

Human Services: Early Childhood Development and Services Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Early Childhood Development and Services Pathway of the Human Services Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Early Childhood Development and Services Pathway	SAMPLE Occupations Relating to This Pathway
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>								
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	• Introduction to Human Services	Occupations Requiring Less Than a Baccalaureate Degree ▶ Childcare Assistant/Worker ▶ Nanny ▶ Teacher Assistant
	10	English/ Language Arts II	Geometry	Biology	U.S. History		• Information Technology Applications • Human Growth and Development	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Sociology		• Parenting and Child Development	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>							
	12	English/ Language Arts IV	Trigonometry or Statistics or other math course	Physics or other science course	Psychology Economics or Personal Finance	• Early Childhood Development and Services	Occupations Requiring Baccalaureate Degree ▶ Assistant Director, Childcare Facilities ▶ Director, Childcare Facilities ▶ Educator for Parents ▶ Elementary School Counselor ▶ Preschool Teacher	
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>								
POSTSECONDARY	Year 13	English Composition	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	• Introduction to Early Childhood Development Services • Ethics, Legal and Organizational Responsibilities	
	Year 14	Speech/ Oral Communication	Statistics	Biological Science Physical Science	American History Educational or Child Psychology		• Principles of Child Growth and Development • Safety and Health for Children	
	Year 15	Technical Writing			Sociology		• Continue Courses in the Area of Specialization	
	Year 16	Continue courses in the area of specialization.					• Complete Early Childhood Development and Services Major (4-Year Degree Program)	

Creating Your Institution's Own Instructional Plan of Study

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

- 1 Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=91>) to the content of your existing secondary and postsecondary programs/courses.
- 2 Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=46>) to the content of your existing secondary/postsecondary programs and courses.
- 3 Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4 Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5 Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6 The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7 The SAMPLE on page 4 is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8 Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

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SAMPLE Sequence of Courses for ► Instructional Leaders ► Administrators ► Counselors ► Teachers/Faculty

SAMPLE

Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.

The following course is based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=91>. These skills are reinforced through participation in student organization activities.

#1

Introduction to Human Services: This course will build an understanding of the academic, communication and technical skills in all aspects of the industry. Learners will investigate a broad range of human services careers through interest inventories and observations. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=46>. These skills are reinforced through participation in student organization activities.

#2

Information Technology Applications: Students will practice ethical use of technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, develop presentation skills, manage computer operations and file storage, and use electronic mail and Internet applications to communicate, search for and access information.

#3

Human Growth and Development: This course provides basic knowledge of human growth and development as well as skills necessary for lifelong development, health and safety, CPR/first aid and nutrition. This course also provides information and activities for guiding behavior and meeting the needs of special age groups. Careers in Human Services are explored.

The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=46> and should include appropriate student activities.

#4

Parenting and Child Development: This course introduces students to responsible and encouraging nurturing and basic applications of child development theory with emphasis on parents' and educators' responsibilities and the influences they have on children while providing care and guidance. Skills in communication, resource management and problem solving are reinforced in this course.

#5

Early Childhood Development and Services: This course introduces knowledge and skills needed in professions related to early childhood development. Students will develop skills of listening respectfully and attentively to children, parents and staff members to collect input concerning a child's development, child development in general and current issues in the program or classroom. Students will practice writing plainly, learn to synthesize and summarize child development and services information to ensure it is easily understood by parents and staff members, and learn how to create and organize parent-teacher conferences, open houses and family forums to enhance family and community involvement. All learning experiences will be based on creating an inviting atmosphere to encourage parent and family participation. A work-based learning/practicum experience will be provided. This course may contain elements of courses 6-9.

#6

Introduction to Early Childhood Development Services: This course provides content related to preparation and credentials as well as statistics, trends and assessment strategies influencing early childhood development services. Emphasis will be placed on entrepreneurship and program management.

#7

Ethics, Legal and Organizational Responsibilities: Students will learn how to maintain relationships with licensing and certification organizations to keep up with news and changes as well as how to cooperate with service providers to offer client services, follow policy and become an advocate for children. Other content will include ethical and legal responsibilities for the protection of children and families including showing respect for the diversity needed to benefit all human resources.

#8

Principles of Child Growth and Development: Students will apply principles of child growth and development and provide comprehensive program offerings, including social, emotional, physical and cognitive milestones. Students will learn how to incorporate play and other activities to develop children's skills and how to evaluate activities and curriculum to include inclusiveness of cultural diversity. A practicum will be provided.

#9

Safety and Health for Children: This course includes safety and sanitation procedures needed to ensure compliance and readiness when working with children. Students will learn to anticipate potential hazards and react in a timely manner to ensure children's safety.



Notes

A large rectangular area filled with horizontal stripes, alternating between light purple and light orange, intended for taking notes.