

El Monte Union High School District – Career Technical Education

7531 ADVANCED EDUCATION

DATE:

INDUSTRY SECTOR: Education, Child Development and Family Services Sector

PATHWAY: Education

CALPADS TITLE: Advanced Education (Capstone)

CALPADS CODE: 7531

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	120	60

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Kindergarten Teachers, Except Special Education	25-2012.00	Preschool Teachers, Except Special Education	25-2011.00
Middle School Teachers, Except Special and Career/Technical Education	25-2022.00	Elementary School Teachers, Except Special Education	25-2021.00
Tutors	25-3099.02	Teacher Assistants	25-9041.00

COURSE DESCRIPTION:

This capstone course builds on concentration course content and is the final course taken in the Education Pathway sequence. Students are prepared for a career or further postsecondary training. Students can apply and practice their knowledge and skills at a variety of elementary and secondary education sites. In addition, students will complete fieldwork at a feeder school in a classroom under the guidance of a mentor teacher.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
Introduction to Psychology
Students must be seniors enrolled in the Teacher Preparation Academy
Intermediate Education

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Becoming a Teacher. Parkay, Forrest W., Hardcastle Stanford, Beverly. Pearson
- Teaching. Kato, Sharleen L. The Goodheart-Wilcox Company, Inc.

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
10				Introductory	Introduction to Psychology
11				Concentrator	Intermediate Education
12				Capstone	7531 Advanced Education

I.	YOU: THE TEACHER OF TOMORROW	CR	Lab/ CC	Standards
	<p>Chapter 1 – Teaching as a Profession</p> <p>1.1 What Are the Qualities of an Effective Teacher?</p> <p>1.2 What happens in a Teacher's Typical Day?</p> <p>1.3 Where Do Teachers Work?</p> <p>1.4 Employment Opportunities and Trends</p> <p>Chapter 2 – Becoming a Teacher</p> <p>2.1 What Are the Steps in Becoming a Teacher?</p> <p>2.2 Getting Started</p> <p>2.3 Develop Your Philosophy of Teaching</p>	30	10	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2, 11-12.3</p> <p>RLST: 11-12.2</p> <p>WS: 11-12.3</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.2, 2.3, 2.4</p> <p>Problem Solving and Critical Thinking: 5.1, 5.4</p> <p>Leadership and Teamwork: 9.7</p> <p>Technical Knowledge and Skills: 10.1</p> <p>Demonstration and Application: 11.1, 11.2, 11.5</p> <p>CTE Pathway:</p> <p>C1.2, C1.4, C3.3</p>
II.	THE LEARNER	CR	Lab/ CC	Standards
	<p>Chapter 3 – Understanding Human Development</p> <p>3.1 Areas of Development</p> <p>3.2 Principles of Human Development</p> <p>3.3 Theories of Development</p> <p>Chapter 4 – Middle Childhood: Growth and Development</p> <p>4.1 Beginning School</p> <p>4.2 Children Ages Five to Seven</p> <p>4.3 Children Ages Eight and Nine</p> <p>4.4 Children Ages 10-12</p> <p>Chapter 5 – The Teen Years: Growth and Development</p> <p>5.1 Physical Growth and Development</p> <p>5.2 Cognitive Development</p> <p>5.3 Social-Emotional Development</p> <p>5.4 Moral Development</p>	30	10	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2, 11-12.3</p> <p>RSIT: 11-12.2</p> <p>RHSS: 11-12.3</p> <p>RLST: 11-12.2</p> <p>WS: 11-12.1b, 11-12.2e, 11-12.5, 11-12.6</p> <p>SEP: 1, 8</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.3, 2.4, 2.6</p> <p>Problem Solving and Critical Thinking: 5.1, 5.4</p> <p>Leadership and Teamwork: 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.7, 10.8, 10.9</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway:</p> <p>C1.2, C1.4, C5.1, C6.1, C6.2, C6.3, C9.2</p>
III.	THE SCHOOL	CR	Lab/ CC	Standards

	<p>Chapter 6 – The Early History of Education in America</p> <p>6.1 The American Colonial Period (1600-1776)</p> <p>6.2 The American Early National Period (1776-1840)</p> <p>6.3 The American Common School Period (1840-1880)</p> <p>6.4 The American Progressive Period (1880-1921)</p> <p>6.5 The 1920s and the Great Depression Era (1921-1940)</p> <p>Chapter 7 – The Modern History of Education in America</p> <p>7.1 American Education during the 1940s and 1950s</p> <p>7.2 American Education During the 1960s</p> <p>7.3 American Education During the 1970s</p> <p>7.4 American Education During the 1980s</p> <p>7.5 American Education During the 1990s and Beyond</p> <p>Chapter 8 – Schools and Society</p> <p>8.1 Who Is Responsible for Schools?</p> <p>8.2 Funding for Education</p> <p>8.3 Communities and Schools</p> <p>8.4 Social Problems Affect Schools</p>	30	20	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2, 11-12.3</p> <p>RSIT: 11-12.2</p> <p>RHSS: 11-12.3</p> <p>RLST: 11-12.2</p> <p>WS: 11-12.2b</p> <p>S-IC: 6</p> <p>SEP: 4</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.2, 2.3, 2.4</p> <p>Career Planning and Management: 3.1</p> <p>Problem Solving and Critical Thinking: 5.1</p> <p>Responsibility and Flexibility: 7.8</p> <p>Ethics and Legal Responsibilities: 8.2</p> <p>Leadership and Teamwork: 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.2, 10.5</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway:</p> <p>C1.3, C1.1, C1.2, C2.1, C9.1</p>
IV.	THE TEACHER	CR	Lab/CC	Standards
	<p>Chapter 9 – Teaching Diverse Learners</p> <p>9.1 Learning Styles and Multiple Intelligence</p> <p>9.2 Tapping Individual Learning Strengths</p> <p>9.3 Cultural Diversity</p> <p>9.4 Language Diversity</p> <p>9.5 The Challenge of Teaching Diverse Learners</p> <p>Chapter 10 – What Makes an Effective Teacher?</p> <p>10.1 Teaching Roles</p> <p>10.2 Developing Professional Qualities</p> <p>10.3 Working Effectively Within a School</p> <p>10.4 Subject Knowledge and Teaching Skills</p> <p>10.5 Communicating Effectively</p> <p>10.6 Resolving Conflicts</p> <p>Chapter 11 – Planning for Instruction</p> <p>11.1 Standards: What Should Students Know?</p> <p>11.2 Curriculum: What Will Be Taught?</p>	30	20	<p>Academic:</p> <p>LS: 11-12.1, 11-12.2, 11-12.3</p> <p>RSIT: 11-12.2</p> <p>RHSS: 11-12.3</p> <p>WS: 11-12.2a, 11-12.2b, 11-12.3, 11-12.9</p> <p>S-IC: 6</p> <p>SEP: 4</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.3, 2.4, 2.6</p> <p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.9</p> <p>Technology: 4.1, 4.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.4</p> <p>Leadership and</p>

<p>11.3 Lesson Plans: How Will Learning Take Place?</p> <p>Chapter 12 – Instructional Methods</p> <p>12.1 Engaging Learners in Critical Thinking</p> <p>12.2 Key Instructional Skills</p> <p>12.3 Basic Teaching Strategies</p> <p>12.4 Choosing Appropriate Teaching Strategies</p> <p>Chapter 13 – Technology for Teaching and Learning</p> <p>13.1 Teaching and Learning in the Digital Age</p> <p>13.2 Technology: Making Learning More Accessible</p> <p>13.3 Technology: Enhancing Learning Opportunities</p> <p>Chapter 14 – Role of Assessment</p> <p>14.1 The Purposes of Assessment</p> <p>14.2 What Can Be Measured?</p> <p>14.3 Using Tests to Assess Learning</p> <p>14.4 Using Alternative Assessment</p> <p>14.5 Choosing Assessment Strategies</p> <p>14.6 Determining Grades and Providing Feedback</p> <p>14.7 Course Evaluation</p> <p>Chapter 15 – Classroom Management</p> <p>15.1 Creating the Classroom Environment</p> <p>15.2 Keeping Students Involved in Learning</p> <p>15.3 Managing Behavior</p> <p>15.4 Handling Problem Behavior</p> <p>Chapter 16 – The Next Steps Toward Becoming a Teacher</p> <p>16.1 Polishing Your Portfolio</p> <p>16.2 Developing a Personal Career Plan</p> <p>16.3 Preparing for College Success</p> <p>16.4 Succeeding as a Professional Educator</p>		<p>Teamwork: 9.1, 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway:</p> <p>C2.3, C2.4, C3.3, C6.3, C6.4, C7.1, C7.3, C7.4, C7.6, C10.1, C10.2, C10.3</p>
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Entered by:

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