

Glendale Unified School District

High School

May 23, 2017

Department: Career Technical Education

Course Title: Careers in Education Foundation 1-2

Course Code: 5106/5107

Grade Level(s): 9-10

Course Credits: 10

Recommended  
Prerequisite: None

Recommended  
Textbook: The Developing Child, Helen Bee (Author), Denise Boyd (Author)  
ISBN-13: 978-0205256020, Pearson; 13 edition

Course Overview: Careers in Education Foundation 1-2 is the introductory course sequence that provides instruction in the eight content areas of the Child Development and Education Pathway. The focus is on preparing students for a career in education. Instruction is in the content area of child development and guidance; consumer education; family and human development; and education. This course prepares students to understand a child's physical, mental, emotional, and social growth and development throughout the ages, as well as provide for their care and guidance. Instruction includes prenatal development; inherited characteristics, health and safety, guidance and discipline, cultural diversity, and child abuse and neglect. This course provides a solid foundation for any career that involves working with children, including childcare and education.

Course Content:

**Semester 1**

Unit 1: Exploring Careers in Education (3 weeks)

Standards

Common Core Writing Standard: 11-12.5, 11-12.6, 11-12.7, 11-12.9

California Anchor Standards for Career Ready Practice: 2.0, 3.0, 4.0, 5.0, 10.0

Child Development Pathway: A1.0 Education Pathway: C1.0

- A. Students will review the class syllabus, class requirements and information regarding the purpose of the course. Students will explore and research different careers in education, including child care workers and teachers. They will pick one career to investigate more in-depth and present their findings.
- B. Team Research & Presentation: Using a project based learning model, students will work in pairs to produce a multimedia presentation (video, power point or other multimedia) in which they have conducted research, investigation, synthesized information, and addressed questions regarding employment projections, work setting and environment, work population, salary range and educational requirements with regard to careers of their choice in the field of working with children.

## Unit 2: Theories of Human Development & Growth

(5 weeks)

### Standards

Common Core Writing Standard: 11-12.5, 11-12.6, 11-12.7, 11-12.9

California Anchor Standards for Career Ready Practice: 2.0, 3.0, 4.0, 5.0, 10.0

Child Development Pathway: A5.0 Education Pathway: C5.0

- A. Students will identify and apply major accepted theories and principles within the realm of child development. Students learn about developmental theorists, their major contributions, and their application to child learning and growth. Students understand the factors that affect the development of individuals and how to build positive relationships. Students will be able to list the biological and environmental factors that influence development. They will be assessed via lecture, close reading of informational text, scholarly articles, instructional videos, and group/class discussion.
- B. Timeline Research Project: Students will research and describe major principles and theories of human development and growth and create a timeline. Students will include images of the theorist (Erikson, Piaget, Skinner, Maslow, Kohlberg, Gardner, Vygotsky) and information about their personal life and theory.

## Unit 3: Genetics & Prenatal Development

(4 weeks)

### Standards

Common Core Writing Standard: 11-12.5, 11-12.6, 11-12.7, 11-12.9

California Anchor Standards for Career Ready Practice: 2.0, 4.0, 5.0, 10.0

Child Development Pathway: A5.0, A5.1, A5.2 Education Pathway: C5.0

- A. Students analyze the stages of pregnancy, from conception through birth. Students will be able to list major developments at each stage. They will learn the implications of

environment and heredity on the health and well-being of a child. Students will identify major birth defects and how they are diagnosed. They will be able to list hazards to the fetus (including alcohol, drug use and various illnesses) and the consequences on prenatal development. Environmental hazards and how to avoid them will be discussed.

- B. Prenatal Timeline: Each student will be assigned a timeline, where they list the progress of prenatal development at each stage, changes in the mother, the prenatal care necessary, and images of the fetus.

Unit 4: The Infant, the Toddler, the Preschooler

(8 weeks)

Standards

Common Core Writing Standard: 11-12.5, 11-12.6, 11-12.7, 11-12.9

California Anchor Standards for Career Ready Practice: 2.0, 3.0, 4.0, 5.0, 10.0

Child Development Pathway: A5.0 Education Pathway: C5.0

- A. Students will be able to explain the importance of studying child growth and development. They will learn about physical, social, emotional, and intellectual development of infant, toddlers, and preschoolers via lecture, close reading of informational text, scholarly articles, instructional videos, and group/class discussion. Appropriate care techniques for each age group will be covered. Parent and community roles in a child's development will be discussed.
- B. Students will work in pairs to research and synthesize infant physical development to create a timeline chart illustrating month to month physical development. Students design and create a toy model for children of preschool age that promotes physical, emotional, intellectual, and social development.

**Semester 2**

Unit 5: School-Age Children and Adolescence

(5 weeks)

Standards

Common Core Writing Standard: 11-12.5, 11-12.6, 11-12.7, 11-12.9

California Anchor Standards for Career Ready Practice: 2.0, 3.0, 4.0, 5.0, 10.0

Child Development Pathway: A5.0 Education Pathway: C5.0

- A. Students will be able to explain the importance of studying child growth and development. They will learn about physical, social, emotional, and intellectual development of school-age children and adolescence via lecture, close reading of informational text, scholarly articles, instructional videos, and group/class discussion. Students will learn appropriate care techniques for this age group.
- B. Literacy Project: Students select a children's book and create an activity reflective of multiple intelligences that corresponds with the book. In a short report students will

justify the age appropriateness of the book and activity for the book's intended audience. Students will present the book and complete the activity with the class.

Unit 6: Health & Nutrition

(3 weeks)

Standards

Common Core Writing Standard: 11-12.5, 11-12.6, 11-12.7, 11-12.9

California Anchor Standards for Career Ready Practice: 2.0, 3.0, 4.0, 5.0, 10.0

Child Development Pathway: A9.0 Education Pathway: C8.0

- A. Students will learn about various care and guidance techniques to nurturing a child's physical and emotional health during all age groups. They will learn about the food groups, how to evaluate a meal plan and how to create a balanced meal for various age groups. They will be taught about allergies and food sensitivities and how it affects a child. They will practice the procedures for preventing the spread of infections and illness, appropriate sanitation and hygiene techniques, and recognize and report signs of symptoms of illness, injury or discomfort.
- B. Menu Project: Student will research, investigate and synthesis information about nutrition and safety requirements to create a daylong menu (breakfast, lunch and, dinner) for a child of a designated age. The will research and investigate the USDA's MyPlate, the nutritional information for each item on the meal, as well as any safety issues a food may present for that age group.

Unit 7: Physical Environment

(3 weeks)

Standards

Common Core Writing Standard: 11-12.5, 11-12.6, 11-12.7, 11-12.9

California Anchor Standards for Career Ready Practice: 2.0, 3.0, 4.0, 5.0, 10.0

Child Development Pathway: A7.0

- A. In this unit, students will learn, discuss, and synthesize information regarding the physical environment when working with children through lecture, close reading of informational text, scholarly articles and informational videos. This includes how childcare centers and preschool sites structure a child's physical environment to meet a child's physical, emotional/social and intellectual environment. Center activities for science, math, roleplaying, outdoor space, and restrooms will be discussed. This includes procedures for a clean facility and universal health precautions.
- B. 3D presentation: Using a project based learning model, students will work in groups to design, create and present a physical environment for children based on the age of their choice. The 3D project can be created in a multimedia program of the students choice or created with physical materials.

Unit 8: Special Education

(4 weeks)

Standards

Common Core Writing Standard: 11-12.5, 11-12.6, 11-12.7, 11-12.9

California Anchor Standards for Career Ready Practice: 2.0, 3.0, 4.0, 5.0, 10.0

Child Development Pathway: A5.0 Education Pathway: C7.2, C7.4

- A. In this unit, students will learn, discuss, and synthesize information about various disabilities. They will understand how accommodations are made for children of various ages. Students will be able to identify the types of therapies available (occupational, physical and speech). They will learn about various laws, (including IDEA) and what they mean for these children. They will be able to describe some traits exhibited by exceptional children. They will be assessed via lecture, close reading of informational text, scholarly articles, instructional videos, and group/class discussion.
- B. Research Project and Presentation: Students will research, investigate and synthesis information about a category listed under exceptional children. In the presentation, students will incorporate the characteristics of an exceptional child; identify considerations that should be taken in education and daily schedule, the role of an IEP, support services available for parents with children under this “exceptional children” category.

Unit 9: Developing Education Programs for Children

(4 weeks)

Standards

Common Core Writing Standard: 11-12.5, 11-12.6, 11-12.7, 11-12.9

California Anchor Standards for Career Ready Practice: 2.0, 4.0, 5.0, 10.0

Child Development Pathway: A8.0, A11.0, A12.0 Education Pathway: C7.0, C10.0, C11.0, C12.0

- A. Students will identify, discuss and evaluate age appropriate developmental activities that promote emotional growth, self-concept and self-control, motor coordination, muscle development and sensory perceptions and acuity in children, language development, task of daily living skills, growth and development for physical, intellectual, and social areas. They will be assessed via lecture, close reading of informational text, scholarly articles, instructional videos, and group/class discussion.
- B. Matching Game: Students will group into five areas of development-emotional, physical, intellectual, social and learning goals and five age groups-infant, toddler, preschool, school age, pre-adolescence and adolescence. Students will make index cards and play a match game, matching areas of development goals with age group.

Additional Recommended Materials - none