

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

R.O.P. Careers in Education

DATE: April 2010

SUBJECT AREA: Career Technical Education

PROPOSED GRADE LEVEL(S): 11th - 12th

COURSE LENGTH: One Year

GRADING: A-F

NUMBER OF CREDITS: 5 per Semester

SUBJECT AREA CREDIT: Technology Elective

PREREQUISITES: Developmental Psychology of Children; Introduction to Career Technical Education (suggested but not required).

COURSE DESCRIPTION:

This entry-level course is designed to provide students with knowledge of opportunities in the field of teaching and other school site educational professions. Career preparations standards, which include basic academic, safety, communication, interpersonal, and problem-solving skills, are integrated throughout the course. Active class participation is enhanced by fieldwork at school sites under the guidance of a mentor teacher. All students are required to observe and/or participate in a variety of settings and classrooms at the primary/elementary, middle/junior high and secondary levels. The course helps prepare students for entry into college or university teacher-training programs.

GENERAL GOALS/PURPOSES:

(Adapted from the FCUSD Mission Statement and Vision Statement)

- The Careers in Education program will carry high expectations for each student's achievement and success in applying decision-making and problem-solving techniques.
- The Careers in Education program will provide students with a broad range of rigorous educational opportunities which will enable each individual student the opportunity to reach full potential and successfully meet the demands and opportunities of a highly technological 21st century.
- The Careers in Education program provides students with a core of knowledge and skills that act as a building block for lifelong learning. Students will be exposed to positive attitude and leadership skills, along with character and academic skills necessary to excel in a global arena.
- Families are integral parts of our educational process. In recognition of this important role, family involvement is actively sought, encouraged and welcomed.
- Partnerships with the community and businesses greatly enhance students learning experiences and educational opportunities. It is through these relationships that our students are able to apply their learning to real-world situations. In addition, it is by these means, in conjunction with instruction; students will develop pre-employment skills for jobs in the area of child development and education.
- The Careers in Education program will provide a classroom environment, which allows students to work at rates and levels commensurate with individual capabilities.
- The Careers in Education program will assist the student in developing a respect for work, pride in good workmanship, and a desire to develop saleable skills. Our program will provide intellectual and practical experiences in which the student can expect a high degree of success to maximize his/her feelings of self-worth and accomplishment.

Students will:

- Understand career paths and strategies for obtaining post-secondary education, employment, licensing, and credentialing in the field of education and child development, including CBEST testing preparation, and the BTSA program.

- Understand how interpersonal and communication skills influence their employability.
- Understand children’s growth and development through observing children and applying knowledge of physical, intellectual, emotional, and social development by creating, teaching, and assessing lesson plans for groups and individuals at their community internships sites.
- Understand and demonstrate principles and practices of good nutrition, health, and safety for children at the work site.
- Understand developmentally appropriate activities for children by planning and implementing a sequence of lessons at their internships sites, as well as understanding the role of teaching materials and resources to enhance classroom instruction.
- Understand and implement operational procedures in various child development and education facilities according to industry standards.
- Examine the special challenges that some children face and how the needs of these children can be met.

STUDENT READING COMPONENT:

Students will analyze the structure and format of functional workplace documents, prepare bibliographies of reference, and generate and respond to relevant questions about readings on issues that can be researched. They will also verify and clarify facts presented in other types of expository texts.

STUDENT WRITING COMPONENT:

Students will write documents related to career development. Students will write functional work documents for the field of education, including daily and unit lesson plans. Students will also design and publish documents by using publishing software and graphic programs, use clear research questions, develop main ideas within the body of a composition through supporting evidence, synthesize information, integrate quotations and citations into written text, use appropriate conventions for documentation in the text, and revise writing to improve logic and coherence by taking into consideration the audience, purpose, and formality of the text. In addition, students will write expository and persuasive compositions, business letters, job applications and resumes.

STUDENT ORAL COMPONENT:

Students will deliver lesson plans to individual students, a group of students, or an audience of their peers. Students will deliver multimedia presentations and test the audience’s response to revise the presentation accordingly. Students will formulate judgments about the ideas under discussion and support those judgments with convincing evidence. They will also deliver descriptive presentations and apply appropriate interviewing and oral assessment techniques. Students will also identify and correctly use clauses, phrases, and mechanics of punctuation in delivery or recognition of oral language.

DETAILED UNITS OF INSTRUCTION:

- A. **Teachers:** Students understand the structure of the educational industry and special applications of government regulations in the industry.
 1. Academic preparations, testing, and credentials
 2. Occupational outlook for teachers in California
 3. Teacher organizations
 - a. Professional
 - b. Labor
- B. **Intrinsic and extrinsic benefits of a teacher career.**
 1. Teaching styles
 2. Roles and responsibilities of teachers and instructional assistants
 - a. Faculty member
 - b. Evaluator
 - c. Counselor
 - d. Diplomat
 - e. Disciplinarian

- f. Learner
- 3. Ethical and legal roles and responsibilities
 - a. Confidentiality
 - b. Child abuse reporting
 - c. *California Education Code* and Title V regulations
- 4. California Beginning Teacher Support and Assessment (BTSA) System
- C. **Growth and Development of Children & Adolescents:** Students understand important elements of physical, intellectual, emotional, and social development of children and adolescents.
 - 1. Growth and developmental characteristics of childhood stages
 - a. Middle childhood
 - b. Adolescence
 - 2. Aspects of child growth and development
 - a. Social
 - b. Emotional
 - c. Physical
 - d. Intellectual
 - 3. Piaget's theory of intellectual development
 - 4. Factors influencing childhood development
 - a. Hereditary
 - b. Societal
 - c. Environmental
 - 5. Parent/child and family structures
 - 6. Cultural differences
- D. **Child Guidance and Classroom Management:** Students understand the roles of positive interaction, guidance, and discipline in the educational environment.
 - 1. Self-image and respect for self and others
 - 2. Independence and self-help skills
 - 3. Behavior modifications concepts
 - 4. Positive guidance/discipline techniques
 - 5. Assertive disciplinary methods
 - 6. Classroom management and school wide discipline.
 - 7. Techniques for middle and high schools
 - 8. Use of onsite or school district educational professionals (school counselor, psychologist, nurse, campus police)
- E. **Principles of Learning and Teaching:** Students understand the role and purpose of standards-based instruction and assessments.
 - 1. Lesson plan components
 - 2. Following teacher-created lesson plan
 - 3. Affective learning styles
 - 4. Motivational techniques
 - 5. Basics of integrated curriculum
 - 6. Curriculum lesson based on a theme or concept
 - 7. Classroom and learning environments
 - 8. Questioning techniques
 - 9. Critical thinking skills
 - 10. Use of effective assessment tools and grading systems
- F. **Health & Safety: Occupational Safety Issues:** Students understand critical emergency and disaster procedures at a school site, and know typical hazards and procedures / practices that contribute to a safe and healthy learning environment.
 - 1. Safety precautions
 - a. Tuberculosis testing for students

2. Body mechanics
 - a. Special education settings
 3. Infectious hazards and precautions
 4. Basic first aid
 - a. CPR training, optional
 5. School emergency procedures
- G. Schools:** Students will understand the structure of the education industry and its role in state and local economies
1. Characteristics of an effective school
 - a. Helpful state publications
 - 1) High School – *Aiming High*
 - 2) Middle School – *Taking Center Stage*
 - 3) Elementary School – *It's Elementary*
 2. Types of schools
 - a. Governance
 - b. Curriculum
 - c. Organization and management
 3. Current issues in education
 - a. School restructuring
 - b. Career technical education
 - c. Multiculturalism
 - d. Societal expectations for schools
 - e. Technology
 - f. Accountability
 - 1) Academic Performance Index
 - 2) California High School Exit Examination

H. History of Education

Curriculum Areas: Students understand the California subject area framework and State Board of Education content standards. Students understand current methods, techniques, strategies, and applications for teaching various subject area content standards to individual children, small groups, or whole class instruction.

1. Mathematics
 2. Language Arts
 3. Science
 4. History and Social Science
 5. Art
 6. Music/Drama
 7. Physical Education
 8. Computer Awareness
 9. Career Technical Education
- I. Exceptional Student Issues:** Students understand how to effectively communicate and interact with families and community groups and support systems.
1. Gifted and Talented Education
 2. English Language Learners
 3. Special education for handicapped/disabled
 - a. Assessment procedures
 - b. Influence of handicap/disability on growth
 - c. Adapted equipment
 - d. Therapies for special-needs students
 - 1) Occupational
 - 2) Physical
 - 3) Speech

- e. Communication skills for normal, language-impaired students
- f. Importance of daily living skills development
- 4. Catastrophic events
 - a. Grief cycle
 - b. Impact on students and their families
- 5. Child abuse
- 6. Use of onsite or school district professionals (school nurse, psychologist, speech therapist, audiologist, etc.)
- J. Employment Research and Skills:** Students understand how to make effective decisions, use career information, and manage personal career plans
 - 1. Careers in teaching, education, and other school site professions
 - 2. Employment information, including that available through CalTEACH, the Internet, school district resources, and other resources
 - 3. Employment applications, Resume', Cover letter, and Interview techniques
- K. CBEST:** Student understands the purpose of the CBEST test and the different ways to prepare for the test.
 - 1. Test purpose and requirements
 - 2. Preparation for exam
 - 3. Test registration
 - a. Application
 - b. Cost

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Foundation Standards included but not limited to:

Career Planning and Management: 3.1 – 3.6; Technology: 4.1 – 4.4; Problem Solving and Critical Thinking: 5.1, 5.3, 5.4; Health and Safety: 6.1, 6.2; Responsibility and Flexibility: 7.1 – 7.4; Ethics and Legal Responsibilities: 8.1 - 8.3; Leadership and Teamwork: 9.1 – 9.5; Demonstration and Application: 11.0.

Pathway Standards (Child Development) included but not limited to:

A1.0:

Students understand the essential aspects of the child care and development industry and the industry's role in state and local economies: A1.1 – A1.7.

A2.0:

Students understand and apply operational procedures and organizational policies at various child care and development facilities: A2.1- A2.5.

A3.0:

Students understand child care and developmental standards, licensing, regulations, and codes: A3.1-A3.6
A4.0: Students understand and apply critical safety, emergency, and disaster procedures at the work site: A4.1-4.4.

A5.0:

Students understand important elements of a child's physical, intellectual, emotional, and social growth and development: A5.1-A5.6.

A6.0:

Students understand and apply the principles of positive interactions, guidance, and discipline in the workplace: A6.1-A6.5.

A7.0:

Students understand and apply the essential components of an effective learning environment for the early childhood classroom: A7.1- A7.6.

A8.0:

Students understand and apply developmentally appropriate practices for curriculum development: A8.1-A8.3.

A9.0:

Students understand and apply the principles and practices of good nutrition, health, and safety for infants and children: A9.1-A9.5.

A10.0:

Students understand how to communicate and interact effectively with families and communities: A10.1-A10.5.

A11.0:

Students understand the role of teaching materials and resources in enhancing classroom instruction in child care and developmental programs: A11.1- A11.3.

A12.0:

Students understand and support the learning process in an assisting role: A12.1, A12.2, A12.3, and A12.5.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR CSTS:

Writing, Reading, Language Arts, Math, Social Science, Science

LAB FEE IF REQUIRED: None

DISTRICT ESLRS TO BE ADDRESSED:**Self-Directed Learners who will:**

- Accept responsibility for their own learning by their choice of progressive projects.
- Be able to identify their needs and apply appropriate learning strategies to be successful in the completion of their chosen work.
- Document work in progress.
- Learn to set and reach personal goals.
- Be able to apply what they have learned regarding cognitive and physical development of children to real world situations.
- Be able to demonstrate the ability to transfer knowledge obtained in the classroom and through coursework or observations to new situations.
- Complete independent projects and long term projects with the teacher acting as coach

Effective Communicators who will:

- Learn to express ideas clearly using correct child developmental psychology terminology.
- Actively use verbal, written, artistic, and technological forms of communication.
- Successfully convey messages, ideas, creative thoughts, feelings and opinions to instructor and peers.
- Listen and respond in a positive manner to critiquing from instructor and peers.
- Communicate with group members while completing assigned projects, successfully complete oral presentations and effectively communicate with children at assigned developmental centers.

Quality Producers/Performers who:

- Learn to perceive, define and accomplish intended results.
- Learn to use appropriate resources, tools, and technology to complete projects.
- Create projects that will reflect well thought out questioning and research of the intended topic and that displays originality, creativity, and pride in the final outcome.
- Continually assess, evaluate, and adjust personal work on coursework and projects to maintain high individual standards.
- Demonstrate the ability to work not only with their peers but independently as well.

Constructive Thinkers who will:

- Learn to understand, building on prior knowledge and information gained in previous experiences or lessons.
- Learn to question, analyze, synthesize and evaluate information, as presented in a variety of media, including but not limited to classroom instruction, hands on application, internet, video and guest speaker presentation.
- Select appropriate resources to gather information.
- Successfully select and adjust problem-solving strategies.
- Analyze case studies and observations; they will creatively solve problems and plan activities for children

Collaborative Workers who will:

- Successfully and effectively work within a culturally diverse setting
- Cooperate with others to initiate, plan and evaluate individual projects.
- Be able to cooperatively identify problems and reach consensus and provide adequate solutions.
- Contribute time, energy and positive ideas to the classroom as a whole.
- Actively and politely listen to others' opinions, ideas and suggested solutions.

Responsible Citizens who will:

- Contribute positive time, energy and talent to improve the welfare of themselves and others
- Abide by classroom, school, and community rules, laws and regulations.
- Promote and model effective communication between all instructors and peers of varying backgrounds, lifestyles, and cultures.
- Develop and demonstrate habits of personal wellness and safety, while developing a sense of self-discipline.
- Demonstrate care, respect, and pride for themselves, their peers, their classroom, their school and their community.