

CAREERS IN EDUCATION

INDUSTRY SECTOR | Education, Child Development and Family Services
PATHWAY | Education

COURSE ESSENTIAL QUESTION:

The foundation of every state is the education of its youth. (Diogenes Laertius) Prepare to be that Educator!

COURSE OVERVIEW:

This course combines classroom and workplace based training to develop the talents and skills needed for employment as an Instructional Aide. Students will be able to assist certificated classroom teachers in the preparation and use of instructional materials. Students will present or reinforce learning concepts with individuals and groups and supervise social and playground activities. Integrated throughout the course are Common Core State Standards and Career Technical Education Standards, which include safety, communication, technology, ethics, career planning and other employability skills. Included are safety, communication, technology, ethics, career planning and other employability skills.

INFORMATION:

- A. **Pre-requisite:** 16 years old or a 11th/12th grader.
- B. **Abilities Required:** Follow directions, basic reading, math, written and verbal communication skills.
- C. **Dress Requirement and Grooming:** Consistent with Industry Standards
- D. **Students must master 75% of the certificate competencies to receive a certificate.**
- E. **Fee:** Free to High School
- F. **Course Length:** 270 hours
- G. **Textbook:** Teaching - Goodheart/Wilcox 2016
- H. **UC a-g Approved:** Yes
- I. **Industry Certification:** Yes
- J. **Sequencing to Include a Capstone:** Not Applicable
- K. **Community College Articulation:** No
- L. **Common Core Alignment:** Yes
- M. **Community Classroom:** Yes
- N. **Career Technical Student Organization:** No
- O. **Work- Based Learning:** Yes

THEME: UNIT 1. CAREERS IN EDUCATION

ENGAGING TITLE:

ESSENTIAL QUESTION: *How can I make a difference in a child's life?*

INSTRUCTIONAL HOURS: 15.00 hours / CC 15.00 hours

Common Core Unit Objective

In this unit of instruction, students will examine the educational and professional requisites for becoming a teacher and the responsibilities of professional educators. Using text, DVD, and current industry requirements. The students will research and create a career plan to meet their occupational goal using text, DVD presentations and Industry speaker.

Key Assignments

Students will research and create a 5-year career plan to include education and experience required to actualize goal.

Anchor Standards

- 3.0 **Career Planning and Management:** Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.
- 3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

Pathway Standards

- C3.0 State specific applications of government regulations in the education history.
- C3.3 Locate and understand the credentialing requirements for teachers of students in prekindergarten through community college.

Common Core Standards

- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



RESOURCES:

Resources

- DVD – “Careers In Education”
- Salary Schedule – Rancho Cucamonga School Districts
- Children’s Center Permit Matrix
- Teaching – Chapter 1



THEME: UNIT 2. SCHOOLS IN SOCIETY

ENGAGING TITLE:

ESSENTIAL QUESTION: *From the one room schoolhouse to online education – how did that happen?*

INSTRUCTIONAL HOURS: 10.00 hours / CC 5.00 hours

Common Core Unit Objective

Using text, lecture and class discussion students will examine education in a historical context and the evolution of teaching as a profession. Students will then interview teachers in the field regarding current strategies used in relating to students.

Key Assignments

Students are to create an annotated time line – post civil war -200's, identifying significant events in public education in the United States.

Anchor Standards

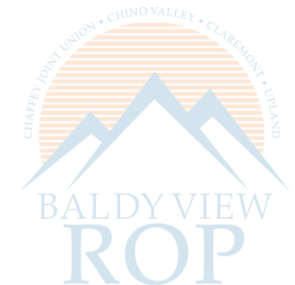
- 2.0 **Communications.** Acquire and accurately use Education, Child Development and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.4. Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.

Pathway Standards

- C1.0 Describe the structure of the education industry and its role in local, state, and global economies.
- C1.3 Understand the legislative, economic, and social trends that affect the education industry.

Common Core Standards

- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



RESOURCES:

Resources

- Teaching, chapter 4
- Civil Rights Act 1964
- Ted Talk – Sir Ken Robinson: “Changing Education Paradigms”



THEME: UNIT 3. PRINCIPLES OF LEARNING

ENGAGING TITLE:

ESSENTIAL QUESTION: *How do we learn?*

INSTRUCTIONAL HOURS: 15.00 hours / CC: 10.00 hours

Common Core Unit Objective

Upon completion of this unit students will create visual narratives that differentiate between a variety of learning theory using information gathered from text, lecture and power point presentation.

Key Assignments

In small groups, students will create visual narratives that explains the influence of a selected learning theory including examples of real life application; these will be presented to the class. Students will illustrate examples of real life application methods for their selected theory.

Anchor Standards

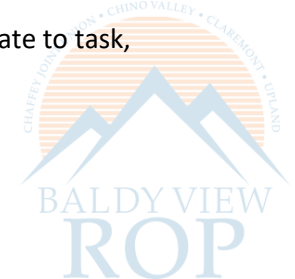
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as ore sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.4. Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

Pathway Standards

- C5.0 Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.
- C5.1 Identify how typical and common atypical developmental patterns affect the educational progress of children and adolescents.

Common Core Standards

- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



RESOURCES:

Resources

- Teaching - Chapter 6
- DVD – “Child Development Theorists”
- PowerPoint – Child Development Theorists



THEME: UNIT 4. GROWTH AND DEVELOPMENT OF MIDDLE CHILDHOOD

ENGAGING TITLE:

ESSENTIAL QUESTION: *From four feet tall to six feet tall - what is happening???*

INSTRUCTIONAL HOURS: 20.00 hours / CC 10.00 hours

Common Core Unit Objective

Using DVD, text, lecture and class discussion students will analyze knowledge of the progression of development for the elementary school age child and exhibit this knowledge by creating a developmental map showing expected development in all of the developmental domains.

Key Assignments

- In small groups students will research and identify eight Kindergarten Readiness skills, formulate explanations as to importance and present to the class.
- Students will create a developmental map of children age 5-10 including the four developmental domains.

Anchor Standards

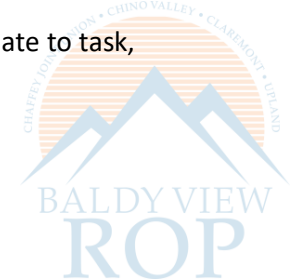
- 2.0 **Communications:** Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.

Pathway Standards

- C5.0 Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.
- C5.1 Identify how typical and common atypical developmental patterns affect the educational progress of children and adolescents.

Common Core Standards

- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



RESOURCES:

Resources

1. Chapter 7
2. DVD – 7-12
3. Kindergarten Readiness Skills - Teaching



THEME: UNIT 5. PRINCIPLES OF TEACHING

ENGAGING TITLE:

ESSENTIAL QUESTION: *Now what do I do -- I'm the teacher!*

INSTRUCTIONAL HOURS: 20.00 hours / cc 10.00 hours

Common Core Unit Objective

Students will study the development of teaching strategies and learning styles via DVD, class lecture and discussion demonstrating understanding by creating an activity using Gardner's Multiple Intelligences.

Key Assignments

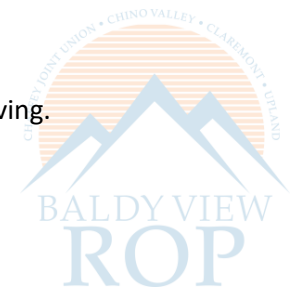
- Using a well-known children's book to present to a group of children, using Gardner's Multiple Intelligences, describes an enrichment activity for each intelligence. Students will support choices of activities with teaching strategies outlined in the text and discussed in class.
- Students will interview a teacher with regard to how he/she responds to students who are dealing with problems. An essay will be written comparing and contrasting the teacher's responses to strategies given in the text.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.5. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks.
- 10.3. Construct projects and products specific to the Education, Child Development, and Family Services sector requirements and expectations.

Pathway Standards

- C7.0 Explain the role and purpose of standards-based instruction and assessment.
- C7.6 Practice using teaching strategies that promote student learning, critical thinking, and problem solving.



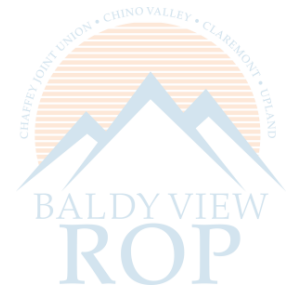
Common Core Standards

WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESOURCES:

Resources

- Chapter 10, 12
- Career Pathway Standards
- DVD = Beginning Teachers



THEME: UNIT 6. CLASSROOM MANAGEMENT

ENGAGING TITLE:

ESSENTIAL QUESTION: *What to do and how to do it!*

INSTRUCTIONAL HOURS: 20.00 hours / CC 10.00 hours

Common Core Unit Objective

Students will analyze effective classroom management strategies via text, class lecture, media presentation, handouts and demonstrate understanding through essay and visual presentation.

Key Assignments

- Using a given budget students will design age appropriate indoor and outdoor learning environments for fourth grade students. A floor plan showing the placement of equipment and learning areas is to be included.
- In small groups students will list six common behavior problems, outline the possible causes and develop potential positive solutions. The group will then develop a set of 6 classroom rules that will address the solutions.

Anchor Standards

- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 10.0 **Technical Knowledge and Skills:** Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks.
- 10.8 Explain positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.

Pathway Standards

- C6.0 Use positive interaction, guidance, and discipline in the educational environment.
- C6.1 List common behavior problems, possible causes, and develop potential positive solutions.



Common Core Standards

WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESOURCES:

Resources

- Teaching, Chapter 15
- DVD – “Managing The Difficult Child”
- YouTube: What if all schools did more outdoor learning? (Greater London National Park Initiative)
- Article: [Nature is a Powerful Teacher: The Educational Value of Going Outside](#)
10/31/13 Julia Ryan, The Atlantic



THEME: UNIT 7. LESSON PLAN DEVELOPMENT

ENGAGING TITLE:

ESSENTIAL QUESTION: *Essays and projects – oh my!*

INSTRUCTIONAL HOURS: 20.00 hours / CC 10.00 hours

Common Core Unit Objective

Based on text, handouts, lecture students will prepare and deliver effective lessons plans to children at assigned Community Classrooms.

Key Assignments

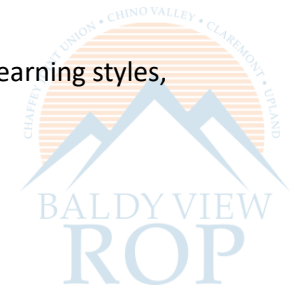
- In pairs, students will develop a 10-minute lesson plan incorporating strategies to support various learning styles. This will be presented to the class and then to children at assigned community classroom.
- Students will write an essay contrasting formative assessment and summative assessment, the purposes of each and giving 2 examples of each assessment.

Anchor Standards

- 2.0 **Communications:** Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
- 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 10.0 **Technical Knowledge and Skills.** Apply essential technical knowledge and skills common to all pathways in the Education, Child Development, and Family Services sector, following procedures when carrying out experiments or performing technical tasks.
- 10.3 Construct projects and products specific to the Education, Child Development, and Family Services sector requirements and expectations.

Pathway Standards

- C7.0 Explain the role and purpose of standards-based instruction and assessment.
- C7.5 Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds and abilities to write lesson plans.



Common Core Standards

WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESOURCES:

Resources

- Chapter 11 – Pages 267-280
- Chapter 14
- Madeline Hunter Lesson Plan
- Hard Copy Resource Book



THEME: UNIT 8. ANTI-BIAS CURRICULUM AND CULTURE DIVERSITY

ENGAGING TITLE:

ESSENTIAL QUESTION: *So many differences – so many similarities; putting them all together!*

INSTRUCTIONAL HOURS: 15.00 hours / CC 10.00 hours

Common Core Unit Objective

This unit will identify, through speaker, class lecture and discussion, the impact of gender/racial/cultural equality on the developing child.

Key Assignments

- Working in small groups, students will design an activity for elementary school aged children that encourages children to share cultural customs with one another. Groups may choose from activities such as potlucks, dance, and show/tell but will be expected to exercise originality in the design of their activities. Plans are to show bridges and resources.

Anchor Standards

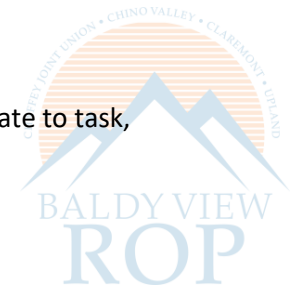
- 2.0 **Communications:** Acquire and accurately use Education, Child Development, and Family Services sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.
- 2.2 Identify barriers to accurate and appropriate communication.
- 5.0 **Problem Solving and Critical Thinking:** Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Education, Child Development, and Family Services sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.
- 5.1 Identify and ask significant questions that clarify various points of view to solve problems.

Pathway Standards

- C9.0 Assess how to communicate and interact effectively with families and community groups.
- C9.3 Explain issues of diversity and how to exhibit sensitivity to cultural differences.

Common Core Standards

- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



RESOURCES:

Resources

- NAEYC Guidelines For Anti-Bias Education
- Chapter 9 – Pages 222-224



THEME: UNIT 9. THE PROFESSIONAL TEACHER

ENGAGING TITLE:

ESSENTIAL QUESTION: *Me – a professional?!*

INSTRUCTIONAL HOURS: 15.00 hours / CC 10.00 hours

Common Core Unit Objective

Using text, class discussion and industry professionals, this unit will concentrate on the traits of the professional and what it means to develop professionally.

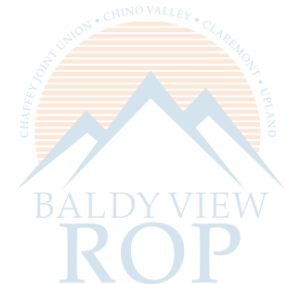
Key Assignments

Throughout the course students will assemble samples of their work to showcase in a professional portfolio.

- Students will create a personal philosophy of teaching.
- Students will participate in a mock interview with industry professionals.

Anchor Standards

- 7.0 **Responsibility and Flexibility:** Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Education, Child Development, and Family Services sector workplace environment and community settings.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.



Pathway Standards

- C2.0 Name operational procedures and organizational policies at various levels in education.
 - C2.2 Recognize the main workforce management strategies in education (e.g., shared responsibility and negotiation).
- C6.0 Use positive interaction, guidance, and discipline in the educational environment.
 - C6.5 Develop strategies for building relationships with all stakeholders.
- C7.0 Explain the role and purpose of standards-based instruction and assessment.
 - C7.5 Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds and abilities to write lesson plans.
 - C7.7 Identify relevant curriculum standards, their significance to student success, and demonstrate their use in instruction.
- C9.0 Assess how to communicate and interact effectively with families and community groups.
 - C9.3 Explain issues of diversity and how to exhibit sensitivity to cultural differences.
- C11.0 Evaluate the role of instructional staff in supporting the learning process.
 - C11.3 Explain how to help the teacher with student instruction, assessment, and confidentiality.

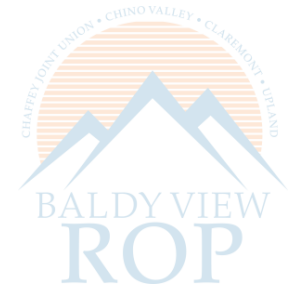
Common Core Standards

- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESOURCES:

Resources

- Teaching: Chapter 2 - pages 53, 54 and chapter 16
- Industry Teachers Panel – Ann Bach, Carol Millakin, Jean Carroll, and Tammy Carne



THEME: UNIT 10. SUPPORTING THE LEARNING PROCESS

ENGAGING TITLE:

ESSENTIAL QUESTION: Time to work!

INSTRUCTIONAL HOURS: 10.00 hours / CC 5.00 hours

Common Core Unit Objective

Using class discussion, DVD and hands on materials students will interact with methods and equipment used in managing and enhancing the learning environment.

Key Assignments

Students will complete a training plan that addresses assisting a classroom supervisor, interaction with students and professional and field appropriate conduct. The products of this assignment will be evaluated on attractiveness of appearance effectiveness of purpose and appropriateness of content with regard to the age group it is intended.

Anchor Standards

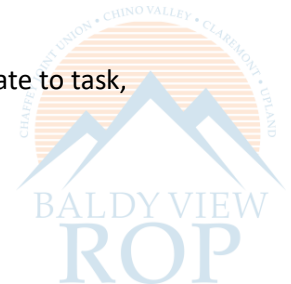
- 8.0 **Ethics and Legal Responsibilities:** Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.
- 8.3 Demonstrate ethical and legal practices consistent with Education, Child Development, and Family Services sector workplace standards.

Pathway Standards

- C11.0 Evaluate the role of instructional staff in supporting the learning process.
- C11.3 Explain how to help the teacher with student instruction, assessment, and confidentiality.
- C11.4 Analyze a variety of individual and group teaching strategies and learning theories that promote effective learning.

Common Core Standards

- WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



RESOURCES:

Resources

- Employee Handbooks - Affiliates
- Site Interview Plans - Alta Loma And Etiwanda School District
- Steps To Success



THEME: UNIT 11. HEALTH AND SAFETY PRACTICES IN THE ELEMENTARY ENVIRONMENT

ENGAGING TITLE:

ESSENTIAL QUESTION: *Keeping them safe and sound*

INSTRUCTIONAL HOURS: 15.00 hours / CC 10.00 hours

Common Core Unit Objective

This unit includes information via DVD, handouts, industry speaker and text regarding nutrition, child abuse and mandated reporting, First Aid and CPR as well as common childhood diseases.

Key Assignments

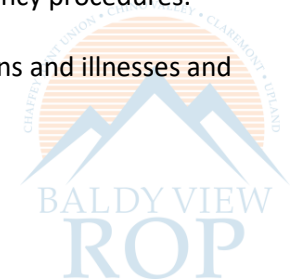
- Students will become certified in American Heart Association Heart Saver Pediatric First Aid/CPR
- In small groups students will prepare nutritious snacks; informational posters are to document the ingredients used, food groups included and requirements met. Information resources cited.
- Using case based scenario students will generate suspected child abuse reports. (form S8572)

Anchor Standards

- 6.0 **Health and Safety:** Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Education, Child Development, and Family Services sector workplace environment.
- 6.6 Maintain a safe and healthful working environment.

Pathway Standards

- C3.0 State specific applications of government regulations in the education industry.
- C3.2 Identify the indicators of child abuse and neglect and the role of the mandated reporter.
- C4.0 Practice critical emergency and disaster procedures at a school site.
- C4.4 Demonstrate how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.
- C8.0 Compare basic principles and practices of good nutrition and health and wellness for children.
- C8.3 Apply appropriate sanitation, health, and hygiene procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.
- C8.4 Research the nutritional needs of children and the allergies commonly associated with food.



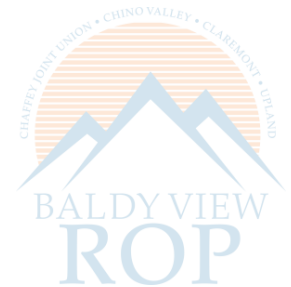
Common Core Standards

WS 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESOURCES:

Resources

- Project Sister Community Speaker (speaker, PowerPoint)
- CPR/FA Materials
- Jessica Garcia Speaker Children's Health
- ChooseMyPlate.gov Dietary Guidelines/Food Pyramid
- Menu Prep Supplies



THEME: UNIT 12. PROFESSIONAL CERTIFICATION

ENGAGING TITLE:

ESSENTIAL QUESTION: *You can do it!*

INSTRUCTIONAL HOURS: 5.00 hours / CC 5.00 hours

Common Core Unit Objective

Enter Common Core Unit Objective

Key Assignments

Enter Key Assignments

Anchor Standards

Enter Anchor Standards

Pathway Standards

Enter Pathway Standards

Common Core Standards

Enter Common Core Standards

RESOURCES:

Resources

Resources

