

El Monte Union High School District

8/21/07

Course Outline

High School South El Monte

Title: Exploring Teaching as a Career

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: Fine Arts Dept.

Grade Level (s): 11-12

Semester _____ Year X

Year of State Framework Adoption _____

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

Department/Cluster Approval

Date

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Instructional materials appropriate for English language learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. **Prerequisite(s):** None

2. **Short description of course, which may also be used in the registration manual:** This is an independent study class designed for juniors or seniors to study the legal and political aspects of becoming a teacher. They will learn to work in collaborate units to solve problems and design learning projects, develop lessons and tutor local elementary school children and high school county special education students on the South El Monte High School campus. Once a year the students are given a project to plan an evening “Childcare Center” as a community service. The students organize the sign-in and sign-out procedures, supervision, and activities and lessons for children of various ages. The plan is then implemented on the evening of Back-to-School under the supervision of a certificated staff member. The “Childcare Center” is open to children from 3 to 12 years of age for the time their parents attend the Back-to School activities. All activities

and students are supervised by a certificated staff member. At the completion of the “Childcare Center” project, students reflect and evaluate collaboratively how their plan might be improved. This experience teaches the students that collaboration in teaching is important for both planning and assessing.

3. **Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results) (These may vary by site):**

- **Be able to apply academic skills:** By striving to complete their class work and homework they will be reading, writing, using computer skills (creating charts & graphs), using research skills in the library and on the Internet, computing pay scales, designing time sheets, designing time lines.
- **Demonstrate effective personal & interpersonal skills:** They will develop the habits of mind to do reflective journaling, work in collaborate units, interview teachers and community educators/leaders, and supporting & tutoring other students.
- **Prepare to be healthy individuals:** There are units of study in the class textbook on health issues, and there are teacher prepared lessons and resources on relevant issues on healthy living.
- **Show awareness and respect for diverse individuals:** Embedded in the course work are units of study on diversity in areas of race, ethnicity, culture, language, socio economic class and learning abilities.
- **Utilize technology as a tool:** Some part of the weekly class work will be generated on the computer either in one of our computer labs, library or in the classroom. Many homework assignments require the use of computer skills.
- **Be able to apply career readiness skills:** Each student will complete at least one hundred hours tutoring both elementary and secondary students. In a unit during the second semester they design and operate a childcare Center one.

4. **Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:** When necessary the teacher will modify the pacing of the lesson, and use a variety of teaching strategies (one-on-one instruction, small group learning, peer tutoring), use instruction books written on various reading levels, present information in various formats or learning modalities (visual, audio, hands on techniques)

5. **Describe the interdepartmental articulation process for this course:** Administrators and the teacher of this class will collaborate with the teachers of Careers with Children Class in the Family and Consumer Science Department on course objectives and joint learning experience for students interested in teaching. Teacher from the English, specific education, foreign language math departments have agreed to assist any student in the areas of language comprehension, writing, math and additional reading materials. Teachers from various content areas have also volunteered to speak in this class about their teacher preparation programs and teaching careers.

Students from this class collaborate with the Theater Arts and Design Academy students and the ASB Council to host community events on campus.

6. **Describe how this course will integrate academic and vocational concepts, possibly through connecting activities.** Students will integrate academic and vocational concepts while tutoring, elementary students, and teaching art at the *Free Arts for Abused Children* at the Edmund D. Edelman Children's Courthouse, Monterey Park, CA.

6b. **Describe how this course will address work-based learning/school to career concepts:**

The goal of addressing work-based learning/school to career concepts will happen when the students tutor multiple age and grade level students, design their own Childcare Center, and listen to professionals in the field of teaching or educational service support professionals such as: school nurse, physiologist, social worker, community intervention counselors, director of school facilities & grounds etc. and attend college & career workshops at local colleges and universities.

7. **Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)**

- **Textbook(s) and Core Reading(s):**

- **Textbook:** Parkay & Stanford. (2004). *Becoming a Teacher*

- **Core Readings:** Jensen, E. (1998). *Teaching with the Brain in Mind*, Association for Supervision and Curriculum Development, Alexandria, Virginia.

There will be additional readings selected by the teacher during the year. In addition the students will be assigned project that will require research on the Web. or in the library.

- **Supplemental Materials and Resources:**

- Various art supplies for bulletin boards on campus
- Various art supplies for the SEMHS Child Care Center, Open House in the Spring
- Video: The Learning Classroom: Theory into Practice. Annenberg/CPB, S. Burlington, VT
- Other Videos will be ordered through the Los Angeles County Multi-Media Services

8. **Objectives of Course in relationship to state standards**

See attach # 1.1 for a complete definition of the California State Standards for the Teaching Profession.

California Standards for the Teaching Profession:

1. Engaging and Supporting all Students in Learning

2. Creating and Maintaining Effective Environment for Student Learn
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
Developing as a Professional Educator

Course Objectives

The student will:

- Organize a notebook, including these sections: journal, interview sheet, observations lesson plans, current events in education, and other additions. (1, 2,3,4, 5 & 6)
- Construct a reflective portfolio (1,2, 3,4, 5, & 6)
- Complete interview forms on guest speakers (1, 2, 3, 4, 5, & 6)
- Shadow a professional educator on a regular basis and report on the day-today challenges and issues (1, 2, 3, 4, 5, & 6)
- Demonstrate responsibility, integrity, promptness, and social skills (1, 2, 3, 4, 5, & 6)
- Develop social tolerance and understanding, work to overcome cultural and other biases, and observe confidentiality (1, 2, 3, 4, 5, & 6)
- Identify various steps in scientific thinking and problem-solving (1, 2, 3, 4, 5, & 6)
- Make a grade of “C” (2.00 grade point average) or better in all quizzes & examines (1, 2, 5 & 6)

Unit detail including projects and activities including duration of units (pacing plan)

- Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)

UNIT PLANS FOR SIX TO TWELVE WEEKS The Teaching Profession

California Teaching Profession Standards: All standards are covered in each lesson.

1. Engaging and Supporting all Students in Learning
2. Creating and Maintaining Effective Environment for Student Learn
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

Teaching: Your Chosen Profession

UNIT 1: Why Do You Want to Teach?

A Desire to work with of children and young people
Influence of teachers
Desire to serve

Activity:

Personal Reflections-Journal writing
Collage: Why I Want to Teach!

Computer lab: Helpful Resources

Teacher Magazine
(<http://ww.teachmagazine.org/>)
Weekly Reader
(<http://www.weeklyreader.com/>)
Harvard Education Letter
([http:// www.edletter.org/](http://www.edletter.org/))

Homework: Current events in the news on Education/Teaching/Students or Parents

UNIT 2: What Are the Challenges to Teaching?

Social problems that impact students
Need for family & community support
Long working hours & stress
Gaining Professional empowerment

Activity:

Guest speaker: School support service professional
Personal Reflection-Journal writing

Joining a Future Teacher Organization & Empowering
a Profession (NEA or AFT) no cost for students.

Homework- Reading & Summary of the assigned Reading

UNIT 3: What Does Society Expect of Teachers?

The public trust
Teacher competency and effectiveness
Teacher accountability Focus on
“Teaching Profession Standards”

Activity:

Video: Helen Keller-Take notes (Who? What? When? Where? & How?)

Reflective Journal Writing

Homework-Make a list of recent portrayals of teacher in movies, television, and other media. Analyze the portrayals in terms of the type of teacher image they present-positive, neutral, or negative.

UNIT 4: How Do Reforms in Teacher Education Affect You?

Expanded role for schools
State Standards
Education of children with mental & physical disabilities before 1964
What is IDEA 1975?

Activity:

Helen Keller continued

Reflective Journal Writing

Homework- Research the life of Louis Braille on the Internet and turn in one article with your Summary of the article.

UNIT 5: Social Realities Confronting Today’s Schools

What about Louis Braille?
The school as a reflection of society
The culture of the school
The culture of the classroom
Guest Speaker: Special Education Teacher

Video: Education Peter

Reflective Journal Writing

UNIT 6: Social Realities Confronting Today's Schools

What are schools doing to address societal problems?

Identifying students at risk
Family stress
Substance abuse
Violence and crime
Peer counseling
Full-service schools

Guest Speaker: School social worker

Reflective Journal Writing

Student performance standards Evaluation/assessment/rubrics

- Attendance
- Completion of Tutoring Assignments
- Course Notebooks
- Demonstrations
- Journal
- Master Teacher's Evaluations
- Reports
- Semester Test

Include minimal attainment for student to pass course

Grading Scale:

Any student can earn extra credit point for good attendance, extra credit projects, and personal effort/striving.

Letter Grade	%	Points
A+	98.50%	10
A	95.00	09
A-	91.20	08
B+	88.50	07
B	85.00	06
B-	81.50	05
C+	78.50	04
C	75.00	03
C-	71.50	02
D	68.50	01
D-	65.00	effort
F	64.00	Failure