

Career Experience

Unit Focus

Based on their exploration and reflections around careers within the education field during the Career Exploration course, students will select a mentor within Madison Public Schools to help guide their experience. The career experience will be shaped by what is most helpful for the mentor in relation to the children they are serving (e.g., observation, lesson design, teaching). The PBA will have students maintain a reflection journal about their experiences, produce a portfolio with artifacts that are collected and/or created in showing the day to day responsibilities and work performed within that career and also present their work to the class.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Connecticut Goals and Standards <i>Family and Consumer Sciences (CTE)</i></p> <ul style="list-style-type: none"> • Career Paths: Analyze career paths within early childhood education, childcare services, and related fields. <i>FCS.EC.I</i> • Demonstrate interpersonal skills that promote positive and productive relationships with children. <i>FCS.EC.I.28</i> • Determine the roles and functions of individuals engaged in early childhood education childcare services, and related fields. <i>FCS.EC.I.29</i> • Identify education and training requirements and opportunities for career paths in early childhood education, childcare services, and related fields. <i>FCS.EC.I.30</i> • Explore career opportunities in early childhood education, childcare services occupations, and related fields. <i>FCS.EC.I.31</i> • Describe and demonstrate effective employability skills. <i>FCS.EC.I.32</i> • Identify and apply interpersonal skills that promote positive and productive relationships with children and families. <i>FCS.EC.M.48</i> • Determine methods for constructive and supportive interactions with parent/caregiver. <i>FCS.EC.M.49</i> 	<p>T1 Demonstrate professionalism through exhibiting attentiveness, growing from feedback, and adhering to industry standards (safety). T2 Communicate effectively based on purpose, task, and audience using appropriate vocabulary.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p>U1 Educators are required to interact with students at all stages of development, from all walks of life, and in a variety of settings. U2 What a person does for a living ideally provides personal satisfaction and professional growth. U3 Being an effective communicator involves good listening skills and the ability to verbally articulate solutions to problems and/or potential conflicts.</p>	<p>Q1 What are the benefits and challenges of working in a school setting? How does that impact your interest/expectation? Q2 What are we learning from experts about their daily professional life? How does that impact your interest/expectation? Q3 What are the qualities and skills necessary for this career path? How does that impact your interest/expectation?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>K1 Connecticut and Common Core Standards K2 Parts of a Lesson Plan (objectives, standards,</p>	<p>S1 Individualize instruction for a student in order to meet a learning objective</p>	

Stage 1: Desired Results - Key Understandings

<p>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Collaboration/Communication</i></p> <ul style="list-style-type: none"> • Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding. <i>MM.3.3</i> <p><i>Self-Direction</i></p> <ul style="list-style-type: none"> • Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). <i>MM.4.1</i> 	<p>initiation, sequence, closing, assessment, modification)</p> <p>K3 Learning Styles (visual, auditory, kinesthetic-tactile)</p>	<p>S2 Write a lesson plan with clear learning objectives that is aligned to state standards.</p> <p>S3 Develop an educational philosophy statement.</p>
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