

COURSE TITLE: Careers in Education

Course Description:

Careers in Education is designed to introduce students to career opportunities and related skills within the Education and Training cluster. The course highlights the requirements, roles, and responsibilities of various personnel in the education and training field, including classroom teachers, non-teaching certified personnel, school administrators, special population professionals, social workers and counselors, athletics professionals, and auxiliary professionals.

Potential Certifications/Credentials:

ASK Institute – Concepts of Business Management / ASK Institute – Concepts of Entrepreneurship / ETS Praxis Core Academic Skills (Must pass Reading, Writing, and Mathematics) / Google Educator, Levels 1 and 2 / Praxis II: Principles of Learning and Teaching: Grades K-6 / Praxis II: Principles of Learning and Teaching: Grades 5-9 / Praxis II: Principles of Learning and Teaching: Grades 7-12

Course Scope and Sequence

Topic #	Topic Title	Estimated Hours
1	Foundational Standards	15
2	Teachers	25
3	Special Population Careers	10
4	Administrators	10
5	Specialized Personnel	15
6	Athletics	5
7	International Education	15
8	Work-Based Learning	45

Plans of Instruction

Foundational Standards

Supporting—will be taught throughout the course as needed for the unit.

- F1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
- F2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
- F3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
- F4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- F5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

Topic 2 Title: Teachers

Content Standards

1. Compare and contrast the requirements, roles, and responsibilities of classroom teachers in various fields and age groups, including certification requirements.
Examples: early childhood, elementary, secondary, postsecondary; career and technical, fine arts, world language, general electives, special education, English learners, gifted education
2. Explore and report on the requirements, roles, and responsibilities of various certified personnel, other than classroom teachers.
Examples: library media specialist, reading coach, math coach, technology coach
3. Research and describe types of school environments.
Examples: public, private, charter, magnet, virtual, urban, suburban, rural
4. Describe leadership opportunities in which teachers may be involved outside the classroom.
Examples: club sponsors, school leadership teams, class sponsors, committee sponsors, department heads

Unpacked Learning Objectives

Students know:

- The educational requirements for teachers in Alabama.
- The certification requirements in Alabama.
- The roles and responsibilities that teachers are expected to adhere to as a classroom teacher in Alabama.
- The grades that correspond with elementary, middle, and high schools.
- The fields or content areas that are required/available for each grade level.
- The employment opportunities of certified personnel other than classroom teachers.
- The educational and experience requirements for becoming certified personnel other than classroom teachers.
- The roles and responsibilities to which various certified personnel must adhere.
- How to design a classroom environment that allows students to be engaged in a safe learning environment.
- How routines, physical space, materials, and technology play a role in an effective classroom environment.
- How to design an online environment that allows students to be engaged in a safe learning environment.
- The benefits and challenges that arise in an online environment.
- The limitations of the classroom environment due to space, limited technology, and limited funding.
- There are other careers outside of the classroom that will provide leadership opportunities.
- Participating in a leadership opportunity outside of the classroom will impact teachers and students inside the classroom.

- The role research plays in making decisions for teachers and students.
- The role a data analyst can play in making decisions based on data received from students.

Students are able to:

- Compare and contrast the requirements for becoming a teacher in Alabama with other states.
- Compare and contrast the roles and responsibilities of elementary, middle, and high school classroom teachers.
- Compare and contrast the content areas that are available to be taught at the elementary, middle, and high school levels.
- Explain the grade levels associated with elementary, middle, and high school.
- Explain the certification requirements for becoming certified as an Alabama teacher.
- Explore various opportunities within the school for certified personnel other than a classroom teacher.
- Explore the educational and experience requirements for obtaining a certified personnel position other than a classroom teacher.
- Explore the roles and responsibilities of various certified personnel other than classroom teachers.
- Report on their findings about various certified personnel positions within the school other than classroom teachers.
- Present a poster based on their exploration of the roles and responsibilities of certified personnel within the school they attend.
- Research effective classroom environments to include physical space, routines, materials, and technology.
- Research effective online environments to include routines, classroom resources, and technology.
- Research the benefits and challenges of the classroom environment and online environment.
- Describe each type of school environment.
- Describe the benefits and challenges of each environment. and responsibilities.
- Research various leadership opportunities that teachers can be involved in outside of the classroom.
- Describe how leadership opportunities impact the decisions that are made for teachers and students inside the classroom.

Students understand:

- There are educational requirements to become a teacher in Alabama.
- There are three levels of teacher certification available, and at each level, there are specific fields or content areas that a teacher could choose to teach.
- There are roles and responsibilities teachers are expected to perform at the different grade levels.
- There are specific requirements that must be completed in order to be a certified educator in the state of Alabama.
- There are various certified personnel career opportunities other than classroom teachers within the school setting.
- There are specific educational requirements and possible teaching experience requirements in order to obtain a certified personnel position within the school setting.
- What the roles and responsibilities are for various certified personnel other than classroom teachers.
- How to design the classroom's physical space to maximize learning.
- How routines can be introduced to maximize learning.
- How technology plays a role in the classroom environment.
- The benefits and challenges that teachers face with the classroom environment.
- The benefits and challenges of the online environment.
- How to design the online classroom environment to maximize instruction.

- How routines in the online environment can maximize learning.
- There are leadership opportunities outside of the classroom, and the decisions that can be made outside of the classroom impact the teachers and students inside the classroom.

Driving/Essential Question	What are the requirements, roles, and responsibilities of certified teachers and personnel in various school environments, and how can those individuals engage in leadership roles outside the classroom?
Exemplar High Quality Task	Students will explore the certification requirements, roles, and responsibilities of both certified teachers and certified personnel, research various school environments while illustrating how teachers participate in leadership roles outside the classroom.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Compare and contrast the requirements, roles, and responsibilities of classroom teachers in various fields and age groups, including certification requirements.</p> <p>Demonstrate understanding of the certification requirements, roles, and responsibilities</p>	<p>Formative: Class discussion</p> <p>Summative: Collaborative chart of certification requirements, roles, and responsibilities of classroom teachers in various fields and age groups</p>	<p>Divide students into pairs:</p> <ul style="list-style-type: none"> • Create an electronic chart into which each pair of students can type their information when completed. (Share the document with the class.) • Assign each pair of students a different education field and age group. 	<p>ELA: Design a brochure using Canva that highlights the different certifications. Include the requirements to get certified and the responsibilities of the classroom teacher.</p> <p>Math: Create a Venn Diagram to identify similarities and differences between requirements,</p>	<p>Internet access Computer Rubric for chart Notepads for topics Writing utensils</p>

<p>of classroom teachers in various fields and age groups by creating a collaborative chart of those requirements, roles, and responsibilities.</p>		<ul style="list-style-type: none"> • Students will use the internet to discover the certification requirements, roles, and responsibilities of each assigned topic. • Each pair will contribute to a class document that will contain all the information gathered from each topic. • Discuss each of the education fields and age groups. • Each student will explain which category most interests them and why for their exit ticket. 	<p>roles, and responsibilities in various fields of education</p> <p>Science: Look at how educational research and technology are influencing teaching practices across various fields.</p> <p>Social Studies: Students could also interview teachers with various years of experience (e.g., retired, 20+, 15, 3). They could brainstorm questions, or use an instructor-provided questionnaire. Questions would pertain to the requirements, roles, and responsibilities he/she had/have as an educator.</p> <p>Social Studies: Create a comparison-contrast graphic organizer (print or digital via Prezi or PowerPoint) on the changing requirements, roles, and responsibilities of classroom teachers by assigning students different decades and the present.</p>	
<p>Explore and explain the certification requirements, responsibilities, and roles of other certified personnel</p>	<p>Formative: Check student questions as they prepare for</p>	<p>Divide students into small groups:</p> <ul style="list-style-type: none"> • Make a list of certified personnel titles that are 	<p>ELA: Write an informative essay summarizing the certification process and the roles and</p>	<p>Internet access Computer Presentation technology Rubric for presentations</p>

<p>who are not classroom teachers.</p>	<p>interviews and notes concluded from research.</p> <p>Summative: Group multimedia presentation</p>	<p>not classroom teachers and put them on an electronically generated choice board or cut into strips of paper.</p> <ul style="list-style-type: none"> • Each group will randomly select one of the certified personnel titles. • As a class, have students brainstorm a list of interview questions to ask their assigned personnel at your school on the board or Smartboard. • Students will set up a time during class to conduct a virtual meeting with their person of topic. • Groups will interview their individual certified personnel and take notes on the answers given. • Each group will create a multimedia presentation to share their findings with the class. 	<p>responsibilities of a non-teacher certified position within the Alabama public school system.</p> <p>Math: Create a list of certification requirements for teachers and other certified personnel.</p> <p>Science: Use systematic investigation and critical analysis to understand the certification process, requirements and rolls for education specialists.</p> <p>Social Studies: Create a list detailing the types of certified personnel that participate in education who are not classroom teachers as education has changed over the last fifty years.</p>	<p>Notepads for topics Writing utensils</p>
<p>Investigate and explain attributes of various school environments.</p>	<p>Formative: Student notes Class discussion</p> <p>Summative: School environment essay</p>	<p>As a whole group:</p> <ul style="list-style-type: none"> • Brainstorm a list of different types of classroom environments. 	<p>ELA: Write an essay comparing and contrasting at least two different school environments.</p> <p>Math: Construct a scaled floor plan of a school and</p>	<p>Internet access Computer Rubric for essay Notepads for discussion notes Writing utensils</p>

		<ul style="list-style-type: none"> Plan an industry tour day to visit several different school environments in your area, or design a virtual field trip to several for your students. Students will compare and contrast what they feel are the pros and cons of three different school environments in a short essay. 	<p>compare and contrast the pros and cons of various floor plans.</p> <p>Science: Use comparative analysis to identify patterns and differences across various school environments.</p> <p>Social Studies: Write an essay on the importance of various types of school environments on school culture over time.</p>	
<p>Explore and analyze various leadership opportunities for teachers outside the classroom.</p> <p>Illustrate various leadership opportunities for teachers outside the classroom.</p>	<p>Formative: Class discussion</p> <p>Summative: Leadership Role Posters</p>	<p>Begin by showing a video about leadership.</p> <p>As a whole group:</p> <ul style="list-style-type: none"> Discuss why teachers are leaders and how they display leadership qualities outside the classroom. Make a list of leadership roles for teachers in your school. <p>Divide students into small groups:</p> <ul style="list-style-type: none"> Assign each group a different leadership role of teachers outside the classroom. Students research the attributes and skills needed for their 	<p>ELA: Compose an expository essay detailing a specific assigned influential educator's diverse leadership roles within and beyond the classroom.</p> <p>Math: Construct a tree diagram for the leadership structure of a school system. Example: Superintendent, principal, assistant principal, department chair, classroom teacher, ...</p> <p>Science: Use systematic research, qualitative analysis, and empirical data to explore leadership roles available to teachers.</p>	<p>Internet access Computer Poster board or large paper sheets Rubric for posters Notepads for topics Writing utensils</p>

		<p>assigned leadership role.</p> <ul style="list-style-type: none"> • Students create posters that advertise the benefits for teachers to model leadership qualities in each of the roles. • Display the posters in the halls of your school. 	<p>Social Studies: Create a graphic organizer to list and describe the various forms of leadership opportunities that exist in today's schools for teachers.</p>	
--	--	---	---	--

Key Vocabulary

certification, classroom teacher, secondary teacher, elementary teacher, early childhood teacher, content areas, educational fields, Praxis, EdTPA, internship, certified personnel, classified personnel, school counselor, career coach, librarian, classroom environment, virtual environment, data analyst, researcher, politics, leadership, transformational leadership, traditional leadership, teacher leader

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speakers, interviews, industry tour

CTSO Connection:

FCCLA Star Events- Professional Presentation, Job Interview Skills

Certification/Credential Connection:

Google Educator, Levels 1 and 2

Topic 3 Title: Special Populations Careers

Content Standards

5. Explore and report on requirements, roles, and responsibilities of careers serving special populations

Examples: speech pathologist, occupational therapist, psychometrist, director of special education, Board Certified Behavior Analyst

Unpacked Learning Objectives

Students know:

- There are careers that serve special populations.
- The requirements, roles, and responsibilities of careers in serving special populations.
- The names of specific - careers that serve special populations. For example, behavior therapists, speech-language pathologists, and transition specialists.

Students are able to:

- Explore the opportunities for careers that serve special populations.
- Explore the requirements, roles, and responsibilities of careers that serve special populations.
- Report their findings about opportunities for careers that serve special populations.
- Report their findings on the requirements, roles, and responsibilities of careers serving special populations.

Students understand:

- There are careers that serve special populations.
- The requirements, roles, and responsibilities of careers in serving special populations.
- The names of specific - careers that serve special populations. For example, behavior therapists, speech-language pathologists, and transition specialists.

Driving/Essential Question	What are the requirements, roles, and responsibilities of careers serving special populations?
Exemplar High Quality Task	Students will investigate the requirements, roles, and responsibilities of careers serving special populations.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Investigate and report on the certification requirements, roles, and responsibilities of careers serving special populations.	<p>Formative: Student notes Storyboard for video</p> <p>Summative: Student create video Peer reviews</p>	<p>As a whole group, discuss different types of special populations within the school population and how classroom teachers collaborate with other school personnel to serve them. Students will create a Venn diagram comparing the roles of the classroom teacher related to special populations and other careers serving special populations during the discussion.</p> <p>Divide students into pairs:</p> <ul style="list-style-type: none"> • Pairs of students will be assigned various careers related to special populations. • Students will research the requirements, roles, 	<p>ELA: Investigate a chosen career, concentrate on certification, roles and responsibilities. Develop a poster or digital presentation summarizing the career. Share your presentation with the class.</p> <p>Math: Collect data on special populations within a school and find the percentages of each subgroup compared to the whole student population.</p> <p>Science: Understand the brain function and neurological disorders that are found in special populations and their impact on learning, communication, and behavior.</p>	<p>Internet access Computer Blank Venn diagram Video equipment (either on computer or video camera) Rubric for peer reviews Notepads for topics Writing utensils</p>

		<p>and responsibilities of their assigned career.</p> <ul style="list-style-type: none"> • Students will create a list of interview questions for their assigned career. • One student will play the role of a news broadcaster, and the other student will play the role of the career personnel in special populations. • Students will create a video interview that expresses the requirements, roles, and responsibilities of careers serving special populations. • Students will show their videos to the class. • The class will rate their video according to the rubric provided by the teacher. 	<p>Science: Research the use of anatomy, physiology, and psychology in designing effective therapies.</p> <p>Social Studies: Analyze how careers in special education have changed over the past fifty years to address students' needs.</p>	
--	--	---	--	--

Key Vocabulary

special populations, behavior therapist, speech-language pathologist, transition specialist, English language learner specialist, gifted instructor, self-contained classroom,

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speakers, interview practice

CTSO Connection:

FCCLA Star Events- Professional Presentation, Job Interview Skills, Instructional Video Design

Certification/Credential Connection:

Google Educator, Levels 1 and 2

Topic 4 Title: Administrators

Content Standards

6. Explore and report on the job requirements, roles, and responsibilities of administrators at various levels of education.
Examples: education specialist, assistant principal, principal, daycare director, district administrator, state administrator, AHSAA personnel, Child Nutrition Program director
- a. Describe the issues and concerns usually handled by administrators.
Examples: school climate, school safety, teacher evaluation, effective leadership

Unpacked Learning Objectives

Students know:

- There are job opportunities for administrators in the elementary and secondary schools.
- What the requirements, roles, and responsibilities are for administrators at various levels.
- Administration handles issues and concerns.

Students are able to:

- Explore job opportunities for administrators in the elementary and secondary schools.
- Explore the requirements, roles, and responsibilities of administrators in the elementary and secondary schools.
- Report their findings of the requirements, roles, and responsibilities of administrators through a presentation.
- Describe the issues and concerns that are usually handled by administrators.
- Answer the question, “How would the administrator handle this situation?”

Students understand:

- There are careers as an administrator in various levels of education.
- What the requirements are to obtain a career as an administrator.
- What the roles and responsibilities of administrators are at various levels of education.
- Administrators handle issues and concerns in the school setting.

Driving/Essential Question	What are the job requirements, roles, and responsibilities of administrators at various levels of education and how do administrators handle issues and concerns in the school they lead?
Exemplar High Quality Task	Students will explore job requirements, roles, and responsibilities for various levels of administration within the school system and explain how they effectively handle different issues and concerns.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Explore and report the job requirements, roles, and responsibilities of administrators at various levels of education.</p> <p>Describe how issues and concerns are handled by administrators.</p>	<p>Formative: Student observation forms Class discussion</p> <p>Summative: Observation report</p>	<p>At the beginning of the course, contact local administrators within your school system. Compile a list of administrators and dates that each would be willing to have a student job shadow them for a day.</p> <p>Work with student schedules and administrators to set up a schedule during which each student could shadow an administrator for the day.</p> <p>Provide the students with a student observation form that they can fill out while they job shadow.</p> <p>When the student returns from their job shadow day,</p>	<p>ELA: Research the roles and responsibilities of an educational administrator, including how they handle issues and concerns. Create and perform a role play scenario demonstrating how an administrator addresses a common issue or concern in an everyday setting.</p> <p>Math: Compare pay scales within each job and education level. Factor in the cost of obtaining higher degrees and certifications.</p> <p>Science: Use empirical data and case studies to assess how administrative strategies promote positive outcomes for students and stakeholders.</p>	<p>Internet access Computer Rubric for observations Notepads for topics Writing utensils Alabama principal pay scales by school district</p>

		<p>give them ample time to write a short report about their findings related to the job requirements, roles and responsibilities of administrators, and how administrators effectively handle issues and concerns.</p> <p>As a whole group, once all students have conducted their job shadow experience, discuss how various administrators addressed problems. Compare and contrast leadership styles and their effectiveness in solving the issues and concerns discussed previously.</p>	<p>Social Studies: Create a research presentation to analyze how the requirements, roles, and responsibilities of administrators in education have changed since the one-room school of the 19th- and 20th centuries.</p> <p>Social Studies: Analyze the impact of school administrators based on their job requirements, roles, and responsibilities through the use of research.</p> <p>Social Studies: Interview at least two individuals from different generations to create a report on what school administrators were like when they attended K-12 institutions.</p>	
--	--	--	---	--

Key Vocabulary

administrator, secondary, elementary, managing data, organizing events, supervising staff, budgeting, facility maintenance

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

job shadowing, guest speaker

CTSO Connection:

FCCLA Star Events- Professional Presentation, Job Interview Skills, Leadership

Certification/Credential Connection:

Google Educator, Levels 1 and 2

Topic 5 Title: Specialized Personnel

Content Standards

7. Examine the roles of auxiliary support personnel to determine their requirements and responsibilities in education settings.
Examples: bookkeeper, administrative assistant, registrar, Child Nutrition Program worker
8. Compare and contrast the requirements, roles, and responsibilities of school counselors and social workers.
9. Explore and report on the requirements, roles, and responsibilities of specialized careers in educational settings.
Examples: nurse, lawyer, communications director, accountant, dietician, school resource officer, IT director, career coach

Unpacked Learning Objectives

Students know:

- There are auxiliary support personnel careers in the education setting.
- What the requirements and responsibilities are as auxiliary support personnel in an education setting.
- There are specialized careers in educational settings.
- What the requirements, roles, and responsibilities are for specialized careers in educational settings.

Students are able to:

- That there are careers as auxiliary support personnel in an education setting.
- The roles, requirements, and responsibilities of auxiliary support personnel in the education setting.
- Explore specialized careers in educational settings.
- Explore the requirements, roles, and responsibilities for specialized careers in educational settings.
- Report on their findings of specialized careers in educational settings by producing a podcast narrative.
- Explore careers in physical education and sports.
- Explore the requirements, roles, and responsibilities for careers in physical education and sports.

Students understand:

- That there are careers as auxiliary support personnel in an education setting.
- The roles, requirements, and responsibilities of auxiliary support personnel in the education setting.
- That there are specialized careers in educational settings.
- What the requirements, roles, and responsibilities are of specialized careers in educational settings.
- How to create a podcast narrative to report their research.

Driving/Essential Question	What are the roles and responsibilities of auxiliary support personnel within the school environment, how do the roles and responsibilities of school counselors and social workers vary, and what are the roles, responsibilities, and requirements of various other specialized careers within the educational setting?
Exemplar High Quality Task	Students will investigate the roles and responsibilities of auxiliary support personnel, compare and contrast the roles and responsibilities of school counselors and social workers, and report on the roles, responsibilities, and requirements of various other specialized careers within the educational setting.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Examine how auxiliary support personnel, school counselors, social workers, and specialized careers in education settings fulfill their roles and responsibilities.	<p>Formative: Specialized career scenarios Guided notes KWL chart</p> <p>Summative: “Whose Role is It?” Game</p>	<p>Introduction to specialized personnel.</p> <ul style="list-style-type: none"> Discussion and teacher presentation (Include roles and responsibilities of auxiliary support personnel, school counselors, social workers, and specialized careers in education settings. 	<p>ELA: Develop interview questions focusing on the roles and responsibilities of auxiliary personnel, school counselors, social workers in an educational setting. Choose one specialized career and conduct an in-person interview, and summarize the interview in a report.</p>	<p>Internet access Computer Guided notes KWL chart Specialized Careers in Education list Rubric for Game Show Scenarios Small prizes (candy, reward tickets, etc.)for game Writing utensils</p>

		<p>Give practical examples of how they fulfill their roles and responsibilities.).</p> <ul style="list-style-type: none"> ● Use KWL charts and guided notes. ● Give students a list of job titles within specialized careers in educational settings. ● Students will create a game show called "Whose Role Is It?" <p>Divide students into small groups:</p> <ul style="list-style-type: none"> ● Assign each group at least 3 specialized careers in education. Students must write 2 scenarios for each career. ● Students will write situational scenarios in which a specialized career personnel would fulfill their role. (Check scenarios for accuracy according to the rubric. Ex. The basketball team held a tournament over the weekend. They have totaled all the money they made and need to deposit it into their account. Whose role is it to 	<p>Math: Create a Venn diagram comparing auxiliary support personnel's roles and responsibilities.</p> <p>Science: Use empirical data and observations to support the effectiveness of support services and interventions on promoting student success.</p> <p>Social Studies: Research how auxiliary support personnel's roles and responsibilities were created as the need for specialized careers became necessary.</p>	
--	--	---	--	--

		<p>deposit the money and note it to the basketball team's account?)</p> <ul style="list-style-type: none"> ● Teacher collects scenarios ● Each group of students will choose a team name. Write the team names on a chart to collect correct responses. ● Line up chairs or desks into lines of the number of groups in the class, or have students stand in lines. Players from each group will rotate to the front of the line and be presented with a scenario. If they answer incorrectly, no points are given, and the scenario is read again to the next group until the answer is correct. If the contestant answers correctly, they receive a point, and the next group is presented with a new scenario. Each person from each group must rotate and attempt to answer the scenario. 		
--	--	--	--	--

		<ul style="list-style-type: none"> The group with the most points at the end of the game wins. 		
--	--	---	--	--

Key Vocabulary

auxiliary, support personnel, job posting, bus driver, custodian, cafeteria worker, security guard, school resource officer (SRO), superintendent, professor, higher education, post-secondary education, dean, instructional coordinator, podcast

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speakers

CTSO Connection:

FCCLA Star Events- Professional Presentation

Certification/Credential Connection:

Google Educator, Levels 1 and 2

Topic 6 Title: Athletics

Content Standards

10. Explore and report on the requirements, roles, and responsibilities of persons involved with physical education and sports.
Examples: physical education teacher, assistant coach, head coach, college coach, athletic director, athletic trainer

Unpacked Learning Objectives

Students know:

- There are careers in physical education and sports.
- The requirements, roles, and responsibilities for careers in physical education and sports.

Students are able to:

- Explore careers in physical education and sports.
- Explore the requirements, roles, and responsibilities for careers in physical education and sports.

Students understand:

- That there are careers in physical education and sports.
- What the requirements, roles, and responsibilities are of careers in physical education and sports.

Driving/Essential Question	What are the requirements, roles, and responsibilities of persons involved with physical education and sports?
Exemplar High Quality Task	Students will explore the requirements, roles, and responsibilities of persons involved with physical education and sports.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
<p>Research and present on the requirements, roles, and responsibilities of persons involved with physical education and sports.</p>	<p>Formative: Class discussion Peer evaluation rating</p> <p>Summative: Athletic Career Google Site</p>	<p>Begin with a video clip about athletic careers in education.</p> <p>Invite a college sports coach or athletic director as a special speaker.</p> <p>Small group activity:</p> <ul style="list-style-type: none"> Assign each group a job title within sports and athletics in the field of education. Students will use the Internet to research the requirements, roles, and responsibilities of their assigned career. Each group will create an informational Google Site website about their assigned athletic career. At the end of the website's 	<p>ELA: Create mock interviews where one student plays the role of an athletic director and the other is an interviewer. The students should include questions about how they got into the field, what their daily responsibilities entail, and how they handle challenges such as last minute changes or budget restraints.</p> <p>Math: Create a fictitious athletic team where the students have to create a budget, including equipment, travel, umpires/referees, and other expenses related to running a team.</p>	<p>Internet access Computer Google Sheets for Google Site sharing Google Forms Google Sites Rubric for website Notepads for topics Writing utensils</p>

		<p>last page, the groups must include a link to a Google Form that allows the reader to rate the website and send a question to the creators.</p> <ul style="list-style-type: none"> • When the websites are complete, the students will share the website address on a Google Sheet that the class can access.. • Each student will read through the shared websites and fill out the Google Form on the last page of each website. • After all questions have been submitted, the groups will be given time to answer the questions and take turns presenting them aloud to the class as a whole. 	<p>Science: Research the fields in physical education that include exercise physiology, motor development, and sports psychology. Point out the importance of biomechanics, exercise prescription, and injury prevention and rehabilitation.</p> <p>Social Studies: Research and create an infographic with Canva on how the requirements, roles, and responsibilities of persons involved with physical education and sports have changed over the last twenty years.</p>	
--	--	--	--	--

Key Vocabulary

coach, athletic director, athletic trainer, physical education, website

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speaker

CTSO Connection:

FCCLA Star Events- Professional Presentation, Job Interview Skills

Certification/Credential Connection:

Google Educator, Levels 1 and 2

Topic 7 Title: International Education

Content Standards

11. Investigate international education practices and compare them to traditional American education practices.

Examples: history of education, age requirements, certification requirements, school structure, testing requirements, post-secondary options, curriculum, funding, scheduling

12. Explore and report on career opportunities for working internationally in the education field.

Examples: Department of Defense Education Activity, teaching English internationally, virtual teaching, Peace Corps, faith-based schools outside the United States, American International Schools

Unpacked Learning Objectives

Students know:

- There are differences between international educational practices and American educational practices.
- There are career opportunities for working internationally in the education field.
- The benefits of working internationally in the education field.

Students are able to:

- Investigate the differences between international educational practices and American educational practices.
- Explore career opportunities for working internationally in the education field.
- Report on career opportunities for working internationally in the education field.

Students understand:

- The differences between international educational practices and American educational practices.
- That there are career opportunities for working internationally in the education field.
- The benefits of working internationally in the education field.

Driving/Essential Question	How do international education practices differ from traditional education practices, and what opportunities are available for working internationally in the education field?
Exemplar High Quality Task	Students will compare and contrast educational practices internationally and in the United States while exploring opportunities available for working internationally in the education field.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Investigate international education practices and how they compare to traditional American education practices.	<p>Formative: Student notes Class discussion</p> <p>Summative: Google Slide Presentation</p>	<p>Assign each student in the class to a different international country.</p> <ul style="list-style-type: none"> Students will create a Google Slide presentation illustrating that country's education practices. (Including - history of education, age requirements, certification requirements, school structure, testing requirements, post-secondary options, curriculum, funding, and scheduling.) Each topic will include a brief description and an image. Students will present their Google Slide show to the class. 	<p>ELA: Create a digital storybook on a chosen country's educational system and how it compares to America's educational system.</p> <p>Math: Create a Venn diagram listing the similarities and differences between teaching in the United States vs other countries.</p> <p>Science: Gather data from sources like UNESCO, World Bank, and other peer-reviewed educational journals to create a graphic comparing practices, policies, and outcomes between the U.S. and 2-3 other countries of interest.</p>	<p>Internet access Computer Rubric for Google Slides presentation Guided notes Writing utensils</p>

		<p>Closing:</p> <ul style="list-style-type: none"> Briefly present a review of education practices in the United States. (guided notes for students). Class discussion comparing and contrasting international education practices and traditional American education practices. 	<p>Social Studies: Create a graphic organizer to compare-contrast the impact education has on the economies of various assigned countries and the United States.</p>	
<p>Explore and report on international career opportunities in the field of education.</p>	<p>Formative: Student research notes</p> <p>Summative: International Jobs in Education Brochure</p>	<p>Students will, digitally or in paper form, create an informational brochure about international opportunities in the field of education. If created digitally, students should print a copy to present to the class.</p> <p>Each brochure must answer the following questions with graphics and/or images:</p> <ul style="list-style-type: none"> What opportunities are international opportunities in the field of education? What requirements are necessary for international opportunities in the field of education? 	<p>ELA: Create a short documentary-style video profiling educators from different countries, highlighting their roles, experiences, and impacts on students.</p> <p>Math: Create a graph showing pay scales in the United States compared to other countries</p> <p>Science: Create a table to compare important factors for accepting a job and use it to compare different countries' viability.</p> <p>Social Studies: Write a comparison-contrast essay on the different types of international careers that exist in varying countries</p>	<p>Internet access Computer Color printer Materials for paper copy of brochure Rubric for brochure Writing utensils</p>

		<ul style="list-style-type: none"> • What are at least 5 organizations that provide international opportunities in the field of education? • What are the benefits of international opportunities in the field of education? <p>Create a gallery wall with the brochures posted and allow the students to read other students' work.</p> <p>Discuss as a class the differences and similarities of international opportunities in the field of education compared to opportunities in the United States in the field of education.</p>	<p>based on geographical regions.</p>	
--	--	--	---------------------------------------	--

Key Vocabulary

international education, practices, American education

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speakers, career analysis reports

CTSO Connection:

FCCLA Star Events- Professional Presentation, Job Interview Skills

Certification/Credential Connection:

Google Educator, Levels 1 and 2

Topic 8 Title: Work-Based Learning

Content Standards

13. Complete and document an extended job shadowing experience in a school setting.
14. Develop a report on the job shadowing experience.
Examples: daily journal, oral report, class discussion
15. Create and deliver a presentation summarizing insights about educational practices and activities, connecting requirements, roles, and responsibilities to observations made during in-person or virtual visits or job shadowing.
Examples: written report, audio-visual presentation, slide show, portfolio, competitive event
16. Formulate questions and conduct interviews to obtain information, and answer interview questions succinctly and coherently.
Examples: interview as an applicant, conduct interviews based on career choices

Unpacked Learning Objectives

Students know:

- There are various careers in the educational setting.
- The educational practices associated with careers in the educational setting.
- The correct techniques for answering interview questions succinctly and coherently.

Students are able to:

- Complete and document an extended job shadowing experience in a school setting by creating a presentation to share with the class.
- Create a report where they will reflect on their job shadowing experience.
- Connect the requirements, roles, and responsibilities to observations made during their job shadowing experience.
- Deliver a presentation that summarizes insights about educational practices and connects requirements, roles, and responsibilities to observations made during their job shadowing experience.
- Formulate questions for the interview process.
- Conduct interviews.
- Answer interview questions succinctly and coherently.

Students understand:

- There are various careers in the educational setting.
- The roles and responsibilities of employees within the school setting.

- That there are various careers in the educational setting.
- How to create a report and reflect on their job shadowing experience.
- The educational and practices of careers in education.
- Requirements, roles, and responsibilities for careers in education.
- How to formulate questions for the interview process.
- How to conduct interviews.
- How to answer interview questions succinctly and coherently.

Driving/Essential Question	How do individuals within the field of education fulfill their roles and responsibilities on a daily basis, and how do individuals within the field of education display professional interview skills?
Exemplar High Quality Task	Students will complete, write a report, and present the findings of their job shadowing experience, and will display professional interview skills.

Map of Student Learning by Learning Objective

Unpacked Learning Objective SWBAT	Potential Subtasks for Assessments Formative/Summative	Potential Learning Activities Link to Differentiation Examples	Integrated and Related Academic Content: ELA, Math, Science, and/or Social Studies Concepts and Activities	Equipment, Technology and Materials Equipment List by CTE Cluster Link to Helpful Tech Tools
Complete an extended job shadowing experience and report my observations in a presentation.	Formative: Daily observation sheet Summative: Job shadow report Education career tri-fold	Students will document their findings from an extended job shadowing experience in order to create a tri-fold presentation for a mock education career fair. <ul style="list-style-type: none"> • Arrange for students to job shadow a person in 	ELA: Write a paper summarizing your observations from an extended job shadowing experience with a professional educator in a field of interest. Reflect on daily activities, skills observed, and insights	Internet access Computer Google Forms Rubric for job shadow report Rubric for career tri-Fold Notepad for observation notes Writing utensils

		<p>their chosen field of education at a local school for an extended number of days.</p> <ul style="list-style-type: none"> • Students will practice clocking-in and clocking-out each day of their job shadowing for the teacher. (Students could use a Google Form each day or an app as determined by the teacher.) • Students will complete a daily observation form of their experience. • Students will take notes about what educational practices and activities they observe, the roles their professional plays within the school environment, the responsibilities their professional displays, and other aspects of the functions their professional participates in during their daily job shadowing experience. • Students will research the education and certification requirements for the 	<p>gained, discussing how this experience informs your career aspirations and future goals.</p> <p>Math: Create a time management log for their job shadowing experience.</p> <p>Science: Present observations of methods used based on cognitive development and management devices to shape student behavior supported by scientific literature and studies.</p> <p>Social Studies: Research the requirements of the job and how it has changed over the last five years in anticipation of job shadowing.</p>	<p>Tri-fold and other display materials as needed</p>
--	--	---	---	---

		<p>professional they are job shadowing.</p> <ul style="list-style-type: none"> • Students will compile their notes into a cohesive report about their findings. • Students will create an education career tri-fold presentation of their chosen career for a mock education career fair in the classroom. • Students will display their tri-folds and invite other classes to see them. 		
<p>Conduct interviews and prepare to be interviewed as an applicant in their chosen career in education.</p>	<p>Formative: Interview questions and answer examples</p> <p>Summative: Formal interview</p>	<p>Invite a member(s) of your Board of Education’s Human Resources department to present on the topic of interview skills and professional dress. (Ask them to return on other dates to conduct formal interviews with each student.)</p> <p>Students will choose a specific role in the field of education.</p> <ul style="list-style-type: none"> • Students will create a list of questions for an individual in their chosen field of education and then conduct an interview. 	<p>ELA: Research and identify actual job postings in the educational field. Write a cover letter explaining why you would be the best applicant for the job.</p> <p>Math: List sample math related interview questions such as: “What math skills do you feel are important for students to understand before coming into your classroom?”</p> <p>Science: Provide examples and documentation to support implementing science activities. Demonstrate</p>	<p>Notepad for notes Writing utensils Business attire Printed copies of resumes Rubric for interview skills</p>

		<ul style="list-style-type: none"> Each student will prepare to be formally interviewed as an applicant in their chosen field in professional attire and with copies of their resume. 	<p>your knowledge of child development.</p> <p>Social Studies: Create interview questions related to social studies, like “How do you the position for which you are applying impacts the students and their communities?” “What role does social interaction play in your class</p> <p>Missing Integrated and Related Academic Content if it must be included in each section.</p>	
--	--	--	--	--

Key Vocabulary

job shadowing, school setting, reflect, presentation, educational practices, educational roles, educational responsibilities, interview, role-play,

Work-Based Learning, Simulated Work Experiences, and Experiential Learning:

guest speakers, job shadow experience, interview participation experience

CTSO Connection:

FCCLA Star Events- Professional Presentation, Job Interview Skills

Certification/Credential Connection:

Google Educator, Levels 1 and 2