



Scope and Sequence

TEA does not endorse any of the external products, vendors, consultants, or documentation referenced in this document. Any mention of vendors, products, or services is for informational purposes only.

Cluster:	Education and Training
Course Name:	§130.142 Principles of Education and Training (One-Half to One Credit)
Course Description:	Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.
Course Requirements:	This course is recommended for students in grades 9-12.
Recommended Equipment	Curriculum Guide, and Internet access are critical for enriched instructional effectiveness, relevance, and retention.

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
I. Education and Training Career Investigation			
<p>A. Overview of careers in education and training</p> <p>B. Job skills and responsibilities</p> <p>C. Work ethics</p> <p>D. Advancement opportunities</p> <p>E. Salary and fringe benefits</p> <p>F. Impact on lifestyle</p>	(1) The student completes career investigations within the education and training career cluster.	<p>(A) identify and describe the various careers found within the education and training career cluster</p> <p>(B) analyze transferable skills among a variety of careers within the education and training career cluster</p> <p>(C) recognize the impact of career choice on personal lifestyle</p> <p>(D) assess the importance of productive work habits and attitudes</p>	<ul style="list-style-type: none"> • EC • FSW • LE • RSTCG • RT • SWW • Labor Market and Career Information www.lmci.state.tx.us • Family, Career, and Community Leaders of America - TEXAS www.texasfcccla.org • U.S. Department of Labor-Occupational Outlook Handbook www.bls.gov/oco
II. History of Education			
<p>A. Historical trends</p> <p>B. Cultural changes and trends</p> <p>C. Societal changes and trends</p> <p>D. Current political trends</p> <p>E. Impact of technology</p> <p>F. Job forecasting</p>	(2) The student understands societal impacts within the education and training career cluster.	<p>(A) summarize political and historical trends that have influenced the development of education across the United States</p> <p>(B) identify cultural and societal changes that have affected educational systems across the United States</p> <p>(C) use labor market information, knowledge of technology, and societal or economic trends to forecast job profiles within the education and training career cluster</p>	<ul style="list-style-type: none"> • RSTCG • RT • Achieve Texas www.achievetexas.org • Texas Workforce Commission www.twc.state.tx.us • U.S. Department of Education www.ed.gov • U.S. Department of Labor-Occupational Outlook Handbook www.bls.gov/oco

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III. Education and Training Career Opportunities			
<p>A. Personal interests: self assessments, aptitudes, interests, ability tests</p> <p>B. Occupational Outlook Handbook</p> <p>C. Employment opportunities</p>	(6) The student investigates career opportunities within the education and training career cluster.	<p>(A) compare and contrast the specific career options found within each education and training cluster program of study</p> <p>(B) use labor market information, knowledge of technology, and societal and economic trends to forecast job profiles within each cluster program of study</p> <p>(C) use personal interests and aptitudes to identify a specific cluster program of study as a potential field of study</p>	<ul style="list-style-type: none"> • Achieve Texas www.achievetexas.org • U.S. Department of Labor-Occupational Outlook Handbook www.bls.gov/oco
IV. Administration and Administrative Support			
<p>A. Descriptions of various careers</p> <p>B. Job skills and responsibilities</p> <p>C. Education and/or training</p> <p>D. Advancement opportunities</p> <p>E. Work ethics</p> <p>F. Salary and fringe benefits</p> <p>G. Impact on lifestyle</p>	(3) The student explores careers in administration and administrative support.	<p>(A) summarize the various roles and responsibilities of professionals in the fields of administration and administrative support</p> <p>(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of administration and administrative support</p> <p>(C) investigate education and training alternatives after high school for a career choice within the student's interest areas</p> <p>(D) formulate education and training degree plans for various occupations within the fields of administration and administrative support</p>	<ul style="list-style-type: none"> • Achieve Texas www.achievetexas.org • National Association of Elementary School Principles www.naesp.org • National Association of Secondary School Principles www.nassp.org • Texas Association of School Administrators www.tasanet.org • U.S. Department of Labor-Occupational Outlook Handbook www.bls.gov/oco

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V. Professional Support Services			
<p>A. Descriptions of various careers</p> <p>B. Job skills and responsibilities</p> <p>C. Education and/or training required</p> <p>D. Advancement opportunities</p> <p>E. Work ethics</p> <p>F. Salary and fringe benefits</p> <p>G. Impact on lifestyle</p>	(4) The student explores careers in professional support services.	<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</p> <p>(D) formulate education and training degree plans for various occupations within the field of professional support services</p>	<ul style="list-style-type: none"> • Achieve Texas www.achievetexas.org • U.S. Department of Labor-Occupational Outlook Handbook www.bls.gov/oco

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VI. Teaching/Training			
<p>A. Descriptions of various careers</p> <p>B. Job skills and responsibilities</p> <p>C. Education and/or training required</p> <p>D. Advancement opportunities</p> <p>E. Salary and fringe benefits</p> <p>F. Work ethics</p> <p>G. Personal impact on lifestyle</p> <p>H. Multiple roles of a teacher</p> <p>I. Alternative certification</p>	(5) The student explores careers in teaching and training.	<p>(A) summarize the various roles and responsibilities of professionals in the fields of teaching and training</p> <p>(B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of teaching and training</p> <p>(C) investigate education or training alternatives after high school for a career choice within the student's interest areas</p> <p>(D) formulate education or training degree plans for various occupations within the fields of teaching and training</p>	<ul style="list-style-type: none"> • RSTCG • RT • Achieve Texas www.achievetexas.org • State Board for Educator Certification www.sbec.state.tx.us • Texas Classroom Teachers Association www.tcta.org/index.html • Texas Education Agency www.tea.state.tx.us • Texas Institute for Teacher Education www.txite.org/txite/Logon.htm • U.S. Department of Labor-Occupational Outlook Handbook www.bls.gov/oco
VII. Education and Career Planning			
<p>A. Higher education: university, community college, or technical program opportunities</p> <p>B. Education philosophy</p>	(7) The student explores options in education and career planning.	<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</p> <p>(D) identify and compare university programs and institutions that align with interest areas</p>	<ul style="list-style-type: none"> • Achieve Texas www.achievetexas.org • State Board for Educator Certification www.sbec.state.tx.us • Texas Education Agency www.tea.state.tx.us • Texas Institute for Teacher Education www.txite.org/txite/Logon.htm • U.S. Community Colleges www.utexas.edu/world/comcol/state • U.S. Universities www.utexas.edu/world/univ/state

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
Resources: Books			
EC	Exploring Careers, Glencoe/McGraw-Hill Division, 2004		ISBN: 0078456444
FSW	From School to Work, Goodheart-Wilcox Company, 2006		ISBN: 9781590705599
LE	Learning for Earning, Goodheart-Wilcox Company, 2006		ISBN: 9781590705513
RSTCG	2005		www.depts.ttu.edu/hs/ccfcs
RT	Reaching to Teach, Curriculum Center for FCS, 2005		www.depts.ttu.edu/hs/ccfcs
SBEC	State Board for Educator Certification		www.sbec.state.tx.us
SWW	Succeeding in the World of Work, Glencoe/McGraw-Hill Division, 2003		ISBN: 0078280338
Resources: Websites			
Achieve Texas	www.achievetexas.org		
Labor Market and Career Information	www.lmci.state.tx.us		
National Association of Elementary School Principles	www.naesp.org		
National Association of Secondary School Principles	www.nassp.org		
Texas Association of School Administrators	www.tasanet.org		
Texas Classroom Teachers Association	www.tcta.org/index.html		
Texas Education Agency	www.tea.state.tx.us/		
Family, Career, and Community Leaders of America - TEXAS	www.texasfccla.org		
Texas Workforce Commission	www.twc.state.tx.us		
The Texas Institute for Teacher Education	www.txite.org/txite/Logon.htm		
U.S. Community Colleges	www.utexas.edu/world/comcol/state		
U.S. Department of Education	www.ed.gov		
US Department of Labor Occupational Outlook Handbook	www.bls.gov/oco		
U.S. Universities	www.utexas.edu/world/univ/state		