



**Family and Consumer Science
Child Development III
Grade Level 12**

Dr. Mark Toback, Superintendent
Committee: Denise Tomaiko and Marina Cangialosi

*This curriculum may be modified through varying techniques, strategies,
and materials as per an individual student's Individualized Educational
Plan (IEP)*

**Approved by the Wayne Township Board of Education at the regular
meeting held on November 15, 2018.**

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 12 Child Development III
Unit Plan Title:	Introduction/Overview
Time Frame	2 days
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit, students will get an overview of course mission and objectives. They will become familiar with the philosophy underlying the Tomorrow Teacher's Program and understand the roles and responsibilities of the Teacher Cadet.</p>	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. ● 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth ● 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. ● 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. ● 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8). <p>Progress Indicators- Reading and Writing Grades 11-12</p>	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> ● What careers span education that provides future parents, educators, and civic leaders with tools to further the educational process? 	

- What teaching skills are needed to prepare students for the global workplace?
- What exemplary interpersonal and leadership skills are needed to be successful in the Tomorrow's Teachers program?

Enduring Understandings

- The future of education depends on parents, teachers, and community leaders to develop an insight into education and use certain characteristics, skills, and technology to support, develop, and compete in the global community.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E, T, A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, T, A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Explain the course mission, purpose, and requirements.
- Discuss the philosophy of Tomorrow's Teachers Program.
- List the roles and responsibilities of a Teacher Cadet. Learning Activities

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests-Self-Esteem
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

<i>Activities</i>	<p>Review Course Syllabus: Course syllabus, course overview and Teacher Cadet responsibilities and expectations</p> <p><u>Ongoing Activities</u></p> <p>Student chart: Log – Report on previous week’s activities.</p> <p>Quote – Educational inspired quote. Article – Related to classroom content</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● Experiencing Education Teacher Cadet Curriculum, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA) ● http://www.teachertube.com/ ● https://www.teachingchannel.org/ 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 12 Child Development III
Unit Plan Title:	Experiencing Learning
Time Frame	3 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Overview

In this unit, students will learn about themselves and the powers that they possess through their accomplishments in many areas beyond academics. They will examine the issue of self-esteem and how this impacts the classroom.

Standard Number(s) * i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- Who are we as a classroom community, as individuals, and group members?
- What are my values and the values of my classroom?
- What have we accomplished?
- How important is self-esteem?
- 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?

Enduring Understandings

- A lifelong learner can improve academic performance by identifying their own strengths and weaknesses and can achieve individual success by using self-reflection to evaluate oneself as an individual, learning and community member.

- Teacher instruction and modeled behavior must promote an environment that enhances a student's ability to grow and perform personally and academically.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are <i>E-Encouraged, T-Taught, or A-Assessed</i> in this unit by marking <i>E, T, A</i> on the line before the appropriate skill.	
		21 st Century Skills	
X	Global Awareness	E, T, A	Creativity and Innovation
	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
	Health Literacy	E, T, A	Communication
X	Civic Literacy	E, T, A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Introduce ourselves and each other.
- Examine and self-explore personal characteristics and values.
- Record self reflections while examining themselves as individuals, learners, and community members.
- identify characteristics and causes of high and low self esteem
- identify how self-concept is portrayed through children's literature.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests-Self-Esteem
- Reflective journal entries
- Discussions
- Essays
- Projects / Presentations

Teaching and Learning Activities

Activities

Coat of Arms/Shield or Quilt Squares- Create either a coat of arms/shield or a quilt square to self-explore and examine personal characteristics using self reflective questions.

Scavenger Hunt- Prepare a five-minute oral presentation using a brown bag as a prop containing words, pictures, and objects that represent themselves as individuals, gender, community members, etc.

Realizing My Powers Write an essay, and present to the class five successful experiences that a student has had thus far.

	<u>Full Pot Activity</u> : writing positive messages to fellow classmates
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● Experiencing Education Teacher Cadet Curriculum, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA) ● http://www.teachertube.com/ ● https://www.teachingchannel.org/ 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 12 Child Development III
Unit Plan Title:	Learner Styles and Needs
Time Frame	3 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit, students will discover their learning preferences and how this knowledge will help them both as college students and future educators.</p>	

Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1

- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- How might knowledge of preferred processing styles affect lesson design?
- What are some key elements for each of the multiple intelligences?
- How much does hemispheric preference affect learning style?
- How do human needs influence learners and learning?
- How might special needs and exceptionalities affect a person?

Enduring Understandings

- Differentiating instruction by evaluating, identifying and examining the physical, social, and personal challenges of all learners supports academic success along with enhancing workplace skills in preparing students for the 21st Century global community.
- School culture affects the behavior and achievement of its students, therefore, classroom design, diverse instruction, and school environment must lend itself to cultural differences.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
X	Global Awareness	E, T, A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	E, T, A	Communication
X	Civic Literacy	E, T, A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Identify different preferred processing styles and explain their implications for lesson design.
- Identify and explain multiple intelligences.
- Determine analytical or global learning preferences and recognize the advantage or disadvantages of each.
- Describe the levels of Maslow’s Hierarchy of Needs.

Assessments (Pre, Formative, Summative, Other)*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays
- Projects
- Presentations
- Special Education Classroom Observation

Teaching and Learning Activities

<i>Activities</i>	<p><u>Preferred Processing Styles</u> -questionnaires to identify individual preferred processing styles.</p> <p><u>Gardner’s Multiple Intelligences Activity-</u> people assess themselves using multiple intelligence inventories</p> <p><u>Analytical and Global Learning Preferences</u> -analytical/global inventory check list to help students determine their learning preferences.</p>
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students

Resources

- Experiencing Education Teacher Cadet Curriculum, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA)
- <http://www.teachertube.com/>
- <https://www.teachingchannel.org/>

Curriculum Format

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 12 Child Development III
Unit Plan Title:	Experiencing Learning: Growth and Development
Time Frame	4 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
In this unit, students will examine and observe human growth and development theories in diverse classroom settings. Students will explore the exceptional learner, note various barriers to learning, and recognize the role that diversity and culturally relevant learning experiences play in the classroom.	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> ● 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. ● 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a). <p>Progress Indicators- Reading and Writing Grades 11-12</p>	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> ● What are some benchmarks of physical growth? ● In what ways do Piaget's findings aid teaching and instruction? ● What are some characteristics and stages of normal development? ● What does Erikson have to say about social development? ● How dependent are we on language? To what degree does language influence culture and vice versa? ● What are the factors that contribute to stress for children? What are some results of children being stressed? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Developmental theories impact teaching by formulating explanations about why children act and behave the way they do and how they change over time. 	

- Human growth and development is based on a combination of genetics and environment.
- Strategies and methods of teaching in the classroom must encompass the physical, cognitive, moral, and psychosocial stages that influence the development of a learner.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.	21 st Century Skills
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<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E, T, A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, T, A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, T, A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Identify physical developmental characteristics and stages from birth through age eighteen.
- Identify cognitive developmental characteristics and stages.
- Discuss some characteristics and stages of moral development.
- Describe psychosocial developmental characteristics and stages.
- Explain developmental characteristics of language and social cognition in the transference of knowledge and culture.
- Recognize evidence that Piaget and Vygotsky’s theories are sound.
- Synthesize information about physical, cognitive, cognitive, moral, and social development as they apply it to their own lives

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays

Teaching and Learning Activities

Activities

Physical Development Power Point- presentation on the principles of growth for all stages of development.

Picture cube -using pictures from all stages of your development.

My Physical Growth Cognitive Development -Introduce the different teaching methodologies as you present each of the different developmental theories.

Moral Development “values auction” - to determine how much money they will bid for items they desire

The Importance of Language Building Activity-build a structure without being able to speak or write in order to communicate with their partner.

<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● Experiencing Education Teacher Cadet Curriculum, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA) ● http://www.teachertube.com/ ● https://www.teachingchannel.org/ 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 12 Child Development III
Unit Plan Title:	The Exceptional Learner and Barriers to Learning
Time Frame	4 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit, students will explore the exceptional learner and note the various barriers to learning.</p>	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
- ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- How are terms related to special education helpful in dealing with students with special needs?
- What are some components that make for appropriate learning environments for special needs students?
- How might labels affect a learner?
- How might the barriers to learning be overcome?
- What are some factors to consider when teaching English Language Learners?
- How might students overcome barriers to learning?

Enduring Understandings

- Barriers to learning can be accommodated in a variety of ways.
- Importance of multicultural sensitivity in classrooms.
- Effective classroom instruction incorporates strategies that meet the needs of exceptional learners.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
X	Global Awareness	E,T,A	Creativity and Innovation
	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
X	Civic Literacy	E,T,A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Discuss the challenges and rewards of working with special needs students.
- Identify the need for greater understanding and sensitivity for disabled students.
- Define terms in dealing with students in special education.
- Through observations in special education classes, identify special needs and adapted teaching strategies.
- State how ostracism and labeling have negative impacts on the learner.
- Identify the causes, preventions, and treatments of some barriers to learning.

- Chart the characteristics, needs of, and strategies for working with ELL students.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays

Teaching and Learning Activities

Activities

A Wicket’s Wad - write a reflective response to understanding learning with special needs.

Walking in Somebody Else’s Shoes Role play to demonstrate the challenges and frustrations associated with various learning and physical disabilities.

Fishbowl Labels - labels on students’ foreheads and role-play to help identify ostracism.

11 Major Barriers to Learning -Jigsaw method of instruction where groups become experts on seven topics of barriers and prepare a mini lesson for the class.

11 Major Barriers to Learning -Jigsaw method of instruction where groups become experts on seven topics of barriers and prepare a mini lesson for the class.

Differentiation Strategies

- Individual and collaborative research, design and problem solving
- Student interest and skill level assessment
- Individual, small group, and large group instruction
- Differentiated checklists and rubrics
- Level of independence
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
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Resources

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**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 12 Child Development III
Unit Plan Title:	Experiencing the Classroom
Time Frame	6-8 weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

8.2 Design Thinking This standard, previously standard 8.2 Technology Education of the 2014 NJSLs – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

[Anchor Companion Standards \(Reading and Writing Grades 11-12\)](#)

Unit Overview

In this unit, students will become acquainted with the personal roles of educators. They will examine the positive and negative aspects of the teaching profession; evaluate the developmental stages of learners and the pedagogical implications for each; distinguish among the types of assessments and their purposes, investigate how barriers to learning can impede successful outcomes in academic settings; design and deliver instruction; apply a variety of teaching strategies and methodologies in field experience; begin to develop their personal philosophy to education.

Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1

- 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). .
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- What makes for effective instructional strategies?
- How can questioning be used as an effective instructional strategy to address different levels of thinking?
- How might lecture be used as an effective instructional strategy?
- How can the use of technology enhance learning?
- Understanding how Social Media, and technology can impact teaching profession
- What are effective means by which an instructor might determine if a learner has mastered the lesson's content?
- How can human beings maximize the use of their brains when thinking, learning, and remembering?
- What routines and strategies can teachers use to promote desired behavior and to enhance learning?
- How can one look beyond superficial actions to get at the real basis of behavior and misbehavior, and thus, respond accordingly?
- How might students create lesson plans to incorporate effective instructional strategies?
- What are some characteristics of outstanding teachers?

Enduring Understandings

- Highly qualified teachers employ diverse strategies and methodologies when enhancing the classroom environment and instruction.
- Effective classroom instruction incorporates strategies that promote thinking, learning, and remembering along with enhancing desired behavior.
- Outstanding teachers foster a learning environment that encompasses optimism, responsibility, courage, respect, sensitivity, and passion preparing students for the 21st Century Global Community.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
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<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E, <input type="checkbox"/> T, <input type="checkbox"/> A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E, <input type="checkbox"/> T, <input type="checkbox"/> A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Identify the characteristics of a highly qualified teacher.
- Recognize strengths and weaknesses of diverse teaching methods and materials.
- Employ strategies for group instructions.
- Illustrate questioning strategies effectively in lessons.
- Incorporate lectures into lessons effectively.
- Examine effective and ineffective uses of technology in education.
- Describe various modes of assessment and their role in the educational process.
- Identify strategies that enhance learning based on current brain research.
- Design procedures for basic classroom routines.
- Prepare and present a peer lesson plan.
- Identify traits of effective teachers

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays

Teaching and Learning Activities

Activities

The Good, the Bad, and OH MY! Introduce this lesson by showing Teacher Tube video clips. Discuss the traits and characteristics 21st Century teachers need to possess in order to prepare students to compete locally, nationally, and global. Using a white board, flip chart, or other technology, students reflect and respond to different methods of teaching and the positive or negative learning experience they have had in a classroom. The teacher will lead the discussion with sample questions.

Group Activity: We Can Work It Out Discuss student experiences when working in groups. Explain various ways of using cooperative learning groups effectively.

“Bloom-ing Through Questions” The teacher will facilitate a class discussion on the story Cinderella using each level of Bloom’s taxonomy. Students will break into groups and each group will compose questions using Bloom’s based on the “Pledge of Allegiance.”

Lecture: More than a Monologue Facilitate classroom discussions on the advantages and disadvantages of lecturing based on students’ personal experiences.

High Tech Teaching Use the Jigsaw method to research different technology that is integrated in the classroom. Lead a discussion on the benefits and drawbacks of incorporating technology in instruction

Assessment Activity: How do you Know They Know? Discuss how methods of assessment have been used through various levels of education. Students will create a formal assessment.

Brain-Based Learning Activity -ways to enhance classroom instruction through brainbased learning.

Culminating Activity: Seven Gifts for Teachers That Will Last a Lifetime Write a letter to a teacher praising him/her for demonstrating professionalism.

<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
Resources	
<ul style="list-style-type: none"> ● Experiencing Education Teacher Cadet Curriculum, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA) ● http://www.teachertube.com/ ● https://www.teachingchannel.org/ 	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Family and Consumer Science Grade 12 Child Development III
Unit Plan Title:	Experiencing the Classroom: Application and Instruction (Field Experience with Cooperating Teacher)
Time Frame	ongoing
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<ul style="list-style-type: none"> ● 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements ● ● Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. 	
Anchor Companion Standards (Reading and Writing Grades 11-12)	
Unit Overview	
In this unit, students will gain hands on experience in a classroom setting.	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>	

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

- How can students combine all that they have learned about the learner, the school, the teacher, and the art of teaching to assist a model teacher in his/her classroom?

Enduring Understandings

- Classroom pragmatics continually transforms and develops with each generation and must be addressed to meet the new learners' and global workplace needs.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
X	Global Awareness	E,T,A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	E,T,A	Communication
X	Civic Literacy	E,T,A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

Create a Field Experience Portfolio using the following categories:

- Profile of the school
- Class Profile
- Lesson Plans
- Profile on cooperating teacher
- Essay on best experience
- Essay on worst experience
- List of good ideas you have learned from your field experience
- Photos of activities
- Student work
- List of technology sites and feedback

Assessments (Pre, Formative, Summative, Other)		Denote required common assessments with an *
<ul style="list-style-type: none"> Teacher-generated rubrics 		
Teaching and Learning Activities		
<i>Activities</i>	<p><u>Field Experience Internship</u> Students are placed throughout district schools to utilize their skills and knowledge learned throughout the course and to complete their practicum part of the field experience.</p>	
<i>Differentiation Strategies</i>	<ul style="list-style-type: none"> Individual and collaborative research, design and problem solving Student interest and skill level assessment Individual, small group, and large group instruction Differentiated checklists and rubrics Level of independence Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students 	
Resources		
<ul style="list-style-type: none"> Experiencing Education Teacher Cadet Curriculum, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA) http://www.teachertube.com/ https://www.teachingchannel.org/ 		

**Wayne School District
Curriculum Format**

Content Area/	Family and Consumer Science
Grade Level/	Grade 12
Course:	Child Development III
Unit Plan Title:	Ethics, Professionalism, History, and Trends

Time Frame	6 weeks
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	
Unit Overview	
<p>In this unit, students will be provided with the opportunity to develop a greater understanding of the history of education in NJ and our nation; gain insights into structure and functions of our schools and school systems; reflect on teacher shortages; recognize the significance of teacher leadership and advocacy for the profession.</p>	
Standard Number(s) * i.e: Math: 3.NBT.1 i.e.: RL 8.1	
<ul style="list-style-type: none"> ● 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs ● 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. ● 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). . ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). <p>Progress Indicators- Reading and Writing Grades 11-12</p>	
Intended Outcomes - {Essential Questions}	
<ul style="list-style-type: none"> ● 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? ● What ways are today's schools a product of our past, and a reflection of today's society, its makeup, and our values? ● How are schools impacted by former and current educational philosophers? ● In what ways do people's personal history reflect state and national trends in education? ● How did segregation impact our schools? ● Are schools integrated today? ● What is the future of integration and New Jersey schools? ● What caused the push for educational reform, its success or not, and is it currently effective or not? 	
Enduring Understandings	

- Educators must bear the responsibility of effecting change and exhibiting leadership in their schools and communities
- Education is reflective of society and therefore must encompass political, social, economic, and moral values of society.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are <i>E-Encouraged, T-Taught, or A-Assessed</i> in this unit by marking <i>E, T, A</i> on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- Identify and evaluate the Teacher’s Bill of Rights.
- Identify ways teachers make an impact on the communities they serve.
- Identify professional organizations available to educators.
- Analyze schools today through a study of the history of education in the nation and state.
- Identify and analyze various schools of educational philosophy.
- Determine how American education has changed in the lifetimes of people.
- Analyze the historical events and social impact of integration in the schools.
- Evaluate school reforms.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays

Teaching and Learning Activities

Activities

The Teacher’s Bill of Rights -Generate a list of rights that teachers should have.
Teacher as Change Agent -Create a class blog discussing the ways teachers can effect change and exhibit leadership.

Hero Advocates for Educators Brainstorm the types of professional organizations available to teachers and the benefits of membership in them.

	<p><u>NJ Curriculum – Discovering Educational Roots Discuss “Educational Trends in America.”</u> In groups, students will create a comprehensive, two–tiered timeline banner of the history of education in the United States and New Jersey.</p> <p><u>Educational Philosophy</u> Debate the strengths and weaknesses of each school of philosophy. When complete, have students develop their own personal educational philosophy and share it with the class.</p> <p><u>NJ Curriculum –The Little Red Schoolhouse and the Pony Express: Educational Reform</u> Lead a discussion to compare and contrast changes in society and in schools.</p>
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Individual and collaborative research, design and problem solving ● Student interest and skill level assessment ● Individual, small group, and large group instruction ● Differentiated checklists and rubrics ● Level of independence ● Differentiation Strategies for Special Education Students ● Differentiation Strategies for Gifted and Talented Students ● Differentiation Strategies for ELL Students ● Differentiation Strategies for At Risk Students
<p>Resources</p>	
<ul style="list-style-type: none"> ● Experiencing Education Teacher Cadet Curriculum, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA) ● http://www.teachertube.com/ ● https://www.teachingchannel.org/ 	

**Wayne School District
Curriculum Format**

<p>Content Area/ Grade Level/ Course:</p>	<p>Family and Consumer Science Grade 12 Child Development III</p>
<p>Unit Plan Title:</p>	<p>Certification and Employment</p>
<p>Time Frame</p>	<p>4 weeks</p>
<p>Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</p>	
<p>9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	
<p>Anchor Companion Standards (Reading and Writing Grades 11-12)</p>	

Unit Overview

Students will develop effective job application and interview skills; understand the procedures involved with the teacher certification process;

Standard Number(s) * i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

- 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans
- 9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
- 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). .
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

[Progress Indicators- Reading and Writing Grades 11-12](#)

Intended Outcomes - {Essential Questions}

What does it take to be certified as a teacher in New Jersey?
What constitutes effective preparation for a job interview?

Enduring Understandings

Teacher leadership and advocates for education must develop a greater understanding of education in our state and nation by taking into account the history and the insights into the structure and functions of a school system, along with the steps to teacher and educator certification.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

Indicate whether these skills are **E-Encouraged**,
T-Taught, or **A-Assessed** in this unit by marking **E, T, A** on
the line before the appropriate skill.
21st Century Skills

X

Global Awareness

E,T,A

Creativity and Innovation

	Environmental Literacy
	Health Literacy
X	Civic Literacy
	Financial, Economic, Business, and Entrepreneurial Literacy

E,T,A	Critical Thinking and Problem Solving
E,T,A	Communication
E,T,A	Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)

List procedures involved in the certification process to teach.
 Submit an effective job application and interview successfully for a job.
 List the procedures involved in the certification process to teach

Assessments (Pre, Formative, Summative, Other) Denote required common assessments with an *

- Teacher-generated rubrics
- Tests
- Reflective journal entries
- Discussions
- Essays

Teaching and Learning Activities

Activities

NJ Curriculum – Making it Official: The Certification Process Research the certification process in New Jersey, on-line job listings, teaching credentials, statewide job fairs, etc.

Teacher Cadets for Hire! Invite the school principal/vice principal to speak to the students about the interview process for your district. Students create and participate in mock interviews.

New Jersey Certification Activity- Divide students into teams. Each team will be given a candidate card and starting website to begin research on what steps need to be taken to obtain certification in New Jersey.

Display on white board the following scenarios: • Has a college degree • Completed education program, but is not certified • Was or is certified in a different state • Has retired from the armed forces • Received their degree from a foreign country • Is a journeyman or craftsman •

Differentiation Strategies

- Individual and collaborative research, design and problem solving
- Student interest and skill level assessment
- Individual, small group, and large group instruction
- Differentiated checklists and rubrics
- Level of independence
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)

Resources

- Experiencing Education Teacher Cadet Curriculum, 10th Edition, Center for Educator Recruitment, Retention, and Advancement (CERRA)
- <http://www.teachertube.com/>
- <https://www.teachingchannel.org/>