



Regional Occupational Program

Elementary Education Teaching Fundamentals 2026-2027

Education Pathway

COURSE DESCRIPTION

This course is designed to prepare students for the elementary K-6 teaching profession. Students will learn about elementary education in the state of California, including curricular standards, credentialing requirements and post-secondary education options. Instruction includes learning theory and pedagogy, classroom management, lesson planning, special populations, assessment, and curriculum content, design and delivery techniques. The California Standards for the Teaching Profession are used as a framework for students to gain skills and knowledge. Students will have the opportunity to observe and/or practice techniques in a variety of educational settings as they prepare for high-demand careers in elementary education.

Course Information

Course Length: 2 Years
 Prerequisite: Child Development Careers - ED
 Course Level: Capstone
 UC: No
 Articulated: No
 Industry Cert.: No
 Industry Sector: Education, Child Development, & Family Services
 Pathway: Education
 CALPADS: 7531

O*Net SOC Codes

25-2011 Preschool Teachers, Except Special Education
 25-2022 Middle School Teachers, Except Special and Career/Technical Education
 25-2031 Secondary School Teachers, Except Special and Career/Technical Education
 25-9042 Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education
 25-2021 Elementary School Teachers, Except Special Education

Legend

CTE - PS CTE Pathway Standards
 CRP Career Ready Practices
 CTE - AS CTE Anchor Standards
 CCSS Common Core State Standards
 ISTE International Society for Technology in Education

*Includes updates from the 25/26 Education Child Development & Family Services Advisory
[Advisory Minutes](#)*

Elementary Education Teaching Fundamentals: Education

Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate effective verbal communication and conflict resolution skills. b. Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience. c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships. d. Describe the impact of ineffective communication on business relationships. e. Analyze the impact of vocabulary, body language, and tone on verbal communication. f. Demonstrate active listening skills. g. Accurately interpret industry-specific written communication. h. Model responsible and effective use of various communication technologies. i. Identify valid and reliable digital reference and resource materials. j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize. k. Identify and use appropriate communication and collaboration technologies. l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products. 		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> a. Demonstrate critical thinking skills for a variety of purposes and in different settings. b. Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning. c. Discuss the importance of the critical thinking process to real-world applications. d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications. 		<u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>9</u> <u>10</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u> <u>SLS</u> <u>9-10</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u> <u>6c</u> <u>7b,c,d</u>

<ul style="list-style-type: none"> e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts. f. Apply divergent and convergent thinking to the development of an original idea or solution. g. Examine real-world limits to adopting ideas. h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept. i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. j. Evaluate evidence, arguments, claims, and beliefs to identify connections. k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation. l. Produce intellectual, informational, or material products that serve an authentic purpose. m. Work effectively and respectfully with those from diverse backgrounds or cultures. n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects. 		<u>11</u>	<u>8</u> <u>9</u> <u>11</u>	<u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u> <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	
3. Leaders and Teams: Roles and Responsibilities	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Determine the individual and team members' roles and responsibilities. b. Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation). c. Explain the importance of technical, social, and communication skills to team success. d. Compare and contrast leadership styles and their effectiveness in various situations. e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members. f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative. g. Examine situations in which a follower becomes the leader. h. Describe twenty-first-century skills required across all occupations. i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making). j. Leverage social and cultural differences to increase innovation and quality of work. 		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
4. Legal, Ethical, and Environmental Considerations	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate industry specific ethical and legal practices. b. Identify eco-friendly industry specific practices and resources. c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations. d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation. 		<u>5</u> <u>7</u> <u>8</u> <u>12</u>	<u>3</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u> <u>SLS</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u> <u>6c</u>

<ul style="list-style-type: none"> e. Summarize the ethical and legal implications of workplace discrimination and harassment. f. Explain the concept of corporate citizenship. g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment. h. Analyze current environmental laws and regulations and their impact on industry. i. Compare and contrast both society's and industry's impact on the environment. 			11	9-10 11-12.1 11-12.1d 11-12.2	
5. Personal Growth and Career Planning	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate continued personal development and growth. b. Develop and manage a personal growth and career plan. c. Explain the relationship between sound financial habits and financial security. d. Create and manage a personal financial plan. e. Demonstrate initiative in achieving personal and professional goals. f. Apply time management strategies to meet deadlines. g. Demonstrate a growth mindset through flexibility and a positive attitude. h. Select and demonstrate appropriate job-search and retention techniques. i. Demonstrate strategies to prepare for employment. j. Demonstrate interpersonal skills appropriate for the workplace. k. Elaborate on the importance of perseverance to personal and professional success. l. Discover personal career interests, aptitudes, and skills. 		1 2 3 4 6	2 3 4 7 8 11	LS 9-10 11-12.6 SLS 9-10 11-12.1 11-12.1d 11-12.2 WS 11-12.6	1a 3a,c 4d 6a,d 7b
6. Workplace Safety and Personal Wellness	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate proper industry specific safe work practices to prevent injury or illness. b. Assess the potential impact of goal setting on personal and professional success. c. Describe the role of security and emergency procedures in workplace safety. d. Describe the effect of preventative measures on emergencies in the workplace. e. Identify and describe the causes, prevention, and treatment of common accidents. f. Identify local, state, and federal agencies that regulate workplace safety. g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA). h. Discuss the basics of system operations. i. Demonstrate the proper use of personal protective equipment (PPE). j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS). k. Identify hazardous materials and chemicals. l. Demonstrate proper procedures to respond to work-related accidents and injuries. m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries. n. Demonstrate cyber ethics, cyber safety, and cybersecurity. 		2 5 6 8 12	2 5 6 7 8 10 11	LS 9-10 11-12.6 WS 11-12.7 11-12.6 SLS 9-10 11-12.1 11-12.1d	1a,d 2a,d 5b

o. Assess the potential impact of preventative physical and mental health measures on workplace safety.					
Elementary Education Teaching Fundamentals Units of Instruction					
7. Elementary Teaching in California	CTE - PS	CRP	CTE- AS	CCSS	ISTE
<p>a. List and understand the steps required to become a K-6 credentialed teacher in California.</p> <p>b. Describe the basic structure of public education in California.</p> <p>c. Identify and describe post-secondary educational requirements to become a California K-6 teacher.</p> <p>d. Explain the screening process required to become a K-6 teacher (i.e., TB testing, background checks and Finger printing).</p> <p>e. Identify employment opportunities and settings available to California elementary school teachers.</p> <p>f. Locate current available elementary teaching employment by navigating the EDJOIN website.</p> <p>g. Understand the purpose and requirements, preparation, registration/application, and cost of the California Basic Educational Skills Test (CBEST), California Subject Examinations for Teachers plus Writing Skills examination (CSET) and other options.</p> <p>h. Analyze the requirements for admission to California Commission Approved Educator programs.</p> <p>i. Explain the purpose of California’s Teaching Performance Expectations (TPE).</p> <p>j. Explain and model the California Standards for the Teaching Profession (CTSP).</p> <p>k. Summarize the purpose and benefits participating in the Beginning Teacher Support and Assessment System (BTSA).</p> <p>l. Present a completed personal portfolio, including a résumé and personal career plan.</p> <p>m. Utilize effective techniques for comparing potential colleges and universities.</p> <p>n. Identify the benefits of participation in professional associations for students and teachers.</p>	<p>C1.2</p> <p>C3.3</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>11</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>11</p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>SLS</p> <p>11-12.2</p> <p>WS</p> <p>11-12.6</p> <p>11-12.7</p>	
8. Human Development	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Describe how developmental theories can impact teaching.</p> <p>b. Summarize important elements of the physical, intellectual, emotional, and social development of children.</p> <p>c. Develop examples that illustrate the principles of human development (physical, cognitive, or intellectual, social, and emotional).</p> <p>d. Explain the role of family involvement in the physical, intellectual, emotional, and social development of children.</p> <p>e. Compare and contrast between human growth and human development.</p> <p>f. Describe Piaget’s developmental theory.</p>	<p>C5.0</p> <p>C5.2</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p> <p>12</p>	<p>1</p> <p>2</p> <p>5</p> <p>11</p>	<p>LS</p> <p>9-10</p> <p>11-12.6</p> <p>WS</p> <p>11-12.7</p>	

<ul style="list-style-type: none"> g. Describe how developmental theories can be applied to real life situations. h. Explain how teachers use their knowledge of human development to design effective learning strategies appropriate to the age of their students. 					
<p>9. Curricular Content Areas</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<ul style="list-style-type: none"> a. Demonstrate the ability to understand and teach state adopted multi-curricular content. b. Identify and deliver a comprehensive program of rigorous instruction of English-Language Arts that address state standards. c. Facilitate student understanding of mathematical concepts and model multiple approaches to solving mathematical problems. d. Demonstrate the ability to teach science content standards, balancing information, concept, and investigations. e. Teach students to use analytic thinking skills in history and social science meeting state adopted content standards. f. Develop lessons and teach students the basics of art appreciation and its creation. g. Develop and teach music and drama lesson plans and conduct assessments. h. Develop and lead Physical Education both indoor/outdoor lessons addressing appropriate motor skills and conduct assessments. i. Teach students to read independently and comprehend instructional materials and graphic/media representations. 	<p>C7.0 C7.1 C7.6 C7.7</p>	<p>1 2 5 10 11</p>	<p>1 2 5 11</p>	<p>LS 9-10 11-12.6 WS 11-12.7</p>	
<p>10. Curriculum and Lesson Planning</p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<ul style="list-style-type: none"> a. Design lesson plans based on curricular standards. b. Explain the relationship between instructional units and course outlines. c. Write an educational objective that includes all necessary components. d. Summarize the key parts of a lesson plan. e. Compare curricula for the same course or level from two different sources. f. Address various learning styles when designing lessons and curriculum. g. Employ Bloom’s Taxonomy and Differentiated Instruction to design a lesson plan. h. Demonstrate how to design and present lesson plans that include the key parts of a lesson plan for English-Language Arts, Mathematics, Science, and History and Social Science curricular areas. i. Describe the types of information included in the educational standards for California. j. Use the basic components of effective standards-based lesson plans appropriate for varying ages, learning styles, and diverse cultural backgrounds. k. Identify initiatives that influence educational standards and curriculum development such as Common Core State Standards (CCSS) and Science, Technology, Engineering, and Math (STEM). l. Use current technologies and equipment to develop instructional materials. 	<p>C7.1 C7.5 C7.7</p>	<p>1 2 5 10 11</p>	<p>1 2 5 11</p>	<p>LS 9-10 11-12.6 WS 11-12.7</p>	

11. Pedagogy	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Demonstrate pedagogical skills for multiple subject teaching assignments. b. Identify well known, pedagogical theorists and explain their research-based theories. c. Identify and present the major learning theories and curriculum models and evaluate their application in elementary education. d. Summarize the role of all teachers in the development of critical-thinking skills. e. Define and develop Project Based Learning assignments and lessons. f. Develop critical-thinking questions appropriate for instruction based on upper levels of Bloom’s Taxonomy. g. Compare and contrast Competency Based Teaching to other traditional methods of teaching. h. Describe how graphic organizers such as KWL (Know, Want to Know and Learn) can give information a base context for better understanding. i. Explain the importance of Differentiated Instruction and its impact on student learning. j. Summarize and demonstrate Marzano’s verbal and nonverbal teaching strategies to create student engagement. k. Use the appropriate and current instructional technologies and equipment to support and enhance student learning. l. Identify and discuss the hypothesis of the Socratic, student centered, Bruner’s cognitive theory, molding theory, communication theory, critical pedagogy, anti-oppressive, Nel Nodding’s theory and cultural methods of teaching. m. Identify the characteristics and uses of specific types of instructional strategies. n. Analyze a lesson, identifying the teaching strategies and use of questioning, examples, and closure. o. Summarize teachers’ primary considerations when deciding which teaching strategies to use. 	<p>C7.6 C11.4</p>	<p>1 2 5 10 11</p>	<p>1 2 5 11</p>	<p>LS 9-10 11-12.6 WS 11-12.7</p>	
12. Brain Theory	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Understand and know how to appropriately use important theories about the brain and learning. b. Create safe and secure learning environments to increase student engagement. c. Identify and describe the size, content, lobes, and basic operation of the brain. d. Explain the functions of the right and left sides of the brain and how beliefs have evolved. e. Explain how threat, sleep and nutrition influence brain development and learning. f. Describe the three levels (students, staff, and community) elementary teachers can work at to promote school readiness in students. g. Analyze and describe how enrichment through challenge and feedback utilizing the arts can grow a better brain. 	<p>C7.6</p>	<p>1 2 5 6 11 12</p>	<p>1 2 5 6 11</p>	<p>LS 9-10 11-12.6 RSTS 9-10 11-12.4 WS 11-12.7</p>	

<ul style="list-style-type: none"> h. Describe how allowing students the time to process information and reflect on learning helps them improve retention. i. Identify and discuss strategies to reduce stress, eliminate threat and head off learned helplessness to advance student learning. j. Identify and discuss approaches to stress management for students by teaching techniques, reducing threats, and setting goals. k. Detail solutions of how to boost intrinsic motivation in students using brain theories. l. Describe the role of emotions in the thinking and learning process and strategies for emotional engagement. m. Identify and practice strategies to help students transfer learning to long term memory. n. Develop mnemonic devices and utilize learning techniques to aid information retention in student’s memory. o. Explain how trauma causes the brain to adapt and may cause students to misbehave or go into fight- flight- freeze or force mode. 					
13. Health and Safety	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Describe the critical health and safety procedures that are used at a school site. b. Explain the importance of sanitary control in the classroom. c. Demonstrate how and when to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures. d. Understand the state and federal environmental and safety regulations and the use of Material Safety Data Sheets (MSDS) as they relate to education. e. Practice the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens. f. Use the appropriate sanitation and hygiene techniques for students and staff. g. Recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in students. h. Describe crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health. i. Outline the procedures for treating poisonings. j. Apply appropriate sanitation, health, and hygiene procedures for preventing the spread of infections and illnesses and for responding to allergic reactions. k. Identify various injuries and outline procedures for treating them. l. Detect common indicators of nutrition-related disorders and diseases. m. Detect the indicators of child abuse or neglect and the responsibilities of staff as mandated reporters. n. Describe the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans. 	<p>C3.1 C4.1 C4.3 C4.4 C8.1 C8.3</p>	<p>1 2 5 6 11</p>	<p>1 2 5 6 11</p>	<p>LS 9-10 11-12.6 RSTS 9-10 11-12.4 WS 11-12.7</p>	

<ul style="list-style-type: none"> e. Demonstrate how to communicate with students in a clear a positive manner appropriate to each age group. f. List the types of stressors that can cause behavioral problems. g. List guidelines and explain the reasons for establishing classroom limits. h. List common behavior problems, possible cause, and develop potential positive solutions. i. Describe strategies for building relationships and effective classroom management, including appropriate guidance and discipline. j. Develop clear expectations of no more than four classroom rules written in a positive manner. k. Describe the importance of establishing daily classroom routines and procedures to effectively manage a classroom. l. Address behavior problems before they happen by teaching social skills and behavior expectations to all students using Positive Behavioral and Interventions Supports (PBIS) strategies. m. Identify the various ways students may experience trauma and solutions to help them heal. 				WS 11-12.7	
17. Special Populations and Diverse Learners	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> a. Explain accommodations and modifications in the inclusive classroom environment for both students with special needs and gifted and talented students. b. Provide varied learning experiences to meet the needs of diverse learners. c. Observe teachers and report on how they deal with diversity in the classroom. d. Employ differentiated instruction, or options for learning a topic or skill to match a student’s preferred mode of learning, disability, or background. e. Assess and evaluate evidence-based educational practices for the inclusion of students with special needs. f. Understand the processes, implementations, and educator responsibilities of individualized education programs (IEPs) and Section 504 plans of the Rehabilitation Act and the Individuals with Disabilities Education Act (IDEA). g. Assess the special needs of students and identify resources, on-site professionals and agencies that provide services students need. h. Identify the specific health needs of students with disabilities and identify required accommodations. i. Describe how teachers can plan lessons to incorporate student’s learning styles and help individual students. j. Explain and apply Gardner’s multiple intelligences instructional strategies to meet the needs of diverse, special needs and gifted and talented learners. k. Describe characteristics gifted students may exhibit. l. Explain how the GATE program provides ways to support both gifted and talented students. 	C5.4 C7.2	1 2 5 11 12	1 2 5 11	LS 9-10 11-12.6 WS 11-12.7	

<ul style="list-style-type: none"> m. Identify and describe strategies to help students with different exceptional intellect and abilities reach their potentials. n. Explain why it is important to provide challenging activities and instruction to gifted children. o. Identify methods for learning about students' cultural background and demonstrate cultural sensitivity. p. Integrate language acquisition strategies and support for English Language Learners (ELL) and Limited English Proficiency (LEP) students. q. Identify and explain good teaching techniques for teaching English Language Learners such as board, summarizing, and working in pairs and groups. 					
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Standards Alignment

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

CTE Anchor Standards—Common Core English Language Arts Alignment

Anchor Standard 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

Anchor Standard 2: Communications

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

Anchor Standard 3: Career Planning and Management

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

Anchor Standard 4: Technology

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

Anchor Standard 5: Problem Solving and Critical Thinking

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow, or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

Anchor Standard 6: Health and Safety

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

Anchor Standard 7: Responsibility and Flexibility

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

Anchor Standard 8: Ethics and Legal Responsibilities

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

Anchor Standard 9: Leadership and Teamwork

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

Anchor Standard 10: Technical Knowledge and Skills

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

Anchor Standard 11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

CTE Model Curriculum Standards—Industry Sectors and Pathways

Education, Child Development, and Family Services

A. Education

- C1.2 Describe the basic structure of public education in California.*
- C3.1 Describe the critical health and safety procedures that are used at a school site*
- C3.3 Locate and understand the credentialing requirements for teachers of students in prekindergarten through community college.*
- C4.1 Identify state and federal environmental and safety regulations and the use of Material Safety Data Sheets (MSDS) as they relate to the education industry.*
- C4.3 Describe the staff procedures, duties, and responsibilities related to safety, emergency, and disaster preparedness plans.*
- C4.4 Demonstrate how to use certified first aid, cardiopulmonary resuscitation (CPR), and other emergency procedures.*
- C5.0 Summarize important elements of the physical, intellectual, emotional, and social development of children and adolescents.*
- C5.1 Identify how typical and common atypical developmental patterns affect the educational progress of children and adolescents.*
- C5.2 Explain the role of family involvement in the physical, intellectual, emotional, and social development of children and adolescents.*
- C5.4 Assess and evaluate evidence-based educational practices for the inclusion of children and adolescents with special needs.*
- C6.0 Use positive interaction, guidance, and discipline in the educational environment.*
- C6.1 List common behavior problems, possible causes, and develop potential positive solutions.*
- C6.2 Define the types of positive guidance techniques that are used in various ages and stages of a child's development*
- C6.4 Practice strategies for building relationships and effective classroom management, including appropriate guidance and discipline.*
- C7.0 Explain the role and purpose of standards-based instruction and assessment.*
- C7.1 Identify relevant curriculum standards and demonstrate their use in instruction.*
- C7.2 Understand the processes, implementations, and educator responsibilities of individualized education programs (IEPs) and Section 504 plans of the Rehabilitation Act and the Americans with Disabilities Act*
- C7.4 Explain the process of assessment for early identification of remedial needs or other interventions.*
- C7.6 Practice using teaching strategies that promote student learning, critical thinking, and problem solving.*
- C7.7 Identify relevant curriculum standards, their significance to student success, and demonstrate their use in instruction.*
- C8.1 Describe crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.*
- C8.3 Apply appropriate sanitation, health, and hygiene procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.*
- C9.3 Explain issues of diversity and how to exhibit sensitivity to cultural differences.*
- C10.2 Demonstrate the appropriate use of current and emerging technology to develop instructional materials and support learning.*
- C11.1 Name behavior standards expected of students in classrooms, libraries, and bathrooms on the school grounds and during educational and recreational trips.*
- C11.4 Analyze a variety of individual and group teaching strategies and learning theories that promote effective learning.*

ISTE Standards for Students

1. Empowered Learner- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

b) Students build networks and customize their learning environments in ways that support the learning process.

c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways

d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer- Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c) Students develop, test, and refine prototypes as part of a cyclical design process.

d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker- Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.

b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator- Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b) Students create original works or responsibly repurpose or remix digital resources into new creations.

c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

d) Students publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.