This lesson will provide you with a brief overview of this course.
A journey of a thousand miles must begin with a single step.

-Lao Tzu
Has anyone ever heard of Career and Technical Education?
Have students brainstorm: What do you think it is?
Career and Technical Education (CTE)

Definition #1:
Career and technical education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

Definition #2:
prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education

Allow a student to read the definitions for Career and Technical Education. Provide students with an index card and have them write a definition for CTE in their own words. Share responses.

If you choose to further explore the topic of Career and Technical Education, please see About CTE Presentation [http://cte.unt.edu/home/about.html](http://cte.unt.edu/home/about.html)
Career and Technical Education (CTE)

Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.

Allow student a few moments to read the information on the slide and on the back of their index card write down all unfamiliar terms.

Lead a brief class discussion on the contents of the slide. Define and provide examples of all unfamiliar terms. Inform students of CTE venues available in your district, your campus and your program.
Career and Technical Education

Historical Side Notes:
In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:
Family and Consumer Sciences (program area) courses are now located in five career clusters:
- Arts, AV Technology and Communication (Fashion Design courses)
- Architecture and Construction (Interior Design courses)
- Education and Training
- Hospitality and Tourism
- Human Services

Arts, AV Technology and Communication and Architecture (Fashion Design courses) and Construction (Interior Design courses) cluster information can be found at [http://cte.unt.edu/](http://cte.unt.edu/)
Career and Technical Education (CTE)

• You are currently enrolled in the course **Human Growth and Development**
• **Human Growth and Development** is a CTE course
• You are a CTE student
• I am a CTE instructor
Provide a copy of this slide to the students.

The 16 clusters identified by the U.S. Department of Education, classify workforce preparation programs that are obtained through career and technical education.

What cluster do you think Principles of Education and Training falls under? Have students read the descriptors for each cluster?
The course Human Growth and Development is in the Education and Training Clusters.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Human Growth and Development is in the Education and Training Cluster.
The Texas Education Agency has approved 4 high school courses in Education and Training. Not all high schools offer all courses. What is a coherent sequence?

The goal of CTE in high school is to progress through a sequence of courses that lead to the attainment of academic and technical skills.

Discuss the sequence for Education and Training on your campus/district.

If applicable, discuss other courses/sequences offered at your campus and in your district.

Inform students that it is possible to incorporate courses from other sequences or clusters into their personal program of study.
Example:
Sandra wants to be a high school coach. In addition to her education and training courses, she asks her counselor to enroll her in the course DOLLARS and SENSE (Human Services cluster) so that she can learn about handling finances.

In the future, Juan would like to become an elementary school principal. In addition to his education and training courses, Juan asked his counselor to enroll him in CHILD DEVELOPMENT, (Human Services cluster) so he can learn as much as he can about children.

Encourage students to speak to their counselors.

Recommended sequences for all cluster courses can be found at: http://www.tea.state.tx.us/index2.aspx?id=5415
Review the sequence available for your course.

If time permits, allow students to determine the sequences available for other CTE courses on their campus/district.
Each cluster has various Programs of Study.
We have already established that Human Growth and Development is in the Education and Training career cluster.
There are three Programs of Study in Education and Training:
  • Administration and Administrative Support
  • Professional Support Services
  • Teaching and Training
What Program of Study/Career Pathway interests you?
Human Growth and Development

Programs of Study:
- Administration and Administrative Support
- Professional Support Services
- Teaching and Training

Description: Planning, managing and providing education and training services, and related learning support services
Review the contents of this chart with students, helping them make a connection between the cluster, selected program of study/pathway and possible career/occupations available to them.

This chart and frames for all career clusters can be found at:
http://www.careertech.org/career-clusters/resources/career-frames.html
Click on logo to link to AchieveTexas Education and Training component.
Possible Program of Study
<table>
<thead>
<tr>
<th>Grade</th>
<th>Core Courses</th>
<th>Electives</th>
<th>Related Learning Support Services</th>
<th>Extracurricular Experiences</th>
<th>Career Learning Experiences</th>
<th>Professional Associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
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<td>10th</td>
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<td>12th</td>
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</tbody>
</table>

The plan of study serves as a guide, along with other career planning materials, for pursuing a career path and is based on related learning support services. Students may select other elective courses for personal enrichment purposes. Note: Students may earn all or part of these certificates as part of the high school experience. These experiences may be started and/or completed as part of the high school experience. This information as of 2009. All plans meet high school graduation requirements as well as college entrance locally articulated courses (Tech Prep), if possible. Extensible learning experiences, college credit opportunities, human growth and development or child development or interpersonal studies. Note: Students may earn all or part of these certificates as part of the high school experience.
Sample Career Options

- Adult Educator
- Coach
- Cooperative Extension Agent
- Elementary Teacher
- Secondary Teacher
- Special Education Teacher
EDUCATIONAL ADMINISTRATOR
## Administration & Administrative Support

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Intro to Admin</td>
<td>Introduction to administrative roles and responsibilities</td>
</tr>
<tr>
<td>102</td>
<td>Admin Techniques</td>
<td>Techniques for effective administrative work</td>
</tr>
<tr>
<td>201</td>
<td>Human Resource Management</td>
<td>Management of human resources in an administrative setting</td>
</tr>
<tr>
<td>202</td>
<td>Financial Administration</td>
<td>Financial planning and management for administrative departments</td>
</tr>
<tr>
<td>301</td>
<td>Technology in Admin</td>
<td>Utilization of technology in administrative tasks</td>
</tr>
<tr>
<td>302</td>
<td>Leadership in Admin</td>
<td>Leadership skills for administrative professionals</td>
</tr>
</tbody>
</table>

### COLLEGE CREDIT REQUIREMENTS - 90-105

- **General Education:**
  - Language Arts
  - Math
  - Science
  - Social Sciences
- **Core Electives:**
  - Choice of courses from a selection of options

### Teaching Standards

- **Professional Standards:**
  - Professional Ethics
  - Professional Growth
- **Performance Standards:**
  - Communication
  - Decision Making

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PROFESSIONAL SUPPORT SERVICES
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Human Growth and Development
Differentiate between the Knowledge and Skills Statement and the Student Expectations.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Human Growth and Development

(1) The student understands historical, theoretical, and research perspectives of human growth and development. The student is expected to:
(A) explain the role of theories in understanding human development;
(B) describe theoretical perspectives that influence human development throughout the lifespan;
(C) summarize historical influences on modern theories of human development;
(D) compare and contrast the research methods commonly used to study human development; and
(E) compare and contrast pedagogy and andragogy.

Provide students with a copy of the course TEKS. Inform students that they will be referring to this document throughout the school year. Stress that all TEKS listed will be addressed. Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Human Growth and Development

(2) The student understands the importance of prenatal care in the development of a child. The student is expected to:
(A) describe nutritional needs prior to and during pregnancy;
(B) analyze reasons for medical care and good health practices prior to and during pregnancy;
(C) outline stages of prenatal development;
(D) discuss the role of genetics in prenatal development; and
(E) determine environmental factors affecting development of the fetus.

Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Human Growth and Development

(3) The student understands the development of children ages newborn through two years. The student is expected to:
(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers;
(B) analyze various developmental theories relating to infants and toddlers;
(C) discuss the influences of the family and society on the infant and toddler;
(D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs;
(E) determine techniques that promote the health and safety of infants and toddlers; and
(F) determine developmentally appropriate guidance techniques for children in the first two years of life.

Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Human Growth and Development

(d) The student understands the development of children ages three through five years. The student is expected to:
(A) analyze the physical, emotional, social, and cognitive development of preschoolers;
(B) analyze various developmental theories relating to preschoolers;
(C) discuss the influences of the family and society on preschoolers;
(D) summarize strategies for optimizing the development of preschoolers, including those with special needs;
(E) determine techniques that promote the health and safety of preschoolers; and
(F) determine developmentally appropriate guidance techniques for preschoolers.

Provide students with activities that correspond to the TEKS.
Provide students with activities that correspond to the TEKS.
(6) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:
(A) analyze the biological and cognitive development of adolescents;
(B) analyze the emotional and social development of adolescents;
(C) discuss various theoretical perspectives relevant to adolescent growth and development;
(D) discuss the influences of the family and society on adolescents; and
(E) determine appropriate guidance techniques for adolescents.

Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Human Growth and Development

(7) The student understands the importance of care and protection of children. The student is expected to:
(A) determine agencies and services that protect the rights of children;
(B) summarize various resources focusing on children;
(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children;
(D) analyze forms, causes, effects, prevention, and treatment of child abuse;
(E) explain the impact of appropriate health care and safety of children; and
(F) discuss responsibilities of citizens, legislation, and public policies affecting children.

Provide students with activities that correspond to the TEKS.
(8) The student understands the development of adults ages 20 through 39 years. The student is expected to:
(A) analyze various development theories relating to early adults, including biological and cognitive development;
(B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;
(C) discuss the influences of society and culture on early adults; and
(D) discuss the importance of family, human relationships, and social interaction for early adults.

Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Human Growth and Development

(9) The student understands the development of adults ages 40 through 65 years. The student is expected to:
(A) analyze various development theories relating to middle adults, including biological and cognitive development;
(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;
(C) discuss the influences of society and culture on middle adults; and
(D) discuss the importance of family, human relationships, and social interaction for middle adults.

Provide students with activities that correspond to the TEKS.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Human Growth and Development

(10) The student understands the development of adults ages 66 years and older. The student is expected to:
(A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development;
(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;
(C) discuss the influences of society and culture on those within the stage of late adulthood; and
(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.

Provide students with activities that correspond to the TEKS.
Provide students with activities that correspond to the TEKS.
(12) The student explores opportunities available in education and training. The student is expected to:
(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development;
(B) evaluate employment and entrepreneurial opportunities and education requirements in the educational field of interest; and
(C) propose short- and long-term education and career goals.

Provide students with activities that correspond to the TEKS.
End of Course Project Options – Human Growth and Development instructional lesson can be found on the SIRDC website. Title on slide is hyperlinked to slide presentation for said lesson.
Next Lesson

Overview of Human Growth and Development course topics.
Any questions, comments or concerns?
Instruct students to create their interpretation of the information on this slide. It may be used as the coversheet for their class binder, folder or journal. Students may draw or use a computer to complete the task. See Independent Practice.

Criteria used for assessment of project:
Must include all five components
Creativity
Neatness
Spelling and grammar
Resources and References

* AchieveTexas
  Education initiative designed to prepare students for a lifetime of success.
  http://www.achievetexas.org

* Learning that Works for America sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
  http://www.careertech.org/career-clusters/glance/at-a-glance.html

* Texas Education Agency
  Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
  http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html