This lesson will provide you with a brief overview of this course.
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:
Career and Technical Education (CTE) 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)
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.
### 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:

- Architecture and Construction (Interior Design courses)
- Arts, AV Technology and Communication (Fashion Design courses)
- Education and Training
- Hospitality and Tourism
- Human Services

Arts, AV Technology and Communication (Fashion Design courses) and Architecture 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 Child Development
- Child Development is a CTE course
- You are a CTE student
- I am a CTE instructor
A copy of this document can be found in the Attachments section of this lesson.

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 Child Development falls under? Have students read the descriptors for each cluster.
Child Development is in the Human Services Clusters.

If time permits, allow students to discuss other CTE courses available at your campus and determine their career clusters.
Child Development is in the Human Services Cluster.
The Texas Education Agency has approved 12 high school courses in Human Services. Not all high schools offer all courses.

What is meant by 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 of Human Services on your campus/district.

If applicable, discuss other Human Services 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 someday own a hair salon. In addition to her cosmetology courses, she asks her counselor to enroll her in the course DOLLARS and SENSE (another Human Services course) so that she can learn about handling finances.

In the future, Juan would like to work in a salon and eventually provide for a family of his own. In addition to his cosmetology courses, Juan asks his counselor to enroll him in CHILD DEVELOPMENT, 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 Child Development is in the Human Services career cluster. What Program of Study do you think it follows?

<table>
<thead>
<tr>
<th>Programs of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Services</td>
</tr>
<tr>
<td>Counseling and Mental Health Services</td>
</tr>
<tr>
<td>Early Childhood Development &amp; Services</td>
</tr>
<tr>
<td>Family and Community Services</td>
</tr>
<tr>
<td>Personal Care Services</td>
</tr>
</tbody>
</table>

Copyright © Texas Education Agency, 2012. All rights reserved.
Yes, Child Development is in the Human Services Cluster and is categorized under the Early Childhood Development & Services, Counseling and Mental Health Services and Family & Community Services Programs of Study. Have students brainstorm how Child Development can be applied to the different Programs of Study.
Career and Technical Education (CTE)

**Career Cluster**
- Child Development

**Course Title**
- Child Development

**Program of Study**
- Counseling and Mental Health
- Early Childhood Development and Services
- Family and Community Services

**Career Description**
- Providing for families and serving human needs

The Cluster icon above is used with permission of the State’s Career Clusters Initiative, 2007. For more information visit www.careerclusters.org

Copyright © Texas Education Agency, 2012. All rights reserved.

Labeled diagram
Review the contents of this chart with the 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 Human Services component.
POSSIBLE PROGRAM OF STUDY
Child Care Administrator
LOTS OF OPTIONS are available to you.
SAMPLE BACHELOR DEGREES

- Child Development
- Early Childhood Education
- Family & Consumer Sciences
- Human Development & Human Sciences
GRADUATE DEGREES

- Administration
- Child Development
- Educational Administration
- Elementary Education
SAMPLE CAREER OPTIONS

- Child Care Administrator
- Child Care Director/Owner
- Child Care Supervisor
- Education Administrator
Provide students with a brief definition and explanation of the Texas Essential Knowledge and Skills (TEKS).
TEKS - the state standards for what students should know and be able to do
Differentiate between the Knowledge and Skills Statement and the Student Expectations.
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 sample course activities that correspond to the TEKS.
(2) The student investigates components of optimal prenatal care and development. The student is expected to:
(A) identify signs and stages of pregnancy;
(B) analyze environmental and hereditary factors affecting fetal development such as Mendel's Laws of Inheritance, genetics, and substances and how they affect the developing child and prenatal brain development;
(C) describe nutritional needs prior to and during pregnancy such as impact of proteins, lipids, and carbohydrates on fetal brain development;
(D) analyze reasons for medical care and good health practices prior to and during pregnancy;
(E) critique technological advances on prenatal care and development such as sound waves used for sonograms, amniocentesis, and alpha-fetoprotein test; and
(F) analyze the process of labor and delivery.

Provide students with sample course activities that correspond to the TEKS.
(3) The student investigates strategies for optimizing the development of infants of diverse backgrounds, including those with special needs. The student is expected to:

(A) draw conclusions regarding the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships;

(B) generate ideas and gather information relevant to care and protection of infants such as child care options, abuse, guidance, services and agencies, immunizations, and appropriate health care;

(C) draw conclusions regarding the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships;

(D) identify typical growth and development of infants such as brain development and mental health;

(E) select and use appropriate standard international units to identify nutritional needs for infants such as caloric requirements, protein, lipids, carbohydrates, and portion control;

(F) research the advantages of breast feeding; and

(G) describe and apply technical knowledge and skills required to be successful in careers involving infants such as neonatal intensive care specialist and infant mental health specialist.

Provide students with sample course activities that correspond to the TEKS.
Provide students with sample course activities that correspond to the TEKS.
(5) The student analyzes the growth and development of preschool children of diverse backgrounds, including those with special needs. The student is expected to:
(A) analyze the physical, emotional, social, and intellectual needs of the preschool child;
(B) describe the role of play in a preschool child's growth and development;
(C) develop activities for meeting developmental needs of preschool children such as moderate to vigorous physical exercise, reading development, communication, listening skills, and self-reliance;
(D) use complex inferences from text to support conclusions about care and protection of preschool children such as child care, family violence and abuse, guidance, services and agencies, and appropriate health care;
(E) work independently and collaboratively to prepare snacks or meals to meet nutritional guidelines such as caloric requirements, proteins, lipids, carbohydrates, and portion control; and
(F) identify appropriate licensing regulations for preschools.

Provide students with sample course activities that correspond to the TEKS.
Provide students with sample course activities that correspond to the TEKS.
End of Course Project Options – Child Development instructional lesson can be found on the SIRDC website. Title on slide is hyperlinked to slide presentation for said lesson.
Overview of Child Development
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 on lesson.

Criteria used for assessment of project:
- Must include all five components
- Creativity
- Neatness
- Spelling and Grammar
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