

El Monte Union High School District

Course Outline

District _____

May 2016

Title: Peer Support (PS)

Transitional * _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department:

Grade Level(s): 10th, 11th and 12th

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
- (X) Elective

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):

- a. Students must be core and credit current
- b. 10th, 11th and 12th Grade only
- c. Satisfactory grade in citizenship
- d. Satisfactory school attendance
- e. No period or full day trancies
- f. Content knowledge mastery
- g. Teacher approval

2. Short description of course which may also be used in the registration manual:

This course is designed for 10th, 11th and 12th grade students with core and credit current status. This course is an avenue for students to apply and develop their competencies in technology, enhance their initiative and critical thinking skills in assisting their peers and teacher. When working with peers, students will display ethical values, respect, responsiveness, encouragement and support. Student is expected to be and active participant in the classroom.

3. Describe how this course integrates the schools ESLRS (Expected School-wide Learning Results):

- a. Academic Achievers: Students will further develop communication, reading and writing skills.
- b. Critical Thinkers: Students will use critical thinking skills and problem solving in the classroom.
- c. Technological Competent Users: Students will use technology to research topics and create presentations.
- d. Ethical, Respectful Individuals: Students will be respectful while working in diverse collaborative groups.
- e. Active Community Participants: Students will develop skills that will increase their ability to participate in the community.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:

- a. Oral language development will be utilized.
- b. Modeling.
- c. Engagement routines such as being a monitor of think-write-pair-share activities, assisting students with text mark-up, and group and paired work.
- d. Writing support scaffolds such as helping to monitor and assisting students with sentence-framing and paragraph-framing that will be utilized.
- e. Reasoning and justifying answers will be highly encouraged.
- f. Flexible instructional organization for whole-class, group, paired and individualized learning will be implemented.

5. Describe the interdepartmental articulation process for this course:

Continuous articulation and communication among teachers with Peer Supporter (PS) will be provided. Teachers will share effective strategies and practices that maximize the use of PS in their respective classrooms. These strategies are to be presented during school-wide professional development and department collaboration.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

- a. Student will work towards developing professional relationships, positive work ethics, teamwork, collaboration, communication etiquette (telephone) and development of professional language communication skills.

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

- a. Technology including audio and visual devices. (i.e projector, smart board, speakers, headsets, computer, copier, telephone)

8. Objectives of Course (Including Projects, Activities, & Duration of Units); Reference to State Frameworks; Student Performance Standards; Evaluation/Assessment/Rubrics: Minimal Attainment for Student to Pass.

- a. **Objective of the course:** At the end of the semester, students are expected to:

- Recognize basic traditional classroom management practices, emerging classroom routines and rituals, and assist in classroom systems as needed.
- Practice leadership and communication skills in educational environments, including; groups, teams, and conflict resolution.
- Exercise ethical behavior on and off campus.
- Manage the trends and challenges of classroom network systems as a result of new technology.
- Demonstrate effectiveness in assisting, executing, and follow up of activities with the teacher and students.
- Demonstrate effective feedback and reflective observation regarding classroom activities and events.

b. Unit details including projects, activities and duration of units (pacing) plan:

- Assist and support teachers during instruction
- Plan, implement and monitor weekly or daily task management systems
- Technology and computer literacy
- Conflict resolution
- Reading
- Oral and written communication
- Ethical behavior /Value systems
- Critical Thinking
- Feedback / Reflection

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

- There is a direct alignment to the CTE Anchor Standards Common Core English alignment.

ANCHOR STANDARDS	CCSS ELA Standards Code(s)
Anchor Standard 1: Academics: Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards.	Note: alignment listed within each sector
Anchor Standard 2: Communications Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	LS 9-10, 11-12.6
Anchor Standard 3: Career Planning and Management Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SLS 11-12.2

Anchor Standard 4: Technology Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	WS 11-12.6
Anchor Standard 5: Problem Solving and Critical Thinking Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	WS 11-12.7
Anchor Standard 6: Health and Safety Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context.	RSTS 9-10 11-12.4
Anchor Standard 7: Responsibility and Flexibility Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SLS 9-10 11-12.1
Anchor Standard 8: Ethics and Legal Responsibilities Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work.	SLS 11-12.1d
Anchor Standard 9: Leadership and Teamwork Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed.	SLS 11-12.1b
Anchor Standard 10: Technical Knowledge and Skills Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	WS 11-12.6
Anchor Standard 11: Demonstration and Application Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.	Note: no alignment evident for this standard

d. Student Performance standards:

- Student performance will also be measured based on the following: Attendance, Punctuality, Quality of Work, and Behavior/Citizenship
- The following is the grading scale used for overall performance: 90%-100% - A; 80%-89% - B; 70%-79% - C; 60%-69% - D; and Below 60% - F.

e. Evaluation/Assessment/Rubrics:

- Students will formulate a presentation (oral, PPT, written, video) detailing their learning experience in supporting their peers during the course.
- Students will identify new applicable skills they learned while taking this course.
- Students will demonstrate and share their experience on how they dealt with conflict.
- Students will share how they managed their time when multiple tasks were given.

- Students will share what personable skills they had to develop to effectively work with their peers.
- Students will support and assist teachers with their instructional needs, facilitate in-class discussions and in-class tutorial sessions.

f. Include minimal attainment for student to pass course:

- 60% participation in all required tasks and activities.
- Satisfactory attendance.
- Complete assigned task as directed by instructor in a timely manner.
- Abide by classroom and all school rules.