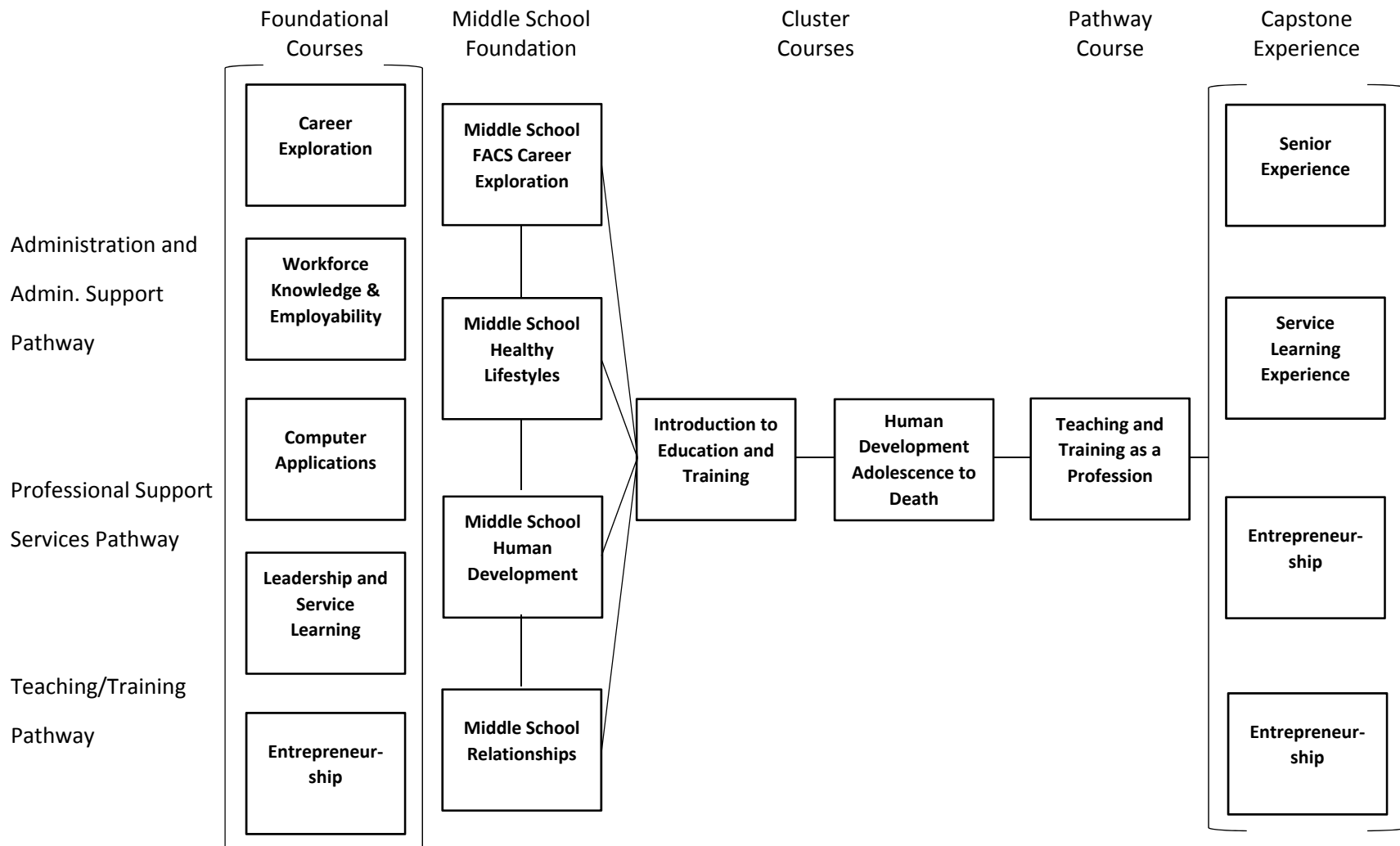


Education and Training Pathways



Middle School Family and Consumer Sciences—Career Exploration

Career Cluster	Education and Training
Course Code	22200—Career Exploration
Prerequisite(s)	None
Credit	Part of middle school curriculum; credit will vary according to school
Program of Study and Sequence	This course is a foundational course, and part of the four content areas in Middle School Family and Consumer Sciences with standards for human development, relationships, career exploration and nutrition and wellness.
Student Organization	FCCLA
Coordinating Work-Based Learning	Work-based experience through volunteer opportunities
Industry Certifications	None
Dual Credit or Dual Enrollment	None
Teacher Certification	Family and Consumer Sciences
Resources	

Course Description:

Middle school students are exploring many areas of life. A career decision is an important part of each student's life. Career decisions require careful planning and understanding. An awareness of the 16 career clusters and pathways, particularly those related to Family and Consumer Sciences, is the beginning of a career destination. Transferable skills, personal needs and wants, and employer expectations are vital for student success. Students begin planning this journey with interest surveys, job research and the formation of a career plan.

Program of Study Application

This is a foundational course. The course can be tailored to meet the needs of individual schools by giving them the option of choosing appropriate standards from four content areas: Career Exploration, Healthy Lifestyles, Relationships and Human Development.

Course Standards

Indicator # CE 1: Analyze information about career opportunities to make informed career decisions.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	CE 1.1 Investigate the knowledge and skills associated within the sixteen career clusters. <i>Examples:</i> • Complete hands-on activities related to each of the 16 career clusters to identify knowledge and skills (for example: a wax museum portraying different occupations from each cluster) • Interview people from each of the 16 career clusters. • Utilize guest speakers to share information about their careers. • Participate in face to face or virtual field trips to places of employment. • Use resources available on SD MyLife to explore clusters and careers (for example: business networks, career coach discussion boards, career information, etc.).	
Three Strategic Thinking	CE 1.2 Evaluate potential careers in the Education and Training, Arts, A/V Technology and Communications, Human Services and Hospitality and Tourism career clusters <i>Examples:</i> • Classify skills and knowledge addressed by career cluster pathways. • Identify local, national, global and virtual careers. • Identify skills related to customer service. • List hospitality and tourism related careers in each pathway • Use resources available on SD MyLife to explore clusters and careers (for example: business networks, career coach discussion boards, career information, etc.)	

Three Strategic Thinking	CE 1.3 Assess social, economic and technology influences on career choices <i>Examples:</i> • Examine how gender role changes have influenced career choices • Compare and contrast cost of living expenses with career choices • Complete a budget using a salary amount based on a career of interest • Use Internet-based websites for budgeting simulations or games (for example: spendster.org; jumpstart.org, SDMyLife.com) • Create a timeline for a career of your choice to show the impact of technology on that career	
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Notes:

Indicator #CE 2 Evaluate transferable and employability skills in school, community and workplace settings.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	CE 2.1 Investigate transferable and employability skills in school, community and workplace settings. <i>Examples:</i> • Interview school, community, and business leaders (face to face or virtually) to gather information about knowledge and skills they use and require for their jobs. • Brainstorm list of skills used in school, community and workplace to compare and contrast how skills are used. • Develop individual goals to improve skills that will become transferable for employability and future work (FCCLA Power of One).	

Two Skill/ Concept	C.2.2 Use volunteerism to develop transferable and employability skills <i>Examples:</i> • Plan and implement a service project to improve your school or community (for example: use the FCCLA planning process to plan and implement). • Locate volunteer opportunities in the community related to personal skills and interests. • Invite local community members to discuss the importance of volunteerism and the importance and benefits of volunteering.	
Four Extended Thinking	C.2.3 Develop leadership and teamwork skills <i>Examples:</i> • Use leadership and teamwork assessment to determine personal strengths and weaknesses • Use the FCCLA planning process to plan a project to demonstrate leadership and teamwork skills • Guest speakers on the value of leaders and teamwork in their businesses	

Notes:

Indicator # CE 3 Create a personal career plan.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	CE 3.1 Analyze assessment results to explore career cluster options. <i>Examples:</i> • Complete career assessments of interests, abilities and values, such as Career Matchmaker in SD MyLife. • Review and discuss results of career interest assessment related to career using pair share. • Develop a presentation describing a potential career choice connecting assessment results with career requirements.	
Four Extended Thinking	CE 3.2 Develop a personal learning plan needed to achieve individual and career goals. <i>Examples:</i> • Formulate short and long term goals • Complete a scavenger hunt locating high school, postsecondary, and career requirements. • Create a personal learning plan to guide individual through high school and beyond.	

Notes:

Middle School—Healthy Lifestyles

Career Cluster	Education and Training
Course Code	22200
Prerequisite(s)	None
Credit	Part of middle school curriculum; credit will vary according to school
Program of Study and Sequence	This course is a foundational course, and part of the four content areas in Middle School Family and Consumer Sciences with standards for human development, relationships, career exploration and nutrition and wellness.
Student Organization	FCCLA
Coordinating Work-Based Learning	None
Industry Certifications	None
Dual Credit or Dual Enrollment	None
Teacher Certification	Family and Consumer Sciences
Resources	

Course Description:

Middle school students are exploring many areas of life. A healthy lifestyle is essential to emotional, physical, social and mental well-being. A healthy lifestyle requires knowledge and skills to make good food decisions, incorporate physical activity, and understand current issues.

Program of Study Application

This is a foundational course. The course can be tailored to meet the needs of individual schools by giving them the option of choosing appropriate standards from four content areas: Career Exploration, Healthy Lifestyles, Relationships and Human Development. Healthy Lifestyle provides a foundation for lifelong wellness and preparation for courses in the Education and Training cluster.

Course Standards**Indicator # NW 1 Investigate careers in the nutrition and wellness industry.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Skill/ Concept, Level 2	NW 1.1 Explore knowledge and skills needed for careers in nutrition and wellness related occupations. <i>Examples:</i> • Develop a visual on different occupations in the nutrition and wellness industry (For example: infographic, picto chart, etc.) • Group presentation on a careers in the nutrition and wellness cluster. These presentations should include information on knowledge and skills, job responsibilities and duties, work environment, education needed and job outlook, salary, etc.	

Notes:**Indicator # NW 2 Explain the components of individual and family wellness.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Skill/ Concept, Level 2	NW 2.1 Describe how food choice decisions affect personal and family wellness. <i>Examples:</i> • Explore current dietary guidelines. • Compare and contrast food choices that support or detract from a healthy lifestyle. • Survey classmates on the impact of vending, fast/convenience foods on their food choices.	

Skill/ Concept, Level 2	NW 2.2 Investigate the relationships between physical activity and a healthy lifestyle. <i>Examples:</i> • Determine the amount and types of activities needed to expend calories consumed. • Describe how lifestyle choices affect eating and wellness habits. • Compare and contrast your current lifestyle habits with recommended dietary and fitness goals.	
Recall, Level 1	NW 2.3 Identify the six main nutrients and their relationship to a healthy lifestyle. <i>Examples:</i> • Develop a chart depicting nutrients and their functions • Create a skit or digital representation to portray a nutrient and its function • Plan a day's diet including the six main classes of nutrients	
Skill/ Concept, Level 2	NW 2.4 Describe factors contributing to nutrition-related diseases and disorders. <i>Examples:</i> • Prepare a public service announcement on obesity-related illnesses • Complete a body image project related to eating disorders (such as binge eating, anorexia nervosa, bulimia, etc.)	

Notes:

Indicator # NW 3 Apply food safety and sanitation practices.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Strategic Thinking, Level 3	NW 3.1 Explain common practices that promote safe and sanitary food conditions. <i>Examples:</i> • Plan and present skits comparing and contrasting safe and unsafe food safety and sanitation. • Create a public service announcement promoting safety and sanitation. • Demonstrate safe food handling and kitchen safety in a foods lab situation. • Develop a teaching tool for safe and proper use of food laboratory equipment.	

Notes:

Middle School—Human Development

Career Cluster	Education and Training
Course Code	22200
Prerequisite(s)	None
Credit	Part of middle school curriculum; credit will vary according to school
Program of Study and Sequence	This course is a foundational course, and part of the four content areas in Middle School Family and Consumer Sciences with standards for human development, relationships, career exploration and nutrition and wellness.
Student Organization	FCCLA
Coordinating Work-Based Learning	None
Industry Certifications	None
Dual Credit or Dual Enrollment	None
Teacher Certification	Family and Consumer Sciences
Resources	

Course Description:

Middle school students are exploring many areas of life. Human development includes knowledge and understanding of growth and development across the life span. Students will explore physical, social, emotional and intellectual development and relate them to the role of a nurturing caregiver.

Program of Study Application

This is a foundational course. The course can be tailored to meet the needs of individual schools by giving them the option of choosing appropriate standards from four content areas: Career Exploration, Healthy Lifestyles, Relationships and Human Development. Human Development provides a foundation for understanding the practices that promote healthy development.

Course Standards**Indicators # HD 1 Investigate careers in the Education and Training and Human Services clusters.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/ Concept	HD 1.1 Explore knowledge and skills needed for careers in Education and Training and Human Services clusters. <i>Examples:</i> • Identify various careers in the Education and Training and Human Services clusters. • Interview guest speakers from various fields related to Human Services and Education and Training. • Choose a career from Human Services or Education and Training and develop a visual with an oral presentation on the job requirements. • Observe careers through guest speakers and field trips. • Create a public service announcement (PSA) or other advertisement that emphasizes the knowledge and skills associated with one of the career pathways in the Human Services or Education and Training clusters.	

Notes:

Indicators # HD 2 Analyze human growth and development.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/ Concept	HD 2.1 Investigate the stages of human development, birth through death. <i>Examples:</i> • Design a timeline showing the stages in the life span. • Create a “Day in the Life” description for each stage of a life span. • Create a Google trek showing the stages of human development.	
Three Strategic Thinking	HD 2.2 Analyze how the family contributes to healthy human development. <i>Examples:</i> • Explore diverse family structures in our society. • Develop a collage of pictures that depicts how families meet human needs (For example: feeding, hugging, etc.). • Interview family members to determine how their family meets needs for its members.	

Two Skill/ Concept	HD 2.3 Analyze the impact of social issues and technology on human development. <i>Examples:</i> • Use a current event scavenger hunt with either newspapers, magazines, or Internet to find current issues that affect human development and have a class discussion. • Estimate and display with a pie chart how your family allocates their time together. • Create QR (quick response) codes with articles about current issues impacting human development (For example: QRstuff.com)	
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Notes:

Indicator # HD 3 Analyze practices that promote growth and development.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
One Recall	HD 3.1 Summarize the areas of development. <i>Examples:</i> • Brainstorm the areas of development (physical, emotional, social and intellectual). • Use a matching game to match the areas of development to the characteristics from each area.	
Four Extended Thinking	HD 3.2 Evaluate developmentally appropriate learning activities for children. <i>Examples:</i> • Choose and read a developmentally appropriate book. • Evaluate toys for their usefulness in promoting development. • Create a toy box for a variety of ages of children that meets developmental guidelines. • Simulate a motor development obstacle course to illustrate challenges for different ages of children in completing everyday tasks (for example: cutting with gloves on or coloring with the non-dominant hand).	
Three Strategic Thinking	HD 3.3 Demonstrate understanding of practices that promote the health and safety of children. <i>Examples:</i> • Evaluate a toy for age appropriate safety features. • Demonstrate the use of a choke tester on a variety of toys. • Develop a scavenger hunt for safety hazards in the home (for example: outlets, blind cords, poison, etc.). • Prepare a nutritious snack for children.	

Two Skill/ Concept	HD 3.4 Understand the roles and responsibilities of a caregiver. <i>Examples:</i> • Create an educational flyer describing the characteristics of a good caregiver or parent. • Choose clips from TV or YouTube depicting positive and negative caregiving characteristics. • Develop and present a babysitting clinic to younger students highlighting safe and nurturing practices for caregivers.	
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Notes:

Middle School – Relationships

Career Cluster	Education and Training
Course Code	22200
Prerequisite(s)	None
Credit	Part of middle school curriculum; credit will vary according to school
Program of Study and Sequence	This course is a foundational course, and part of the four content areas in Middle School Family and Consumer Sciences with standards for human development, relationships, career exploration and nutrition and wellness.
Student Organization	FCCLA
Coordinating Work-Based Learning	None
Industry Certifications	None
Dual Credit or Dual Enrollment	None
Teacher Certification	Family and Consumer Sciences
Resources	

Course Description:

Middle school students are exploring many areas of life. A healthy lifestyle is essential to emotional, physical, social and mental well-being. This healthy lifestyle requires knowledge and skills to make good food decisions, incorporate physical activity, and understand current issues.

Program of Study Application:

This is a foundational course. The course can be tailored to meet the needs of individual schools by giving them the option of choosing appropriate standards from four content areas: Career Exploration, Healthy Lifestyles, Relationships and Human Development. Healthy Lifestyle provides a foundation for lifelong wellness and preparation for courses in the Education and Training cluster.

Course Standards**Indicator # R 1 Investigate careers in Human Services and Education and Training.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/ Concept	R 1.1 Explore knowledge and skills needed for careers in Human Services and Education and Training clusters. <i>For example:</i> • Identify various careers in the Human Services and Education and Training clusters. • Interview guest speakers from various fields related to Human Services and Education and Training. • Choose a career from Human Services or Education and Training and develop a visual with an oral presentation on the job requirements. • Create a public service announcement (PSA) or other advertisement that emphasizes the knowledge and skills associated with one of the career pathways in the Human Services or Education and Training clusters.	

Notes:

Indicator # R 2 Analyze how personal growth influences relationships.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Two Skill/ Concept	R 2.1 Explain how personal needs affect relationships. <i>Examples:</i> • Create a newspaper ad listing the qualities of a desirable friend. • Write a personal reflection on the qualities you possess as a friend. • Prioritize individual needs and wants through a mock auction. • In a class discussion, explore family traits that nurture individual needs.	
One Recall	R 2.2 Summarize the effects of self-esteem and self-image within relationships. <i>Examples:</i> • Share personality traits and discuss their effects on self-esteem. • Identify how low self-esteem contributes to self-destructive behaviors (for example: eating disorders, cutting, drug/alcohol abuse). • Role-play positive and negative scenarios in relationships.	

Notes:

Indicator # R 3: Analyze skills needed to build and maintain positive relationships.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>			
Two Skill/ Concept	R 3.1 Explain the role of positive communication skills in relationships. <i>Examples:</i> • Take an inventory to identify personal communication strengths. • Work in teams to create a presentation showcasing positive communication skills and their effects. • Practice working together using only nonverbal cues to achieve a common goal. • Create a Venn diagram comparing and contrasting verbal and nonverbal communication. • Write a script while watching a video with no sound. • Create a comic strip demonstrating effective listening or feedback techniques.				
Three Strategic Thinking	R 3.2 Analyze how personal standards and ethics guide behaviors in relationships <i>Examples:</i> • Use personal assessments to identify values. • Develop a list of personal standards or ethics that contribute to healthy relationships. • Compare and contrast how personal standards affect friendships and dating relationships. • Write role plays to illustrate situations in relationships when personal standards would be compromised.				

Four Extended Thinking	R.3.3 Apply problem-solving strategies to relationship issues. <i>Examples:</i> - Brainstorm issues in relationships and discuss problem-solving strategies to address those issues in small groups, followed by large group discussion. - Use scenarios to demonstrate problem-solving in relationships.				
Two Skill/ Concept	R.3.4 Understand strategies to resolve conflicts in relationships <i>Examples:</i> - Identify methods of managing conflict (for example: <i>7 Habits of Highly Effective Teens</i>, etc.). - Apply problem solving strategies to manage conflict. - Respond to case studies about harassment or bullying using effective conflict resolution.				

Notes:

Introduction to Education and Training

Career Cluster	Education and Training
Course Code	19151
Prerequisite(s)	None
Credit	.5
Program of Study and Sequence	Introduction to Education & Training is the recommended prerequisite for pathway courses such as Teaching & Training as a Profession.
Student Organization	FCCLA
Coordinating Work-Based Learning	Tours, Guest Speakers, Job Shadowing, Classroom Observations.
Industry Certifications	National Career Readiness Certificate, Occupational Safety and Health Administration Certification, CPR, and First Aid.
Dual Credit or Dual Enrollment	TBD
Teacher Certification	FACS Education
Resources	

Course Description:

Education is a lifelong process. There is a need for continued learning after the traditional end to formal education. Educators and trainers provide educational opportunities for these life-long learners. *Introduction to Education and Training* is designed to give high school learners an overview of the opportunities, occupations, and skills needed in the education and training career cluster.

Program of Study Application

Introduction to Education and Training is recommended as a prerequisite for the three pathways in Education & Training.

Administration & Administrative Support Pathway

- Occupations whose workers provide direction, leadership, and day-to-day management and support of educational activities in schools, preschools, child care centers, colleges, universities, businesses and industries, correctional institutions, museums, and job training and community service organizations.

Professional Support Services Pathway

- Occupations that assist people involved in education and training systems with personal and family needs, mental health assistance, educational goals, and career decision making.

Teaching/Training Pathway

- Occupations that lead or assist in the delivery of instructional materials or lessons in classrooms, workshops, or via online and distance technology. Includes individual and group instruction of children, adults, and professionals.

Course Standards**Indicator # ED 1 Explore career opportunities in education and training.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 2: Skill/Concept	ED 1.1 Compare the career potential in Administration and Administrative Support Services, Professional Support Services, and Teaching/Training. <i>Examples:</i> • Research occupations in the Administration and Administrative Support pathway, the Professional Support Services pathway, and the Teaching/Training pathway. • Using SDMyLife career discovery to explore all education and training careers. • Communicate with personnel from each of the education and training pathways.	

Notes:

Indicator # ED 2 Analyze skills of effective educators or trainers.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4: Extended Thinking	ED 2.1 Evaluate concepts of effective communication skills needed in an education or training setting. <i>Examples:</i> • Determine communication skills essential for educators or trainers. • Design communication tools used by educators or trainers. • Demonstrate professional writing techniques with proper grammar and spelling. • Create a system that would allow for participant feedback.	
Level 2: Skill/Concept	ED 2.2 Apply effective planning and presentation skills in an education or training setting. <i>Examples:</i> • Develop age-appropriate content and ideas for teaching a lesson in a content area of interest. • Teach an activity in an educational and/or training setting. • Prepare an alternative method of presentation to accommodate multiple intelligences or learning styles.	
Level 3: Strategic Thinking	ED 2.3 Compare effective instructional, organizational, and management strategies. <i>Examples:</i> • Conjecture creative and new ways to solve a problem given a situation. • Use a decision making process applicable to classroom/training situations. • Observe educators or trainers in a classroom/training setting. • Attend and critique an education or training meeting for organizational and management strategies.	

Level 3: Strategic Thinking	ED 2.4 Assess group processes and skills for working collaboratively in education and training. <i>Examples:</i> • Create a list of expectations for performance and behavior in a group educational setting. • Develop a group activity for learners in an educational setting. • Practice an age-appropriate trust-building activity.	
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Notes:**Indicator # ED 3 Investigate influences on education and training.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 3: Strategic Thinking	ED 3.1 Apprise knowledge about the history and belief systems of multiple cultural groups to enhance learner achievement. <i>Examples:</i> • Identify stereotypes in education and training materials. • Draw conclusions about tolerance and diversity through practice.	
Level 3: Strategic Training	ED 3.2 Assess the influence of learning styles on education or training. <i>Examples:</i> • Use SDMyLife to define a personal learning styles inventory. • Develop multi-sensory education and training techniques. • Use active learning strategies in an education and training setting.	

Notes:

Indicator # ED 4 Analyze professional ethics and legal responsibilities in education and training.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Level 4: Extended Thinking	ED 4.1 Connect goals, policies, and procedures to ensure a positive learning environment. <i>Examples:</i> • Compare the goals, policies, and procedures of different instructional settings. • Explore consequences that detract from a positive learning environment. • Critique a specific issue in an education or training setting. • Construct and defend an attendance policy.	
Level 2: Skill/Concept	ED 4.2 Interpret emergency and safety procedures in an education or training settings. <i>Examples:</i> • Summarize health and safety standards. • Relate health and safety procedures to an education or training setting. • Interview administrators on emergency procedures. • Acquire Occupational Safety and Health Administration (OSHA), cardio-pulmonary resuscitation (CPR), and/or first aid certification. • Make observations of OSHA procedures.	
Level 2: Skill/Concept	ED 4.3 Collect and display professional ethics as they relate to education and training. <i>Examples:</i> • Interpret professional ethics for a given pathway. • Construct an ethical guideline for an education or training setting.	

Level 3: Strategic Thinking	ED 4.4 Assess appropriate confidentiality regarding educational and occupational information. <i>Examples:</i> • Discuss appropriate uses for release of information forms. • Develop case studies that demonstrate ethical and unethical practices associated with confidentiality. • Research legal implications of a violation of confidentiality.	
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Notes:

Human Development: Adolescence to Death

Career Cluster	Education and Training
Course Code	19056
Prerequisite(s)	Human Development: Adolescence to Death is a recommended prerequisite for pathway courses such as Teaching and Training as a Profession.
Credit	.5
Program of Study and Sequence	Human Development: Adolescence to Death is a recommended prerequisite for pathway courses such as Teaching and Training as a Profession.
Student Organization	FCCLA
Coordinating Work-Based Learning	Tours, Guest Speakers, Field Trips, Volunteer.
Industry Certifications	None
Dual Credit or Dual Enrollment	TBD
Teacher Certification	FACS Education
Resources	

Course Description:

Each person passes through various life stages. These stages are infancy, childhood, adolescence, young adulthood, middle life and later life. Understanding human development helps students prepare for the roles of adulthood. *Human Development: Adolescence through Death* is a course that is designed to enable students to gain knowledge necessary to understand the developmental stages from adolescence through late adulthood. The course will examine the developmental tasks, traits and problems of each of these stages.

Program of Study Application

This is one of three Human Development courses in the suggested sequence of Education and Training career cluster. It is recommended that it be preceded by Foundational CTE Courses and Introduction to Education and Training. The course is followed by Teaching and Training as a Profession and Capstone Experience.

Course Standards

Indicator # HDAA 1 Analyze principles of human growth and development from adolescence through adulthood.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	HDAA 1.1 Compare human development theories related to adolescence and adulthood. <i>Example:</i> • Research human development theories related to adolescence and adulthood. • Reflect personally on human development theories related to adolescence and adulthood.	
Three Strategic Thinking	HDAA 1.2 Assess interrelationships among physical, emotional, social, and intellectual aspects of human growth and development. <i>Example:</i> • Prepare a presentation to illustrate principles of development and/or stages of development. • Cite evidence of developmental issues and human growth. • Explain phenomena in terms of changes experienced in the aging process.	

Notes:

Indicator # HDAA 2 Analyze influences on human growth and development.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	HDAA 2.1 Investigate the effect of heredity and environment on human development. <i>Example:</i> • Research inherited or environmental factors that influence human growth and development. • Explore personal heredity and development. • Draw conclusions related to environmental factors.	
Two Skill/Concept	HDAA 2.2 Identify the effects of gender and culture on human development. <i>Example:</i> • Research cultural backgrounds and compare perspectives. • Research how gender may affect development and compare perspectives.	
Four Extended Thinking	HDAA 2.3 Connect the effects technology has on human growth and development. <i>Example:</i> • Research the effects of technology on personal growth and development. • Analyze personal technology use. • Create a method to show the effects of technology on human growth and development.	
Three Strategic Thinking	HDAA 2.4 Investigate the effect of socioeconomics and medical technology on human development. <i>Example:</i> • Assess ways socioeconomic and medical technology impact individual growth and development. • Collect and display information on a current topic relating to socioeconomic or medical technologies.	

Notes:

Indicator # HDAA 3 Compare factors that promote growth and development across adolescence and adulthood.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	HDAA 3.1 Assess the roles of support systems in meeting human development needs. <i>Example:</i> • Identify community resources that provide for positive development opportunities. • Assess community resources that provide for positive development opportunities. • Participate in a simulation showing how to locate, access, and use community resource.	
Three Strategic Thinking	HDAA 3.2 Draw conclusions related to the role nurturing has on human development. <i>Example:</i> • Identify positive and negative factors that contribute to behaviors. • Illustrate nurturing practices that influence personal development. • Develop a project that promotes interactions among generations.	

Notes:

Indicator # HDAA 4 Analyze the processes of aging and death.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	HDAA 4.1 Analyze social practices related to aging and death. <i>Example:</i> • Synthesize the socio-cultural aspects of death and aging. • Design experiential opportunities that relate to death and aging.	
Four Extended Thinking	HDAA 4.2 Analyze coping methods that relate to aging and death. <i>Example:</i> • Connect the common physical reactions to grief. • Prove how the grieving process applies to various types of losses. • Design a personal method for coping with death and aging.	
Three Strategic Thinking	HDAA 4.3 Demonstrate understanding of legal and ethical factors related to aging and death. <i>Example:</i> • Assess the legal and ethical factors that have a socio-cultural influence on aging and death. • Formulate a method for showing an understanding of legal and ethical factors related to aging and death.	

Notes:

Teaching & Training as a Profession

Career Cluster	Education and Training
Course Code	19152
Prerequisite(s)	Recommended at least one Human Development course and Introduction to Education and Training.
Credit	.5
Program of Study and Sequence	Administration & Administrative Support Pathway, Professional Support Services Pathway, Teaching/Training Pathway.
Student Organization	FCCLA
Coordinating Work-Based Learning	Field experience highly recommended.
Industry Certifications	No
Dual Credit or Dual Enrollment	No
Teacher Certification	Family & Consumer Science
Resources	Community

Course Description:

Across the nation, particularly in South Dakota, schools, businesses and industries are facing a teacher or trainer shortage. The course Teaching & Training as a Profession is intended to give knowledge, skills, and experiences to high school students who are considering a profession in education (early childhood, elementary, or middle/high school) or training (business or industry).

Program of Study Application

Teaching & Training as a Profession is a pathway course in the Education and Training career cluster. It is to be preceded by foundational courses, middle school foundation courses and cluster courses, and followed by a capstone experience.

Course Standards**Indicator # TTP 1 Evaluate personal and professional attributes essential to becoming an effective teacher or trainer.**

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three	TTP 1.1 Assess personal attributes as they relate to teaching and training. <i>Examples:</i> • Examine qualities and biases that would make you a good teacher and/or trainer. • Design a poster illustrating the perfect teacher/trainer. • Write a letter to a former teacher/trainer addressing the qualities they possess that you value.	
Three	TTP 1.2 Assess the qualities of professional and ethical behavior for teachers and trainers. <i>Examples:</i> • Research and reflect media materials for examples of inappropriate behavior. • Review Code of Conduct for teachers/trainers and develop your own Professional Code of Conduct. • Interview administrators, managers, and/or human resource personnel about acceptable conduct. • Debate professional and personal use of social media. • Construct staff or employee policy handbook for guidelines on acceptable conduct. • Create a collage/presentation of appropriate or inappropriate dress.	Social media sites, print media, etc. South Dakota Teacher Code of Ethics, National Education Association Code of Ethics, etc. Local administrators and relevant community members.

Notes:

Indicator # TTP 2 Analyze knowledge required for careers in education/training.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four	TTP 2.1 Analyze theories of development and learning to guide instruction or training. <i>Examples:</i> • Prepare and deliver a presentation about one theory/theorist. • Investigate scenarios (video clips, case studies, etc.) and discuss which theories are reflected in each situation. • Observe teacher/trainer for evidence of developmental theories in practice. • Complete on-line assessments of learning styles, strengths and weaknesses, multiple intelligences, etc.	SD MYLife and other relevant on-line tools.
Four	TTP 2.2 Analyze relationships within families and communities that impact teaching and training. <i>Examples:</i> • Propose a project plan that involves community and families in meeting a common goal. (Proposal could be presented to panel of community members, community development organizations, school boards, etc.) • Examine societal issues that impact teaching and training.	Current Events
Four	TTP 2. 3 Create a positive learning environment. <i>Examples:</i> • Create your own classroom rules and procedures. • Visit an existing facility and critique the layout. • Examine existing emergency and safety policies that create a safe environment. • Assist mentor or teacher in managing instructional resources (tools, equipment, supplies, etc.) • Role-play appropriate solutions to discipline issues.	Field experience in a classroom or training facility, job shadow, or worksite tour.

Notes:

Indicator # TTP 3: Demonstrate integration of curriculum and instruction to meet developmental needs of individuals.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four	TTP 3.1 Analyze needs of learners or organizations. <i>Examples:</i> • Investigate modifications for developmentally gifted, delayed or disabled individuals. • Research the social/emotional, cognitive, physical, and language development influences of an individual and report through class discussion. • Develop a logical argument on why confidentiality is important in your role as a teacher/trainer. • Invite a guest speaker on special needs with student reflection.	Professionals in the field of special needs
Three	TTP 3.2 Utilize content standards or business policies to develop an education or training plan. <i>Examples:</i> • Interview work site supervisors or teachers for different approaches to instructional design. • Communicate understanding of the need for standards and policies.	Teachers or supervisors

Three	TTP 3.3 Investigate a variety of curriculum and instructional models/strategies. <i>Examples:</i> • Observe and summarize a teacher delivering a lesson and document instructional models/strategies used. • Compare and contrast teaching strategies such direct teaching, discussion, cooperative learning, on-line learning, inquiry based, flip classroom, etc. • Explain current trends (e.g. technology) in education and training. • Observe an instructional delivery and write a journal reflection assessing effectiveness.	South Dakota Department of Education Website
Four	TTP 3.4 Evaluate the components of a lesson/training plan. <i>Examples:</i> • Develop a lesson or training plan for use within a classroom or training session. • Critique a teacher/trainer delivering a lesson.	Field experience; FCCLA STAR Event – Teach & Train
Three	TTP 3.5 Assess learning of audience for a standard or performance. <i>Examples:</i> • Compare and contrast formative and summative assessments. • Analyze information based on standardized tests and performance reviews. • Develop a rubric to critique a learning activity. • Examine grading systems and performance reviews.	

Notes: Business and Industry question ... what training models are used in your business or facility?