

Scope & Sequence

Course Name: Principles of Education and Training TSDS PEIMS Code: 13014200		Course Credit: 1.0 Course Requirements: Recommended for students in Grades 9-10. Prerequisites: None
Course Description: In Principles of Education and Training, students will explore various careers available within the Education and Training Career Cluster. By using self-knowledge as it relates to educational and career information, students will analyze various careers within the Education and Training Career Cluster and develop a graduation plan that leads to a specific career choice in the student's interest area.		
NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
Total Number of Periods Total Number of Minutes Total Number of Hours	175 Periods 7,875 Minutes 131.25 Hours*	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.162. (c) Knowledge and skills
Unit 1: Exploring Careers in Education and Training This unit introduces students to academic standards and relevant technical knowledge and skills in emerging career and technical professions in teaching and training. Students will explore roles in this	13 Periods 585 Minutes	(4) The student explores careers in the teaching and training program of study. The student is expected to: (A) summarize the various roles and responsibilities of professionals in the fields of teaching and training;



<p>field and degree plans necessary to achieve them.</p>		<ul style="list-style-type: none"> (B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of teaching and training; (C) investigate education or training alternatives after high school for a career choice within the student's interest areas; and (D) examine education or training degree plans for various occupations within the field of teaching and training.
<p>Unit 2: Aligning Interests and Talents to Careers in Education and Training</p> <p>This unit will have students identify three Programs of Study (POS) in Education and Training. Students will participate in self-reflection activities and research opportunities to shadow and/or interview professionals to learn more about their potential in this field. Students will complete interest and ability surveys to determine the best career choice. Through self-reflection students will consider if their skills align to the programs of study in this career cluster. The unit culminates with the students selecting a POS and career goal to pursue for further research.</p>	<p>17 Periods 765 Minutes</p>	<ul style="list-style-type: none"> (2) The student explores education and training careers by such means as shadowing, interviewing, career interest inventory, researching, and/or self-reflection. The student is expected to: <ul style="list-style-type: none"> (A) identify and investigate the three Education and Training Programs of Study: Teaching/Training, Professional Support Services, and Administration and Administrative Support. (B) analyze transferable skills among a variety of careers within the Education and Training Career Cluster; (C) recognize the impact of career choice on personal lifestyle; (D) develop productive work habits such as organization, time management, and initiative; and



		(E) analyze assessment results such as an interest and ability inventory as relative to those necessary for success in education and training.
<p>Unit 3: Professional Support Service Track</p> <p>In this unit, students will further explore the Professional Support Services to broaden their understanding of current or emerging Career and Technical professions. The unit culminates with an activity in which students summarize these careers and elaborate upon the respective characteristics, skills and education necessary for success.</p>	<p>16 Periods 720 Minutes</p>	<p>(5) The student explores careers in the professional support services program of study. The student is expected to:</p> <p>(A) summarize the various roles and responsibilities of professionals in the field of professional support services;</p> <p>(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of professional support services;</p> <p>(C) investigate education and training alternatives after high school for a career choice within the student's interest areas; and</p> <p>(D) examine education and training degree plans for various occupations within the field of professional support services.</p>
<p>Unit 4: Administrative and Administrative Support Track</p> <p>In this unit, students will further explore the Administration and Administrative Support POS to broaden their understanding of current or emerging Career and Technical professions. The unit culminates with an activity in which</p>	<p>16 Periods 720 Minutes</p>	<p>(6) The student explores careers in the administration and administrative support program of study. The student is expected to:</p> <p>(A) summarize the various roles and responsibilities of professionals in the field of administration and administrative support;</p> <p>(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of administration and administrative support;</p>

<p>students summarize these careers and elaborate upon the respective characteristics, skills and education necessary for success.</p>		<p>(C) investigate education and training alternatives after high school for a career choice within the student's interest areas; and</p> <p>(D) examine education and training degree plans for various occupations within the fields of administration and administrative support.</p>
<p>Unit 5: Planning for Careers in Education and Training</p> <p>This unit directs students to identify educational courses necessary to complete the POS selected in the previous unit. Students will identify high school, dual enrollment and college course options. This unit culminates with students developing a graduation plan that leads to a specific career cluster.</p>	<p>16 Periods 720 Minutes</p>	<p>(8) The student explores options in education and career planning. The student is expected to:</p> <p>(A) develop a graduation plan that leads to a specific career choice in the area of interest;</p> <p>(B) identify high school and dual enrollment courses related to specific career cluster programs of study;</p> <p>(C) identify and compare technical and community college programs that align with interest areas; and</p> <p>(D) identify and compare university programs and institutions that align with interest areas.</p>
<p>Unit 6: Preparation for the Workforce</p> <p>This unit offers students basic technical skills necessary to fulfill careers in the workforce. Through group activities, students will demonstrate interpersonal skills, such as: communication, teamwork, decision-making, leadership, and conflict resolution.</p>	<p>17 Periods 765 Minutes</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>(A) demonstrate written communication;</p> <p>(B) perform job-appropriate numerical and arithmetic application;</p>



<p>The unit culminates with a reflection upon skills needed for success in the workforce and peer review evaluation.</p>		<ul style="list-style-type: none"> (C) practice various forms of communication such as verbal and non-verbal communication used in educational and career settings. (D) exhibit teamwork skills; (E) apply decision-making skills; (F) implement problem-solving techniques; (G) acquire conflict management skills; (H) develop leadership skills; (I) demonstrate professionalism; and (J) develop effective work ethic practices.
<p>Unit 7: Preparation for a Career in the Education and Training</p> <p>In this unit, students will focus on managing and providing education and training services. By connecting with the contacts they have made in prior units, students will job shadow, interview or research educator duties. This unit will have students develop instructional materials applicable for future careers.</p>	<p>17 Periods 765 Minutes</p>	<p>(7) The student experiences authentic education and training opportunities. The student is expected to:</p> <ul style="list-style-type: none"> (A) experience educator duties and responsibilities through activities such as assisting, shadowing, or observing; (B) develop instructional materials such as visuals, teacher aids, manipulatives, lesson components, and mini lessons.
<p>Unit 8: Planning for a Career in Education and Training</p> <p>In this unit, students will focus on planning to secure a career in Education and Training. Students will formulate a</p>	<p>17 Periods 765 Minutes</p>	<p>(7) The student experiences authentic education and training opportunities. The student is expected to:</p> <ul style="list-style-type: none"> (C) formulate a personal set of beliefs relevant to education in preparation of developing a philosophy of education.

<p>philosophy of education and assemble components collected during this course culminating in a robust portfolio.</p>		
<p>Unit 9: Planning for a Career in Education and Training II</p> <p>Students will continue building a professional portfolio in this unit including a resume, sample of work and service learning log of work completed during this course. The culminating activity will have students present their portfolio to the professionals in the field they worked with during this course.</p>	<p>14 Periods 630 Minutes</p>	<p>(9) The student documents technical knowledge and skills. The student is expected to:</p> <ul style="list-style-type: none"> (A) assemble basic professional portfolio components such as basic resume, samples of work, service learning log, assessment results, and mock scholarship applications; and (B) present the portfolio to interested stakeholders.
<p>Unit 10: Extended Learning Experience</p> <p>In this unit, students are encouraged to expand their learning experiences through avenues such as career and technical student organizations and other leadership or extracurricular organizations. By connecting with these networks, students will be able to research and document trends, issues and job forecasts.</p>	<p>16 Periods 720 Minutes</p>	<p>(3) The student explains societal impacts within the education and training career cluster. The student is expected to:</p> <ul style="list-style-type: none"> (A) investigate trends or issues that have influenced the development of education across the United States such as historical, societal, cultural, and political trends and issues.



<p>Unit 11: Extended Learning Experience</p> <p>In this unit, students explain societal impacts within the education and training career cluster. This unit culminates with students locating potential job opportunities aligning with the portfolio developed in this course.</p>	<p>16 Periods 720 Minutes</p>	<p>(3) The student explains societal impacts within the education and training career cluster. The student is expected to:</p> <p>(B) predict the Education and Training Career Cluster job market by using information from sources such as labor market information, technology, and societal or economic trends.</p>
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