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125-DN

24 February 2022

### Discourse **Elementary vs. High School**

Correlated to the commencement of time, men/women/persons have conducted life's work. In the shadow of the most curious, innovative, intuitive, compassionate, and wholesome individuals I have associated with, I am called to immerse myself in a career of education. I am double majoring in English and Secondary Education as an undergraduate university student. Ambitiously, I have already declared a minor in writing as a first-year student. Inspired by my knack for composition, passion for literature, profuse rhetoric, and mentorship, I see no other community I would instead consolidate.

Alongside profound aspiration for perusal, prospective educators decipher what level of academia to administer. In the United States, **“the system is broken down into three stages: elementary school (Grades K–5), middle school (Grades 6–8), and high school (Grades 9–12).”** (Relocate) Definition and subsequent comprehension for elementary and secondary education division prompt prospective teachers. Undergraduate students select elementary or secondary education based on preference in-class audience, desired subject matter of demonstration, and teaching style. A wide array of differences diverges elementary and secondary educators. **“In the U.S. teaching, elementary school usually involves one teacher teaching the entire curriculum to the entire class. Teaching middle and high school involves teaching a few subjects, or sometimes just one subject, to many classes”** (Quora).

Not only do the occupational responsibilities differ, but the audiences with whom elementary and secondary teachers address: **“elementary school is a kindergarten through 5th grade (ages 5-10), middle school is grades 6-8 (ages 11-13), and high school is grades 9-12 (ages 14-18).”** (Stanford) Illustration of varying associates: **“the years between 6 and 14- middle childhood. And early**

**adolescence— are a time of critical developmental advances that establish children's sense of identity. During these years, children make strides toward adulthood by becoming competent, independent, self-aware, and involved in the world beyond their families.”** (Eccles) Under age differentiation, the maturity level of elementary and high school students is significantly opposing.

In comprehension of discourse, we must first clarify: **“What is communication? According to the Concise Oxford Dictionary the word means “the act of imparting, especially news,” or “the science and practice of transmitting information.”** These definitions clearly show the link between **“teaching” and “communication” : teachers are constantly imparting new knowledge, or transmitting information.”** (Prozesky) Beyond implied, elementary and secondary school teachers engage with pupils in varied methods. Elementary instructors correspond with students as young as five years of age. Early elementary school teachers yield accountability to enhance alphabet and mathematical recollection, penmanship, foundational vocabulary, and reading, writing, and speaking proficiency. Hands-on, elementary teachers **“create lesson plans to teach students specific subjects and skills, like English, art, science, or music.”** (All) Primary mentors of human life, **“grammar school teachers model good behavior and communication skills to learn how to share with and treat others.”** (All)

Polarized in discourse, high school teachers present to a cognitively and intellectually developed audience. Rather than exemplifying introductory curriculum and paired morals, high school teachers broaden and redefine students' perspectives. Preformulated, high school students obtain nearly a decade of schooling. Solidified, the ever-blossoming minds of high-schoolers retain enhanced supplements of knowledge, in-classroom debates, thorough class discussions, and even challenge their subject teachers. Mature and eloquent to match, many educators bias in administering older audiences. While high school students converse on a leveled frame, teachers substantiate in-depth and complex teachings of a designated subject area. Concentration on one particular field of study permits secondary educators to inform a classwide audience of profound investigations and apprehension of materials.

Contrary to communications exhibited by elementary school teachers, high school teachers grant students to conduct increased independent studies in preparation for tentatively continued examinations. For lack of better terms, elementary school teachers guide their students, whereas high school teachers provide a lesson plan, thus allowing students to engage with a subject and independently interpret. High School teachers communicate by speaking, but also by writing. Teachers may use handouts for students to refer to during a lesson, and students will use them in their self-study time. Because handouts are an essential way of communicating with students, they must communicate effectively.

Both elementary and secondary teachers require similar job qualifications despite contrasting elements in discourse. **“Elementary teachers are expected to have at least a bachelor's degree in teaching or a subject-specific area, such as math or English, accompanied by a teaching certificate in accordance with their state's requirements. Most future elementary teachers enroll in a teacher education program in college.” (Resilient).** Identical, **“certification as a secondary school teacher in Connecticut requires earning an academic certificate for grades 7 -12 valid for one or more endorsed subjects. Requirements include a bachelor's degree or higher and a state-approved teacher preparation program.” (All)** Overall, one must achieve a four-year undergraduate degree and an extended 1-2 years of a Master’s to discourse in elementary or secondary educational institutions.

Fundamentally, both elementary and high school teachers maintain contact with parental figures of students. Elementary school teachers converse with parents via email and cellular communications. Also, elementary school teachers host annual open houses and few, if not many parent-teacher conferences per academic year. Alike but different, high school teachers obligate the hosting of open houses; however, parental meetings are not mandatory. Instrumental in their children’s academic performance, parents often express areas of concern to instructors. As a result of effective communications, teachers possess information about students' lives outside of the classroom.

Awareness of students' personal lives, setbacks, necessities for accommodations, learning deficiencies, and personal grappling conduct teachers to understand a student's inadequate performance or demoted manners and behavior in class. Often, challenges arise when teachers cannot maintain contact with the parents of their students. From estranged, divorced, addicted, and uninvolved parental figures, teachers lack gateways on facilitating supplemental assistance from natural resources to students. Specifically, educators can be mandated reporters or converse concerns individually to students in such situations. Teachers often provide resources such as online study tools, office hours/after-school tutoring, recommendation of peer tutors, inside and outside school tutoring centers.

Activities resonate within the field of education consist of documentation of lesson plans, class presentations, assignment descriptions, handouts, and informational packets. Educators often compose on a surface, such as a whiteboard, in front of their class. Utilization of questions allows teachers to assess whether or not the class understands the guided curriculum. Teachers are mandated to assign scores, or grades in reflection of their students' work. As grading systems widely vary, high school English teachers read papers, homework assignments, reflections, and other produced works. A response, English teachers leave commentary and suggestions to coax their students to improve grammatical and stylistic elements in their writing. English teachers also communicate with their fellow staff, faculty, and managers. Communications with students often entails discord via emails, discussions before and after class, and arranged consultations. English teachers will often write class assignments, lectures, and sentiments.

A prospective teacher of English, I am inclined to learn about the discourse community of a high school English teacher. I am intrigued to learn the characteristics, and experiences of those who foster a career in English. I am motivated to harbor positive relationships with my future students, their families, and those with whom I correspond. I will be interviewing a few of my former teachers from high school in order to obtain a credited perspective. I will also interview my elementary school teacher Mrs. Poblocki, who greatly inspired my passion for literature and composition in 4th and 5th grade.

My research sources are distinguished subjects. Obtaining certifications, and degrees, thus permitting their practice, these subjects are not only licensed, but credible and experienced in the field. I am hoping to obtain new knowledge and understanding by conversing with my former educators, as I now aspire to become an educator myself. I will be open to the conduction of all and any research.

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