



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Introduction to Early Childhood Education

UNIT: Unit 3 Career Paths



INTRODUCTION

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 th
x	10 th
x	11 th
x	12 th

Time: (7) 50 minute periods

Author: Landis Dekle Hicks

Academic Review: Ben Tanner

Special Education Review: Lindsey Welborn

Additional Review: Rhonda Colwell

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

GPS Focus Standards:

IECE – 2

Students will analyze career paths within the early childhood education field.

- a. Describe career opportunities in early childhood care and education.
- b. Determine the roles and functions of individuals engaged in the early childhood field.
- c. Explore opportunities for employment and entrepreneurial endeavors.
- d. Identify personal characteristics and qualities required of an early childhood educator.
- e. Define terms used in the Early Childhood Education field.
- f. Know the functions and roles of the various roles in early childhood care and education.
- g. Identify early childhood care and education professional organizations.
- h. Examine a variety of early childhood care and education

GPS Academic Standards:

- ELA11C1
- ELA 9RL5



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will describe career opportunities in Early Childhood Education
- Students will apply qualities and requirements to obtain employment in the field of Early Childhood Education
- Students will recognize 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



LEARNING EXPERIENCES

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. Students view a video relating to ECE professions and complete reflection questions. Students write a 1 page reflection essay on the career viewed that appeal most to them. (2 – a. b. c. e.)
5. Complete self-assessments, research, and evaluate career suitability using GCIS website. See attachments. (2 – a.-h.)
6. Interviews and guest speakers in the field. (2 – a.-h.)
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? (2 – c)
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? (2 – d)

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. (2 – b., c.)

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.” (2 – a. c.)

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. (2 – b)

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. Ex: A gardening hat may represent nurturing children and providing the experiences they need to grow. Students complete a 1 page reflection essay on the hat activity. Instruct students to add 1 or more “hats” that they did not see represented in the class activity. (2 – b. c. d.)

13. Students illustrate a “Life Map” leading the way to his/her career choice. It is recommended that the paper be no smaller than legal size and no bigger than poster board. Optional: students present their maps to the class; display in the classroom or hallway. See attachment for assignment instructions. (2 – a. b.)

Attachments for Learning Experiences:

- Early Childhood Professions video assignment
- Career Encounters video questions
- GCIS Day 1
- GCIS Day 2
- GCIS Day 3
- GCIS Day 4
- Life Map Assignment

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

Web Resources:

www.gcic.peachnet.edu

Materials & Equipment:

- “Careers in ECE: Career Encounters” video – NAEYC
- “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, 32
- 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

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		