



Exploring the Teaching Profession Grade 12

Curriculum Committee Member

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TABLE OF CONTENTS

Exploring the Teaching Profession

Grade 12

Hazelwood School District Mission Statement	3
Hazelwood School District Vision Statement	3
Hazelwood School District Goals	3
Curriculum Overview	4
Course Overview	5
Exploring the Teaching Profession – Unit 1.....	9
Exploring the Teaching Profession – Unit 2.....	31
Exploring the Teaching Profession – Unit 3.....	55
Exploring the Teaching Profession - Unit 4.....	74
Exploring the Teaching Profession - Unit 5.....	96
Exploring the Teaching Profession - Unit 6.....	112
Exploring the Teaching Profession - Unit 7.....	136
Appendix: Linguistic Accommodations for Scaffolding.....	149

Hazelwood School District

Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

Curriculum Overview

Exploring the Teaching Profession

Missouri Career Education combines academics and occupational skill training to prepare students of all ages. Training programs are offered in Agriculture, Business, Health Sciences, Family and Consumer Sciences, Skilled Technical Sciences, Technology and Engineering, and Marketing and Cooperative Education. Missouri Career Education prepares Missourians for the 21st century to better serve the needs of students, parents, educators, and employers through challenging, relevant, and accountable programs. Career Clusters provide a way for schools to organize instruction and student experiences around 16 broad categories that encompass virtually all occupations from entry through professional levels. These groupings of occupations are used as an organizing tool for curriculum design, a model for guidance and instruction, and a mechanism for seamless transition from secondary education to postsecondary and/or career. The career cluster of Human services meets the needs of students interested in the career fields of Family and Community Services, Early Childhood Development and Services, Counseling and Mental Health Services, Personal Care Services, and Consumer Services. (<https://dese.mo.gov>)

Exploring the Teaching Profession serves as a capstone experience for students interested in the fields of elementary and secondary education. Students will take preliminary courses in which they will learn about the cognitive development of children and apply that knowledge in this course and in the Teaching Profession Internship course. Students will be prepared in this course to take the Educational Fundamentals credential offered by the American Association of Family and Consumer Sciences. Students will be able to use this credential as an entry way into the industry to allow them to work in an educational setting while attending a post-secondary institution to earn full certification.

As part of all of the Family and Consumer Science pathways, the students will be able to take this foundational knowledge and apply it to various career paths within the Human Services cluster. Students in this pathway are encouraged to become members of Family, Career and Community Leaders of America (FCCLA). This is a Department of Elementary and Secondary Education approved Career and Technical Student Organization.

COURSE TITLE: Exploring Teaching

GRADE LEVEL: 12

CONTENT AREA: Career and Technical Education

Course Description

This course is for students who have an interest in a career in education and enjoy working with people and sharing their skills and talents. Students will develop knowledge and skills needed to communicate clearly, to build relationships, and to motivate learners. They will study a broad range of ages and theories related to education. This is a one credit course and will be offered every day of the week for one semester. Students will be required to observe in Early Childhood, Elementary, and Middle School classes. (Prerequisite: Advanced Child & Human Development)

Course Rationale

Teaching is projected to be one of the fastest – growing occupations over the next ten years and beyond. The need for teachers is particularly great in math, science, special education foreign languages, technology applications and bilingual education. Teaching opportunities exist in a variety of settings including public private, charter and virtual schools, as well as in corporate training and coach /trainer/consultant positions.

Course Scope and Sequence

Unit 1: The Teaching Profession -8 class periods (90 minutes)	Unit 2: Education Past and Present -15 class periods (90 minutes)	Unit 3: Teaching Diverse Students -7 class periods (90 minutes)
Unit 4: Effective Instruction -15 class periods (90 minutes)	Unit 5: The Learning Environment -20 class periods (90 minutes)	Unit 6: Schools and Society -10 class periods (90 minutes)
Unit 7: Foundations of Education - 5 class periods (90 minutes)		

Course Materials and Resources

- Family Career and Consumer Sciences, <http://dese.mo.gov/divcareered/fccla.htm>
- MSTA, <http://www.msta.org>
- NEA, <http://www.nea.org>
- AFT, <http://www.aft.org>
- Teacher's box, <http://www.learningtoday.com/corporate/teacher-resources.asp>

- Lakeshore,
http://www.lakeshorelearning.com/general_content/free_resources/freeResources.jsp?f=m
- Teacher Created Resources, <http://www.teachercreated.com/free/#>
- Discovery Education, <http://www.discoveryeducation.com/teachers>
- FEA, www.pdkintl.org
- Missouri Connections, <http://www.missouriconnections.org/>
- Teaching. Kato, Sharleen L. Goodheart-Wilcox Company 2016
- Teach. McGraw Hill. 2011

Unit Objectives

Unit 1

The students will be able to:

1. Explain the roles and functions of people working in early childhood, education and related teaching fields.
2. Identify career opportunities and salaries for employment within and outside of the school setting.
3. Identify the educational training requirements for teachers at various levels and educational services.
4. Analyze the role of professional organizations in education and related services.
5. Develop a personal career goal, begin developing your own personal philosophy of teaching.

Unit 2

The students will be able to:

1. Examine the historical and current significance of education.
2. Explain and analyze the influences of historical and sociological role and the impact on contemporary education.
3. Analyze how developmental theories impact teaching and real life situations.

Unit 3

The students will be able to:

1. Analyze the physical and cognitive skills required to master a task at certain age levels.
2. Identify and discuss the impact of various influences that affect school age children.
3. Create and develop your own teaching philosophy based on your ideals and values.

Unit 4

The students will be able to:

1. Analyze personal learning styles and multiple intelligences.
2. Develop classroom management and strategies for ensuring respect in the classroom.

3. Identify differentiated instruction to maximize learning for all students.
4. Demonstrate the ability to produce clear, professional, written and verbal communication.
5. Identify and describe the major roles teachers perform.

Unit 5

The students will be able to:

1. Analyze the role of assessments and choosing appropriate assessment strategies.
2. Analyze state standards and curriculum development.
3. Identify and describe key parts of a lesson plan, including educational objectives and instructional strategies.
4. Develop and create a lesson plan on a chosen topic.

Unit 6

The students will be able to:

1. Define and understand school law basics.
2. Understand parents', teachers' and school districts' rights and responsibilities.
3. Explain social issues related to social networking, child abuse, and dishonor in the school setting.
4. Analyze how schools are funded and managed by a school board and Board of education.

Essential Terminology/Vocabulary

Unit 1

Abstract thinking, advocate, articulate, artifacts, Career & Technical Education Teacher education programs, career goal, certified teacher, concrete thinking, cooperating teacher, corporate trainer, diversity, grants, job shadowing, paraprofessional, personal portfolio, philosophy of teaching, salary schedule, school based curriculum, teaching license, teaching specialist.

Unit 2

Behaviorism, bilingual education, charter schools, classical conditioning, cognition, cognitive development, cognizant, common schools, competency based education, constructivism, context, developmental theories, educational standards, genetics, McGuffey Readers, Montessori Method, national standards, normal schools, operant conditioning, Progressives, Project Head Start, Socratic learning, virtues.

Unit 3

Analogy, articulate, artifacts, career goal, classification, dexterity, executive strategies, grants, metacognition, personal portfolio, philosophy, proficient, resilience, seriation, transitivity.

Unit 4

Accommodations, differentiated instruction, diversity, ELL, LEP, exceptional learners, IEP, inclusion, learning styles, mainstreaming, multiple intelligences, special needs.

Unit 5

Alternate assessment, Blooms Taxonomy, course evaluation, course plan, curriculum development, educational standards, formative assessment, guided practice, independent practice, instructional objectives, instructional units, learning activities, peer-evaluation, reliability, rubric, self-evaluation, subjective grading, summative assessment, validity.

Unit 6

Achievement gap, at risk, due process, ethics, expulsion, harassment, liability, school funding gap, the dishonor role, zero tolerance policy.

Unit 7

Vocabulary from Units 1-6 will be utilized in preparation for the certification exam.