



## EDUCATION

**PATHWAY:** Early Childhood Education  
**COURSE:** Human Growth and Development  
**UNIT:** Career Paths



## INTRODUCTION

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**Annotation:**

This unit will focus on researching the fundamental early childhood education terms, functions, roles, and instrumental organizations. The unit further guides students in the exploration of career opportunities and what is necessary to obtain these positions.

**Grade(s):**

x	9 <sup>th</sup>
x	10 <sup>th</sup>
x	11 <sup>th</sup>
x	12 <sup>th</sup>

**Time:** 10 Hours

**Author:** LaDonna Steele Bartmas and Landis Hicks

**Academic Review:** Ben Tanner

**Special Education Review:** Lindsey Welborn

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

#### EDU-HGD-2 –

**Students will make informed career decisions that reflect personal, family, and career goals.**

- a. Demonstrate skills, characteristics, and responsibilities of leaders and effective team members.
- b. Demonstrate effective methods to secure, maintain, and terminate employment.
- c. Practice human-relations skills.
- d. Explain obligations of employees and employers in terminating employment.
- e. Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
- f. Assess personal interests, aptitudes, and abilities.
- g. Evaluate employment and entrepreneurial opportunities and education requirements in the field of child development and early childhood education.
- h. Propose short-term and long-term career goals.
- i. Describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

### GPS Academic Standards:

- ELA9RL5
- ELA10LSV1
- ELA10W1
- SSEPF6



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

Career opportunities in Early Childhood Education  
Qualities and requirements to obtain employment in the field  
Professional organizations that support Early Childhood

### Essential Questions:

- What employment opportunities are available in the early childhood field?
- What characteristics and qualities are important in these positions?
- What organizations will support individuals in the field?

### Knowledge from this Unit:

- Vocabulary Terms
- Employment positions, availability, salaries, required education/training, desirable qualities/traits
- Supportive professional organizations

**Skills from this Unit:**

- Compare and contrast employment opportunities
- Identify supportive services from a variety of professional organizations
- Analyze career matches with personal characteristics



# ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

## Assessment(s) Description/Directions:

Many textbooks come with a test generator for assessments; ExamView Pro is one example.



# LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary:
  - professionalism
  - self-assessment
  - values
  - priorities
  - resume
  - networking
  - job market portfolio,
  - attitude
  - confidentiality
  - role
  - role strain
4. Show the “Early Childhood Professions” video and have students write a one page reflection on the career that appeals most to the student. (2g)
5. Complete self-assessments, research, and evaluate career suitability using GCIS website. See attachments (This original assignment was created by Jessica Preston, CMS, Walton County). (2e-i)
6. Interviews and guest speakers in the field. (2g)
7. Bring a fish net to class. Discuss the purpose of the net and its characteristics (nets are usually loosely woven, flexible, interconnected, used to catch things, etc.). Discuss how a network of people is like a net. How might people use their personal networks to find work? (2c,e)
8. Ask several students to dress in different clothing styles, such as a suit, a frilly dress, sports clothes, etc. Have them stand in front of the class. Tell class members that these students are applicants for a child care job. What would their clothing say to a potential employer? Which outfit makes the best impression? Why? The worst? Why? What conclusions can students draw? (2b,c,e,i)

9. Have students work in small groups. Ask each group to imagine that is a supervisor of a child care program that has openings in both infant care and the school-age program. What kinds of questions would the group ask job applicants? Would the questions be the same or different for each job? What kinds of answers would make a good impression on group members? Follow same procedures for a potential telephone script concerning what a job applicant might say when calling a potential employer. Groups share scripts and include in portfolio. (2a,b,e,i)
10. Give each student a large cut-out in the shape of a key. Ask each student to write one “key” to job success on the cut-out. Place on a bulletin board titled, “Keys to Success on the Job.” (2a-i)
11. Make two columns on the board labeled “Productive Workers” and “Unproductive Workers.” Have students think of work habits and attitudes to list under each column. Discuss. (2a-i)
12. Collect a variety of hats. Volunteers put on a hat and use creativity to describe how his/her hat represents a role of an employer in the early childhood field, e.g. a gardening hat may represent nurturing children and providing the experiences they need to grow. Then have students write a one-page reflection of the hat activity and maybe suggest a hat that was not used in the activity. (2i)

#### **Attachments for Learning Experiences:**

[GCIS Day 1](#)

[GCIS Day 2](#)

[GCIS Day 3](#)

[GCIS Day 4](#)

#### **Notes & Reflections:**

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.



# UNIT RESOURCES

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## Web Resources:

- [www.GCIS.com](http://www.GCIS.com)

## Materials & Equipment:

- “Early Childhood Professions” video – Learning Zone Express
- Fish net
- Variety of hats
- Cut-outs in the shape of a key

## Textbooks:

- Beginnings and Beyond 5
- Working With Young Children 1, 33
- The Child Care Professional 2, 14, 29, 30
- The Developing Child 22, 23
- Introduction to Early Childhood Education 4
- Foundations of Early Childhood Education 1

## Suggested Videos/Software for this Unit:

- “Careers in ECE: Career Encounters” video – NAEYC
- “Why Early Childhood Matters” DVD – I Am Your Child series
- “The Pre-K Promise” DVD – I Am Your Child series

## What 21st Century Technology was used in this unit?:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		