

LANGUAGE

Conventions of Standard English: CCSS.ELA-LITERACY.L.9-10.1

CCSS.ELA-LITERACY.L.9-10.1.B CCSS.ELA-LITERACY.L.9-10.2 CCSS.ELA-LITERACY.L.9-10.2.C

Knowledge of Language: CCSS.ELA-LITERACY.L.9-10.3

Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.9-10.4 - CCSS.ELA-LITERACY.L.9-10.4.C CCSS.ELA-LITERACY.L.9-10.5 - CCSS.ELA-LITERACY.L.9-10.6