

Career Explorations (Education)



Education, Child Development and Family Services

Pathway: Education

This introductory course explores career options and key concepts in the field of education. The goal is to create a pipeline for students to enter the education field and fill positions in this industry. This program will provide the first opportunity for students interested in careers in this pathway to formally study education and participate in community classroom practicum experiences in partnering school programs. Topics of study include the history of education, health and safety in education, child/adolescent development, integrated 21st century instructional practices, and family partnerships. ***In addition to the topics listed below, students will utilize Naviance Family Connections to explore a variety of careers in the field of Education.***

Last Revised: August 10, 2017

Program Information	CTE Certification Elements
<p>Industries / Pathways: Education, Child Development, and Family Services Industry: Education Pathway</p> <p>Grade Levels: 9</p> <p>CSU/UC Approval: No</p> <p>Community College Course: No</p> <p>Pathway Sequence(s) That Include This Course:</p> <p>Education Pathway Course Sequence:</p>	<p>Course Level: Introductory</p> <p>CALPADS Pathway: EDU-132</p> <p>CALPADS Course Title: Career Explorations</p> <p>State Course ID: 7500</p> <p>Total Hours: 45</p> <p>Course Length: 1 Semester</p> <p>Local Course Number: ED8000</p>

Introduction to Health and Human Service Careers or
Health Professions and Organizations
First Aid, Emergency Response and CPR
Career Explorations
Education & Technology I
Education & Technology II
Education Internship (10th, 11th, 12th)
PSYC 120 Intro to Psychology or COMM 103 Public Speaking
ED 200 Teaching as a Profession
HED 105 Health Education for Teachers
CD 125 Child and Adolescent Development

Board Approval: Pending Board Action on 12/7/17
Labor Market Demand: High
Course Type: Career-Technical Preparation

Course Competencies and Expected Outcomes

1. Identify and describe career possibilities in the field of education and relate to personal interest.
2. Describe the role of the school and teacher in the greater society.
3. Describe the development of educational systems, practices, and technologies in the US over time and explain how current practices compare to past practices.
4. Develop a professional portfolio.
5. Research, describe, and apply health and safety practices and protocols as they relate to educational settings and explain their importance.
6. Develop proficiency in providing CPR and first aid.
7. Describe critical points of development from infancy to adulthood and relate to work in education.
8. Identify local community service providers and describe the role they play in supporting the community.
9. Analyze the impact educators can make on the lives of their students through a book study.
10. Describe effective practices for after-school extended learning and youth recreational programs. Analyze programs for effectiveness and apply effective practices through community classroom learning assignments.
11. Describe common behavioral issues in educational settings and create plans for how to prevent and address behavior problems. Identify effective practices in developing positive relationships in educational settings.
12. Analyze educational settings for climate and behavioral supports.
13. Navigate and understand the content of K-12 curriculum standards for English Language Development (ELD), English Language Arts (ELA), mathematics, science, history-social studies, Visual and Performing Arts (VAPA), physical education, Career and Technical Education (CTE), and health. Explain the role of curriculum standards in guiding instruction and accountability.

Standards

California's 2013 CTE Standards

(additional standards listed in each unit below)

1. CTE.ECDFS.KPAS.3.1 [Identify personal interests, aptitudes, information, and skills necessary for informed career decision making](#)
2. CTE.ECDFS.KPAS.3.2 [Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success](#)
3. CTE.ECDFS.KPAS.3.4 [Research the scope of career opportunities available and the requirements for education, training, certification, and licensure](#)
4. CTE.ECDFS.KPAS.8.3 [Demonstrate ethical and legal practices consistent with Education, Child Development, and Family Services sector workplace standards.](#)
5. CTE.ECDFS.KPAS.8.4 [Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace](#)
6. CTE.ECDFS.KPAS.10.1 [Interpret and explain terminology and practices specific to the Education, Child Development, and Family Services sector.](#)

Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects

Reading

1. RST.9-10.3 (9th and 10th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.](#)
2. RST.11-12.3 (11th and 12th) [Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.](#)
3. RST.9-10.9 (9th-10th) [Compare and contrast findings presented in a text to those from other sources \(including their own experiments\), noting when the findings support or contradict previous explanations or accounts.](#)
4. RST.11-12.9 (11th and 12th) [Synthesize information from a range of sources \(e.g., texts, experiments, simulations\) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.](#)

Writing

1. WHST.9-10.4, WHST.11-12.4 (9-10 & 11-12) [Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.](#)

Units

Lesson plans and accompanying resources for the instructor can be found on CTE Online.

Unit 1: The School, The Teacher, and The Society

Description

Unit 1 covers Careers in Education (3.0, 7.0, 8.0), Education as an Institution & Industry (C1.0 - C3.0), History of Education & Education Technology (4.0, C1.0) and students are introduced to the Professional Portfolio (11.0).

Key Topics/ Activities

The first topics introduce the exploration of careers, career planning and portfolio development in general. As part of this initial exploration, students will self-assess their aptitudes for the field, including responsibility, flexibility, ethics, and teaching instinct. The second part of the unit focuses specifically on the education industry starting with an overview of the diverse range of career opportunities available in the field of education and the labor market demand of the field. As part of this overview, students will explore the structure of public education both broadly (federal to state to local control of education) and specific to their district (district-level structures, school-site level structures), all of the roles people play within these levels, and the policies and regulations that govern the structures. In the third part of the unit, students will explore key issues in the field. This exploration comprises an overview of the history of education, including key figures and societal trends influencing the field, the development of educational technology over time, and current legislation and policies impacting the field. The unit wraps up with students researching in depth one particular career in education and presenting to the class the credentialing/training required for the career and where they can be obtained locally, the roles and responsibilities of the career, and union contract rights, obligations, and salary schedule that govern the career.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 2: Ensuring Health and Safety in Educational Settings

Description

Unit 2 covers Health & Safety in the Workplace (6.0), Critical Emergency and Disaster Procedures in School (C4.0), CPR and First Aid Training (C4.4), and Health & Wellness for Children (C8.0).

Key Topics/ Activities

Students will begin the unit by participating in trainings on district critical health and safety procedures, including the training for mandated reporters of child abuse and neglect. Students will also review policies on typical hazards, including use of Material Safety

Data Sheets (MSDS) and procedures for preventing the spread of diseases and allergic reactions. Students will complete first aid and cardiopulmonary resuscitation (CPR) training to receive a CPR certificate (in coordination with the American Red Cross). Next, students will focus on reviewing and leading trainings related to workplace safety and emergency and disaster preparedness. The last part of the unit focuses on procedures for student health and nutrition within the school and classroom and community services for at-risk students. Students will need to research and plan nutritional programs for school-age children and describe how to recognize and prevent common nutrition-related disorders. Students will conduct a review of the prevalence of student health (mental and physical) issues and nutrition-related disorders at their school site.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 3: Child & Adolescent Development

Description:

Unit 3 covers Child Development & Families (C5.0), Adolescent & Adult Development and Families (C5.0), and Community Service Providers (C5.5).

Key Topics/ Activities

Through research, observation, and interviews, students will outline the typical physical, intellectual, emotional, and social development of children from birth to adolescence. Throughout the unit, students will be asked to reflect upon the role of caregivers and educators in supporting healthy development and addressing atypical developmental patterns. Students will debate the role of hereditary versus environmental factors on development of children and adolescents and research a controversial topic relating to child and adolescent development.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 4: Book Study

Description

Unit 4 consists of the study of a book about an inspirational educator or the impact educators make.

Key Topics/ Activities

Students will engage in literature circles/book clubs around a book that is chosen from a given list of texts about inspirational educators, including "The Freedom Writers" (1999) by The Freedom Writers & Erin Gruwell, "The Courage to Teach" by Parker Palmer, and "Educating Esme" by Esme Raji Codell. Students will start by examining and practicing the structure of literature circles and its uses, including watching videos of students engaged in literature circles. As they begin reading, they will create reading schedules and maintain a personal reflective diary throughout the unit to add notes as they read, engage in and lead discussions with their literature circle or book club members, and create a group presentation about their chosen book to share with the rest of the class. Students will be asked specifically to reflect on and share about: the problem solving done by the educators in the book (5.0), the responsibilities of the educators (7.0), the flexibility demonstrated by the educators (7.0), and the ethical dilemmas faced by the educators (8.0), and the ways that the book inspired them to become future educators.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 5: Practicum in Tutoring & Recreational Programs for Youth (Community Classroom)

Description

Unit 5 covers Effective Extended Learning Programs & Recreational Programs for Youth and Preparation for Practicum

Key Topics/ Activities

Students will begin by exploring the wide range of extended learning and recreational programs for youth offered in their community. Students will then dive deeper into specific programs and types to better understand the roles and responsibilities of the people that work in the program, the structure of the program, how it is run, and the community it serves. Guest speakers will be invited from local programs to share their philosophy, organization, and critical practices for operating a successful program. Students will review essential skills for managing activities with youth, tutoring techniques, and how to assess interest and design appropriate activities for various age groups. Students will apply this learning to a "community classroom" or practicum working in an extended learning or youth recreational program of their choice for a minimum of 10 hours. During their practicum work experience, they will keep a log of what they did and learned from each day, conduct an interview with people who work in the program and the youth being served by the program, and share their learning with the class.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 6: Behavior, Guidance, & Discipline

Description

Unit 6 covers Common Behavioral Issues in Educational Settings (C6.1), Positive Behavioral Interventions & Support (PBIS) Positive Guidance (C6.2), Building Relationships & Managing Educational Settings (C6.3 - C6.5).

Key Topics/ Activities

Students will investigate common behavior problems, possible causes, and potential solutions to prevent and remediate the behaviors. Students will apply this study to observations and reflections on behavior in both the classroom and extended learning/recreational youth program environments and opportunities to implement behavior management skills in the classroom and in their practicum for extended learning/recreational youth programs (see Unit 5). Students will review positive guidance programs, specifically investigating the PBIS model and the restorative justice, as implemented by local schools and compare implementation between elementary, middle, and high schools. Students will create a campaign to promote positive self-image and self-esteem on their campus. The unit concludes with a study of school climate in their campus and district through reviewing school climate data and interviewing school stakeholders about ways they develop relationships with other stakeholders, ways they contribute to creating a positive school climate, and ideas on how the school climate can be improved.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 7: Curriculum Standards across Content Areas

Description

Unit 7 covers Understanding the Curriculum Standards: ELD, ELA, Math, Science, History-Social science, Arts, Physical Education, CTE (1.0) and Using the Curriculum Standards to Plan Instruction (C7.1).

Key Topics/ Activities

Students will explore the process for the state development and adoption of curriculum standards, including the Common Core State Standards for ELA and math. They will research specific content area standards to understand how they are organized, how they develop across the grade levels, and how to navigate the standards. They will create tutorial videos using their educational technology skills to teach others how to use the particular set of standards they researched. Finally, students will review lesson plans and trace how specific curriculum standards were used to develop the lesson and how they are taught and assessed in the lesson. Students will review mandatory testing requirements for the state and describe the role of curriculum standards in these assessments.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

Unit 8: Career Preparation

Description

Unit 8 covers Professional Portfolio Reflections (2.0, 11.0) & Career Planning (3.0).

Key Topics/ Activities

Teaching isn't a one-size-fits-all career choice. This unit allows students to explore a variety of resources to learn what it's like, and what is required in order to teach different grade levels and subjects. Find out why one National Teacher of the Year loves to teach middle school and why another teacher is passionate about special education. Take a journey to explore which content areas fit your strengths and interests best, whether it's math, science, social studies, English, art, career technical education, or something else. This unit will help students find their education pathway.

Key concepts and skills will be assessed through written examination, including multiple choice, short answer, and short constructed response.

