

Glendale Unified School District

High School

May 23, 2017

Department: Career Technical Education

Course Title: Careers in Education Principles 3-4

Course Code: 5108/5109

Grade Level(s): 10-11

Course Credits: 10

Recommended Prerequisite: C or better in Careers in Education Foundation 1-2

Recommended Textbooks: Working with Young Children, 8th edition, Judy Herr, ISBN: 978-1-63126-024-7

Course Overview: Careers in Education Principles 3-4 is the concentration course for Education, Child Development and Family Services Industry Sector. The Child Development and Education Pathway course prepares students to understand children's physical, mental, emotional, and social growth development, as well as provide for their care and guidance. Instruction includes research theories in human growth and development from prenatal stages of development to adolescence; health and safety; guidance and discipline; child abuse and neglect; and children with special needs. This course provides a solid foundation in any career that involves working with children, including childcare and education.

Course Content:

**Semester 1**

Unit 1: Requirements of Employability (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, 4.0, 5.0, 6.0, 10.0

Child Development Pathway: A1.5, A2.0, A3.0, A4.0 Education Pathway: C2.0, C3.0, C4.0

- A. Students will gain an understanding of the course requirements, procedures and benefits of learning material in this course. We will review and discuss employability skills and gaining work experience. Rules of professionalism and work ethics when working with children will be covered. Students will perform an employment search. They will research the licensing, credentialing and education requirements of their prospective careers. Students will practice interviewing skills through lecture, close reading and informational text.
- B. Employability Investigation: In groups, students will research, analyze and discuss employability skills, work ethics, and professionalism. Students will compile a list of 10 employability skills and characteristics of work ethics and professionalism.

Unit 2: Health & Safety

(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, 4.0, 5.0, 6.0, 10.0

Child Development Pathway: A3.0, A4.0 Education Pathway: C2.0, C3.0, C4.0

- A. Through lecture, close reading of informational text, and informational videos, students will learn, discuss and evaluate safety hazards and precautions in the workplace, environment, and during supervision of children. Specifically, covering emergency procedures for fire, earthquake, lock downs, and site emergencies. As well as learn and review multiple first aid procedures for non-life threatening injuries and accidents, poisoning, CPR, Heimlich maneuver, and severe allergic reactions. Additionally, this unit will cover the proper procedures and protocol to identify, evaluate and document/report incidents of child abuse, injuries, and accidents.
- B. Cal/OSHA Poster: Students will review, analyze and choose one of the Cal/OSHA safety standards to create a poster that advocates for a safe working environment, employee rights, safety obligations, TB screening, background check requirements, and enforced safety standards.

Unit 3: Principles of Development

(7 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 understand the importance of studying child growth and development. Students will identify and apply major accepted theories and principles within the realm of Child Development. Students learn about developmental theorists 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 explore various ages and stages of development within the context of physical, social, emotional, and cognitive development.

- B. PowerPoint: In pairs, students will choose one of their research papers and create a PowerPoint presentation to present to the class with the intent of teaching the class about a specific theorist. Through additional class assignments (i.e. Venn diagram, spreadsheets, charts) students will evaluate, compare and contrast the different theories presented.

#### Unit 4: Fundamentals of Guidance

(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: A6.0 Education Pathway: C6.0

- A. Students will learn about positive guidance and discipline techniques that are proven effective. They will learn how these techniques can be used to promote a positive self-concept in children. They will review, discuss and evaluate guidance principles and practices. They will describe factors and possible causes that contribute to child abuse and identify those characteristics of the abused and abuser. They will be assessed via lecture, close reading of informational text, scholarly articles, instructional videos, and group/class discussion.
- B. Project and Reflective Essay: Students work in triads researching the positive guidance techniques and synthesize information to create a presentation in which they will demonstrate by role playing positive techniques vs. negative techniques. Students will individually reflect in writing the benefits of positive guidance techniques demonstrated in the presentation.

#### **Semester 2**

#### Unit 5: Individual Differences & Exceptional Students

(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, A5.4 Education Pathway: C7.2, C7.4

- A. Students will learn about Intelligence: Strengths and limitations of Intelligence tests; influence of both genetics & environmental factors on intelligence; defining intelligence from different theoretical perspectives; wide range of individual differences in classrooms (range of student aptitudes and achievement); differentiated teaching and learning; adaptations for special education students; mandates & implications of Individuals with Disabilities Education Act; other exceptionalities in learning (e.g., giftedness,

- mental/physical/communication/cognitive challenges, and behavior disorders); strategies
- B. for adapting instruction/developing culture of achievement in an inclusive classroom; role of assessment and evaluation; student support systems.
- C. Students will choose a lesson plan for the age group of their choice. They will be required to list modifications/accommodations for various exceptional student scenarios. Students will present their suggestions to the class; the class will give feedback.

Unit 6: Behavioral Psychology & Learning

(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, 4.0, 5.0, 10.0

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

- A. Students will learn about: Theory of Behaviorism (Edward Thorndike, B.F. Skinner, Albert Bandura); Applications of behaviorism (behavioral modification programs, classical conditioning, operant conditioning, schedules of reinforcement, positive & negative reinforcement. Distinguishing between classical conditioning & operant conditioning; Impact on behavior and learning; Implications/Strategies for student behavior and learning; Teaching new behaviors; Working with individuals to change behavior (goals, reinforcers, procedures, monitoring, evaluating progress and revise as necessary, use of rules, effective praise); Describe both strengths and limitations of behaviorist approaches.
- B. Behavior Poster Project: Student teams research and synthesize theories and theorist to create a poster outlining the theory of behaviorism and the applications of behaviorism. Students discuss what strategies can be used to encourage desirable classroom behavior and what elements of the behavior the poster may change and why.

Unit 7: Learning & Play Development

(6 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, A5.6, A7.0, A8.0, A11.0

Education Pathway: C5.0, C7.0, C10.0

- A. Student will: Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of children and adolescents; Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children; Evaluate facilities, equipment, and materials for their contribution to a child's development; Analyze how the attainment of self-help skills such as hygiene, dressing, food preparation, and household chores contribute to a child's learning and self-concept; Describe and demonstrate the caregiver's

- role in planning, conducting, and evaluating play and learning activities that enhance the
- B. Development of children and adolescents.
  - C. Preschool lesson plan activity: Students shall select or develop and present a song, story, or educational activity 3 to 6 minutes in length suitable for preschool children 3 to 4 years of age. The student shall prepare and submit a copy of a typed information sheet to the teacher. Each student will be given a five-minute preparation period in addition to the presentation time to arrange materials and resources. For this assignment, visuals or props (e.g., flannel boards, puppets, or books) must be used.

Unit 8: Career Ready Preparation

(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: A1.0

Education Pathway: C1.0

- A. Students will understand and apply the principles of effective oral, written, and multimedia communication in a variety of formats and contexts. Students make effective decisions, use career information, and manage personal career plans. Students understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.
- B. Career exploration: Student will use the resources available to research various career opportunities from the California Career Resource Network to explore and complete a career interest inventory that will include salary, working hours, required education or experience, occupational outlook, career ladder, positives and negatives of the career, long term and short term goals required to successfully pursue this job.

Additional Recommended Materials - [The Developing Child](#), Helen Bee (Author), Denise Boyd (Author) ISBN-13: 978-0205256020, Pearson; 13 edition