

Course Title – Child Development

Implement start year – 2014-2015

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Unit #5, topic - Career Development In Human Services

Transfer goal: Students will be able to independently use their learning to make the appropriate plans to obtain a career in Human Services.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Strand: Early Childhood Development & Services

Career Cluster: Human Services Career Cluster

9.4.12.J.(1).13 Research necessary education and state-specific requirements to practice in this pathway.

9.4.12.J.(1).14 Incorporate play and other activities in program plans to develop children's skills.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> There are diverse career opportunities available in the human services field involving children.</p> <p><i>EU 2</i> Different careers in human services require different levels of education.</p> <p><i>EU 3</i> There are special skills that are required for various types of careers in the Human Services Field</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can knowledge of child development lead to a career in the Human Services Field? • How do different types of careers involving children benefit the community? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does education help to further a career in Human Services? • What type of education and experiences should I pursue in order to obtain a career in Human Services? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can I obtain specific skills to become employed in the human services industry? • How can knowledge of social, emotional, physical, and mental challenges help open career opportunities in the Human Services?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Ways knowledge of child development will help them gain employment in the field of human services. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Different levels of education required for specific careers in human services <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Ways in which higher education and experience may lead to more career paths and increased responsibility. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Describe various career paths within Human Services. • Identify specific type of knowledge/skills needed to obtain in order to be considered for a career in Human Services. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Identify the levels of education needed to pursue a career in the Human Services Field. • Research post secondary education options for a career in Human Services. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Identify additional skills needed to obtain a career in Human Services.

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Journal entries from periodic writing prompts that will include facets of learning and summarizers.
- Open question and answer discussions that will include the facets of learning and summarizers.
- Personal action plan for obtaining a career in Human Services. Instruct students make a timeline goal plan to achieve the level of education required to obtain a career of their choosing in Human Services.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Career opportunity PowerPoint and/or presentations given by teacher (A)
- Discussion/Brainstorming career potential outlooks (A)
- Demonstration on resume writing (A)
- Practice worksheet on resume writing (M)
- Lecture, presentations and YouTube videos on proper interviewing techniques (A)
- Role playing on proper interviewing techniques (M)
- Community Career Connection – students will pick a career in the Human Services Field and interview one person about a typical day in their field and video tape it via an iPhone, camcorder or other video recording device (M)
- Career Connections – pick several speakers from the Human Services Field to come in and talk to the students about their careers. (A)
- Use the online Occupational Handbook to research 3 careers of interest and write a report detailing each one. (A)
- Create a child development portfolio of activities that the student has created with a small description of the intended audience and describe what types of centers would benefit from these activities. (T)
- Complete an online career skills inventory to determine specific skills the student embodies strength and use this to pick careers. (M)
- Write a cover letter geared specific to their chosen career for their presentation (T)