

Curriculum Scope & Sequence

Subject/Grade Level: 21st CENTURY LIFE & CAREERS/GRADE 12

Course: TOMORROW'S TEACHERS

Unit	Duration	NJCCCS / Unit Goals	Transfer Goal(s)	Enduring Understandings	Essential Questions
THEME I: Unit 1 EXPERIENCING LEARNING: Awareness and Reflection	6 weeks	9.4.12.E.15 9.4.12.E.16 9.4.12.E.17 9.4.12.E.18 9.4.12.E.19 9.4.12.E.20 9.4.12.E.32 9.4.12.E.33 9.4.12.E.34 9.4.12.E.35 9.4.12.E.36 9.4.12.E.39 9.4.12.E.40 9.4.12.E.68 9.4.12.E.77 9.4.12.E.78 9.4.12.E.81 9.4.12.E.82 9.4.12.E.(2).5 9.4.12.E.(2).14 9.4.12.E.(2).15 9.4.12.E.(2).16 9.4.12.E.(2).18 9.4.12.E.(2).8 9.4.12.E.(2).9	Identify personal strengths and areas for improvement as lifelong learners. Evaluate themselves as individuals, learners and community members. Portray messages about self-esteem through a creative outlet.	Learning styles and needs, changes in growth and development, awareness of learning differences all affect academic achievement. Literature provides an effective way to communicate self-concepts such as self-esteem among others.	Who are we as a classroom community, as individuals, and group members? What are my values and the values of my classmates? What does children's literature teach us about self-concepts? What is the connection between self-esteem and academic achievement? What are some elements of self-esteem? How might we teach children about the importance of self-esteem?
THEME I: Unit 2 EXPERIENCING LEARNING: Styles and Needs	7 weeks	9.4.12.E.13 9.4.12.E.15 9.4.12.E.16 9.4.12.E.17 9.4.12.E.18 9.4.12.E.19	Students will use their understanding of pertinent special education research to present information about special education or a learning barrier to an age	In order to successfully educate a child you must understand how that child learns, acknowledge any special needs and exceptionalities and what	How might knowledge of preferred processing style affect lesson design? What are some key elements of each of the multiple

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THEME I: Unit 3 EXPERIENCING LEARNING: Growth and	7 weeks	9.4.12.E.4 9.4.12.E.5 9.4.12.E.6 9.4.12.E.8 9.4.12.E.15	Students will come to a realization of growth and development and communicate how they have developed using their	A child not only grows physically but there are also stages that children must progress through for their cognitive, social and	What are some benchmarks of physical growth? In what ways do child development experts findings

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Development		9.4.12.E.16 9.4.12.E.17 9.4.12.E.18 9.4.12.E.19 9.4.12.E.20 9.4.12.E.32 9.4.12.E.33 9.4.12.E.34 9.4.12.E.35 9.4.12.E.36 9.4.12.E.39 9.4.12.E.40 9.4.12.E.68 9.4.12.E.77 9.4.12.E.78 9.4.12.E.81 9.4.12.E.82 9.4.12.E.(1).6 9.4.12.E.(2).2 9.4.12.E.(2).4 9.4.12.E.(2).5 9.4.12.E.(2).6 9.4.12.E.(2).7 9.4.12.E.(2).11 9.4.12.E.(2).14 9.4.12.E.(2).15 9.4.12.E.(2).16 9.4.12.E.(2).18 9.4.12.J.(1).2	understanding of what they have learned about developing physically, cognitively, morally and socially.	moral development. Physical aspects and the structure of a classroom impact learning.	aid teaching and instruction? What evidence do you see in support of these theorists? What are some characteristics and stages of moral, social and cognitive development? How dependent are we on language? To what degree does language influence culture and vice versa? What must schools include? How might the physical structure of a school accommodate the students based on ages and development? What are some traits and capabilities of children ages birth to 1, 1 to 2, 2 to 3, and 3 to 5? What is significant about children at play? Why are toys and games used in instruction? In what ways has my “growing up” experience reflected different stages of physical, cognitive, moral, and social development?

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THEME II: Unit 1 EXPERIENCING THE CLASSROOM: Observation and Preparation	3 weeks	9.4.12.E.9 9.4.12.E.14 9.4.12.E.15 9.4.12.E.16 9.4.12.E.17 9.4.12.E.18 9.4.12.E.19 9.4.12.E.20 9.4.12.E.32 9.4.12.E.33 9.4.12.E.34 9.4.12.E.35 9.4.12.E.36 9.4.12.E.39 9.4.12.E.40 9.4.12.E.68 9.4.12.E.77 9.4.12.E.78 9.4.12.E.81 9.4.12.E.82 9.4.12.E.(1).2 9.4.12.E.(1).3 9.4.12.E.(1).4 9.4.12.E.(1).5 9.4.12.E.(1).6 9.4.12.E.(2).2 9.4.12.E.(2).3 9.4.12.E.(2).4 9.4.12.E.(2).5 9.4.12.E.(2).6 9.4.12.E.(2).11	<p>Students will be able to understand and articulate the outstanding traits of a current or past teacher.</p> <p>Students will research great teachers throughout history and present their findings.</p> <p>Students will reflect on their experience as students and communicate how their teachers demonstrated each of the seven traits researched and discussed.</p>	<p>Movies about education can be a valuable resource in a classroom.</p> <p>Knowing the history of the teaching profession and how it evolves and changes over the years provides an important foundation for all involved in education.</p> <p>Educators must be vigilant to remain a lifelong learner because of the continuous changing of the teaching profession, reflecting and learning from personal experience, experiences of others and current research.</p> <p>There are specific traits that make an outstanding teacher.</p> <p>When planning any lesson or activity it is important to use a variety of effective instructional strategies in order to capture of types of learners.</p> <p>Even though you have taught a lesson, there is no guarantee that a student</p>	<p>What can be learned about teaching by viewing movies set in the classroom?</p> <p>How has the teaching profession changed over the years, becoming what it is today?</p> <p>What are some characteristics of outstanding teachers?</p> <p>How can students honor outstanding teachers?</p> <p>How can students distinguish between desirable and undesirable teaching strategies and traits?</p> <p>What routines and strategies can teachers use to promote desired behavior and to enhance learning?</p> <p>How can questioning be used as an effective instructional strategy to address different levels of thinking?</p> <p>How do you determine the most effective instructional strategy in any given lesson?</p> <p>How do you create lessons plans to incorporate effective instructional strategies?</p>

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				<p>has mastered the content.</p> <p>The environment that a student studies in can affect the way the brain thinks, learns and remembers.</p>	<p>What are effective means by which an instructor might determine if the learner has mastered the lesson's content?</p> <p>How can human beings maximize the use of their brains when thinking, learning and remembering?</p>
<p>THEME II: Unit 2</p> <p>EXPERIENCING THE CLASSROOM: Application and Instruction</p>	<p>4 weeks</p>	<p>9.4.12.E.15 9.4.12.E.16 9.4.12.E.17 9.4.12.E.18 9.4.12.E.19 9.4.12.E.20 9.4.12.E.32 9.4.12.E.33 9.4.12.E.34 9.4.12.E.35 9.4.12.E.36 9.4.12.E.39 9.4.12.E.40 9.4.12.E.41 9.4.12.E.46 9.4.12.E.47 9.4.12.E.48 9.4.12.E.52 9.4.12.E.53 9.4.12.E.54 9.4.12.E.55 9.4.12.E.56 9.4.12.E.57 9.4.12.E.59 9.4.12.E.65 9.4.12.E.70</p>	<p>Students will apply their knowledge in a real world situation by observing, assisting, and teaching in a classroom.</p>	<p>It takes the seven lifetime gifts of Optimism, Intentionality, Responsibility, Courage, Respect, Sensitivity and Passion, and more to become an outstanding teacher.</p>	<p>How can you combine all that you have learned about the learner, the school, the teacher, and the art of teaching to assist a model teacher in his/her classroom?</p>

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THEME III: Unit 1 EXPERIENCING THE PROFESSION: History and Trends	3 weeks	9.4.12.E.6 9.4.12.E.7 9.4.12.E.15 9.4.12.E.16 9.4.12.E.17 9.4.12.E.18 9.4.12.E.19	Students will articulate their knowledge based on research of the history of education in the United States and in New Jersey.	Having a historical view will only enhance knowledge about any given situation. The way that a person has been educated will affect	In what ways are today's schools a product of our past? In what ways are today's schools reflective of today's society, its makeup, and our values?

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THEME III: Unit 2 EXPERIENCING THE PROFESSION: Structure and Governance	2 weeks	9.4.12.E.15 9.4.12.E.16 9.4.12.E.17 9.4.12.E.18 9.4.12.E.19 9.4.12.E.20	Students will use their knowledge to develop their own description of the ideal school.	There are many professional individuals, organizations and agencies involved with managing a school.	<p>In what ways do educational choices create advantages and disadvantages for students and society?</p> <p>In what ways has workplace</p>

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THEME III: Unit 3 EXPERIENCING THE PROFESSION: Certification and Employment	2 Weeks	9.4.12.E.61 9.4.12.E.62 9.4.12.E.63 9.4.12.E.64 9.4.12.E.66 9.4.12.E.67 9.4.12.E.68 9.4.12.E.69 9.4.12.E.70 9.4.12.E.71 9.4.12.E.72 9.4.12.E.73 9.4.12.E.74 9.4.12.E.68 9.4.12.E.75	<p>Students will research and present the steps the individual must take to become certified based on any given scenario.</p> <p>Students will effectively be able to participate in a job interview.</p>	<p>There are different routes that you may take to become an educator. There are certain steps that must be completed to become a certified teacher.</p> <p>A successful job interview starts with preparation.</p> <p>Recognizing and preparing for the critical subject and geographical areas of teacher shortage will distinguish a candidate and</p>	<p>Why is it important to understand all the various ways to become a certified teacher?</p> <p>What constitutes effective preparation for a job interview?</p> <p>Are there factors that one should consider when selecting a subject or area of teaching to study and get certified in?</p>

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		9.4.12.E.76 9.4.12.E.77 9.4.12.E.78 9.4.12.E.81 9.4.12.E.82		increase the ability to secure fulltime employment.	
THEME III: Unit 4 EXPERIENCING THE PROFESSION: Ethics and Professionalism	2 Weeks	9.4.12.E.15 9.4.12.E.16 9.4.12.E.17 9.4.12.E.18 9.4.12.E.19 9.4.12.E.20 9.4.12.E.32 9.4.12.E.33 9.4.12.E.34 9.4.12.E.35 9.4.12.E.36 9.4.12.E.39 9.4.12.E.40 9.4.12.E.65 9.4.12.E.68 9.4.12.E.69 9.4.12.E.68 9.4.12.E.70 9.4.12.E.71 9.4.12.E.73 9.4.12.E.75 9.4.12.E.76 9.4.12.E.77 9.4.12.E.78 9.4.12.E.81 9.4.12.E.82	Students will develop a comprehensive understanding of all the resources and advocates available to teachers.	There are many professional organizations that provide services to teachers. It is important to be able to identify credible resources.	What basic rights do/should teachers have? How can teachers effect change and exhibit leadership in their own communities? Who advocates for educators, and what resources are available to educators?

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THEME IV EXPERIENCING EDUCATION: Awareness and Reflection	3 Weeks	9.4.12.E.15 9.4.12.E.16 9.4.12.E.17 9.4.12.E.18 9.4.12.E.19 9.4.12.E.20 9.4.12.E.32 9.4.12.E.33 9.4.12.E.34 9.4.12.E.35 9.4.12.E.36 9.4.12.E.39 9.4.12.E.40 9.4.12.E.68 9.4.12.E.77 9.4.12.E.78 9.4.12.E.81 9.4.12.E.82 9.4.12.E.(1).6 9.4.12.E.(2).1 9.4.12.E.(2).10 9.4.12.E.(2).11	Students will reflect on their growth over the school year and maintain a portfolio which they will present and support.	Taking time to document your work and reflect upon it will improve your skills as a teacher.	How may the Tomorrows Teachers experienced be enhances, especially through analysis of and reflection on the work of others, as well as your own work?