

## Santa Rosa City Schools Course Proposal

### The Heart of Learning - Introduction to Education

Proposal Submitted By: Debi Cardozo

**Needs Statement:** Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Elsie Allen High School is expanding CTE programs offerings to provide students additional opportunities to explore livable-wage, high-demand and high-growth careers for the region. This course serves as an introduction to the Education, Child Development and Family Services Pathway industry sector and provides students with the foundational knowledge necessary to continue their education with a focus in the Educational field. This course will be submitted to the A-G Course Management Portal to be reviewed by the UC when the window opens in February, which will support providing students greater access to postsecondary options upon graduation.

This course was reviewed and approved by the CTE Pathway Design Team - Elsie Allen High School on November 28, 2023.

**Graduation Requirements:** Specify which requirement is met. (High School only)

A-G Elective (pending UC approval) and CTE

**UC a-g Requirements:** Specify which requirement is met. (High School only)

College-Preparatory Elective (G) - pending UC approval

Explain the rationale for course addition or modification. How does this fit in with district/site goals. If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

This course will serve as an introduction course for a new Education CTE Program. Education is a high-demand, high-growth industry sector for the region and state.

Explain the measurable learning outcomes

Students will be introduced to the education industry and be able to explore central concepts and principles of the following topics: elements of physical, intellectual, emotional and social development of children and adolescents, positive interaction, guidance and discipline in the educational environment, principles and practices of good nutrition and health and wellness for children, effective communication with families and community groups, and components of effective recreational programs for children and adolescents. Students will also explore social emotional learning and learn how to apply this knowledge in

an educational setting. Essential skills such as professionalism, teamwork, leadership, time management, and goal setting are discussed and practiced. Students will also be able to apply their learning in real world scenarios.

*Please see the detailed course design below for detailed learning outcomes.*

### Course Description (To be used in the course catalog)

This course is the introductory offering for the Career Technical Education (CTE) Education Pathway and will focus on the individual learner. The course will address topics such as - who we are as individuals and learners, how we learn best, and how human development plays a role in our educational experience. Students will also explore how societal issues shape individual learning. Ultimately, this course will help students understand the ways knowledge of self and others supports our ability to provide a meaningful and supportive learning experience.

Students will explore these topics through classroom discussions, guest speakers, focused classroom observation within the K-12 system, individual, group and class reflections Project Based Learning (PBL) units and Work Based Learning activities. Assignments are designed to help students make connections to their personal classroom and life experience and how that knowledge will support the classroom experience of others.

In each course of the Education Pathway, students will learn what it means to be a mandated reporter and complete first aid and CPR certifications. Additionally, each course will include a variety of WBL experiences and opportunities for students to learn from professionals currently working in the education field and participate in career-connected exploration of different educational settings. These assignments are indicated with an asterisk (\*).

### Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

This course aligns to the CTE Model Curriculum Standards for the Education, Child Development and Family Services Industry Sector - Pathway: Education and covers the following pathway standards:

Education 1 Course: CTE Pathway Standards - C3.1, C3.2, C4.4, C5.0-5.4, C6.0-6.5, C8.2, 8.5, C9.0-9.3, C12.0-12.3

[Unit One: Introduction to Social Emotional Competencies - C6.0, C9.0](#)

[Unit Two: Self Awareness - C5.0, C9.0](#)

[Unit Three: Social Awareness - C5.0, C6.0, C8.0, C9.0](#)

[Unit Four: Child and Adolescent Development - C5.0, C6.0](#)

[Unit Five: Creating a Safe and Healthy Environment for Learning - C6.0, C8.0, C12.0](#)

[Unit Six: Safety Certifications - C3.1, C3.2, C4.4, C8.0](#)

[Unit Seven: Portfolio - C9.0](#)

*CTE Industry Sector:  
Education, Child Development, and Family Services  
Pathway – Education*

**CTE Pathway Standards - C3.1, C3.2, C4.4, C5.0-5.4, C6.0-6.5, C8.2, 8.5, C9.0-9.3, C12.0-12.3**

**Unit One: Introduction to Social Emotional Competencies - C6.0, C9.0**

**Unit One Overview:**

Knowledge of and understanding the five social emotional learning (SEL) competencies and their fundamental importance to jobs in education. Students will learn the five competencies to gain an understanding of their own strengths and areas for growth within each area of study and how each competency relates to careers in education. The key assignments listed below relate to, and build on each other.

**Assignment 1\***

**Assignment Description -**

**SEL Competencies Research, Cooperative Learning, and Reflection** - To better understand the Social Emotional Learning (SEL) competencies, students will conduct group research on each competency. The group will then create a visual infographic to represent the elements of that competency and present it to the class. Following the presentations, students will conduct a gallery walk of the infographics. While viewing posters, students will use post-its to leave notes around the infographics indicating their new understandings about the competency and learnings about themselves. After the gallery walk, students will write a reflection recording key ideas and connections they have learned about themselves and the SEL competencies. Students then identify a teacher and/or other adult to interview on the importance of social/emotional skill development for children and youth, how they support and assist children and youth in developing these skills, and how they help students mature and assess SEL.

**Anchor Standards -**

2.4, 2.5, 4.1, 4.3, 5.1, 7.4, 7.5, 9.2, 9.3, 9.7, 10.1, 10.3, 10.17

**Standards for Career Ready Practice -**

2, 3, 9, 10, 11, 12

**Pathway Standards -**

C6.3, C6.4, C6.5, C9.1, C9.2, C9.3

**Common Core Standards -**

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Writing Standards - WS: 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Functions - F-LE - Linear, Quadratic, and Exponential Models: 2

Numbers and Quantities - N-Q - Quantities: 1, 2

Statistics and Probability - S-IC - Making Inferences and Justifying Conclusions: 3, 6

Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7

Statistics and Probability - S-MD - Using Probability to Make Decisions: 1

Scientific and Engineering Practices - SEP: 3, 8

Crosscutting Concept - CC: 2, 3, 7

Life Sciences - LS: LS1.D, LS2.A, LS2.D  
Engineering, Technology, and the Applications of Science - ETS: ETS2.B  
Principles of American Democracy and Economics - AD: 12.1, 12.2  
World History, Culture, and Geography - WH: 10.11

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### Assignment 2\*

#### Assignment Description -

**SEL Self-Assessment Survey and Reflection** - Careers in Education require specific social-emotional learning (SEL) skills acquired through practice and frequent self-assessment. To understand how their level of social-emotional intelligence measures up against the competencies required of careers in education, students will take an SEL Self-Assessment. The assessment will provide a foundation of understanding about themselves and how to apply each competency to careers in education. Based on their findings, students will create a personal profile of themselves where they reflect on their strengths and areas for growth and develop a plan for progress in areas that need strengthening. While creating this plan, students will research individuals and/or agencies that may provide an opportunity to refine these skills. Students will display their plan in a manner of their choosing that highlights the requirements of the assignment.

#### Anchor Standards -

3.1, 3.2, 3.4, 4.1, 5.4, 10.17

#### Standards for Career Ready Practice -

2, 3, 9, 10, 11, 12

#### Pathway Standards -

C6.3, C6.4, C6.5, C9.1, C9.2, C9.3

#### Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Writing Standards - WS: 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Functions - F-LE - Linear, Quadratic, and Exponential Models: 2

Numbers and Quantities - N-Q - Quantities: 1, 2

Statistics and Probability - S-IC - Making Inferences and Justifying Conclusions: 3, 6

Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7

Statistics and Probability - S-MD - Using Probability to Make Decisions: 1

Scientific and Engineering Practices - SEP: 3, 8

Crosscutting Concept - CC: 2, 3, 7

Life Sciences - LS: LS1.D, LS2.A, LS2.D

Engineering, Technology, and the Applications of Science - ETS: ETS2.B

Principles of American Democracy and Economics - AD: 12.1, 12.2

U.S. History and Geography - US: 11.11

World History, Culture, and Geography - WH: 10.11

*CTE Industry Sector:  
Education, Child Development, and Family Services  
Pathway – Education*

**CTE Pathway Standards - C3.1, C3.2, C4.4, C5.0-5.4, C6.0-6.5, C8.2, 8.5, C9.0-9.3, C12.0-12.3**

**Unit Two: Self Awareness - C5.0, C9.0**

**Unit Two Overview:**

Students will build on their Social emotional learning (SEL) knowledge by exploring self-awareness, which is a foundation for all the other competencies and an essential skill in teaching. Self-awareness is the ability to accurately recognize one's emotions, thoughts, and values and how they influence behavior. It is also the ability to assess one's strengths and limitations accurately. To begin this unit, students will complete a personality test to discover more about themselves. After completing this process, the next step is to explore careers that align with student interests, skills, and personality. This exploration will include speaking with industry partners who are in the profession.

**Assignment 1**

**Assignment Description -**

**Personality Test -** Students will complete a personality test to describe their distinct personality traits. Using a grouping activity (i.e., four-corner activity), they will find peers with similar results. Students will then compare the listed personality traits against their self-awareness, indicating those that were surprising to them. Students will chart their group's findings on a poster and share critical characteristics with the class. A class discussion will follow, identifying the strengths and gaps of the group and how students could address some areas for growth. Discussion will also include how to work with and learn from other people whose personal attributes differ from our own. Students then reflect on their descriptions and explain their level of agreement with the findings by matching evidence from the personality test descriptions with their personal experiences.

**Anchor Standards -**

2.5, 3.1, 3.2, 4.3, 5.4, 9.2

**Standards for Career Ready Practice -**

2, 3, 9, 10, 11, 12

**Pathway Standards -**

C5.1, C5.2, C9.1, C9.3

**Common Core Standards -**

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Writing Standards - WS: 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Algebra - A-REI - Reasoning with Equations and Inequalities: 2, 3

Geometry - G-GMD - Geometric Measurement and Dimensions: 1, 4, 5

Numbers and Quantities - N-Q - Quantities: 1, 2, 3

Statistics and Probability - S-IC - Making Inferences and Justifying Conclusions: 3, 6

Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7

Statistics and Probability - S-CP - Conditional Probability and the Rules of Probability: 6

Scientific and Engineering Practices - SEP: 3, 8  
Crosscutting Concept - CC: 7  
Life Sciences - LS: LS1.D, LS2.A, LS2.D, LS3.A, LS3.B, LS4.C  
Engineering, Technology, and the Applications of Science - ETS: ETS2.B  
Principles of American Democracy and Economics - AD: 12.1, 12.2  
U.S. History and Geography - US: 11.10, 11.11

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## Assignment 2

### Assignment Description -

**Two-Perspective Poem** - Students will read and reflect on the following (or similar) articles: Self-Awareness, Blind Spots, and the Johari Window and How to Stop Automatic Negative Thoughts. After reading the articles, students will watch videos (such as The Big Bang Theory clips or similar) with characters or individuals that demonstrate both a lack of self-awareness and strong self-awareness. Using the information from articles and videos, students will work alone or in pairs and draft a poem from two perspectives: someone with limited and high self-awareness. Students may use themselves as the subject if they wish. This exercise in comparing and contrasting self-awareness will help students recognize the degree of self-awareness in themselves and potentially within their future students. After presenting these reflective poems to the class, students will then write a reflection about their self-awareness skills and how these skills, limited or high, might impact their future career choices.

### Anchor Standards -

2.1, 2.4, 2.5, 2.6, 3.1, 4.1, 5.4

### Standards for Career Ready Practice -

2, 3, 7, 9, 10

### Pathway Standards -

C5.1, C5.2, C5.3, C9.1, C9.3

### Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6  
Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4  
Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3  
Writing Standards - WS: 11-12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10  
Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8  
Algebra - A-REI - Reasoning with Equations and Inequalities: 2, 3  
Geometry - G-GMD - Geometric Measurement and Dimensions: 1, 4, 5  
Numbers and Quantities - N-Q - Quantities: 1, 2, 3  
Statistics and Probability - S-IC - Making Inferences and Justifying Conclusions: 3, 6  
Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7  
Statistics and Probability - S-CP - Conditional Probability and the Rules of Probability: 6  
Scientific and Engineering Practices - SEP: 3, 8  
Crosscutting Concept - CC: 7  
Life Sciences - LS: LS1.D, LS2.A, LS2.D, LS3.A, LS3.B, LS4.C  
Engineering, Technology, and the Applications of Science - ETS: ETS2.B  
Principles of American Democracy and Economics - AD: 12.1, 12.2  
U.S. History and Geography - US: 11.10, 11.11

*CTE Industry Sector:  
Education, Child Development, and Family Services  
Pathway – Education*

*CTE Pathway Standards - C3.1, C3.2, C4.4, C5.0-5.4, C6.0-6.5, C8.2, 8.5, C9.0-9.3, C12.0-12.3*

**Unit Three: Social Awareness - C5.0, C6.0, C8.0, C9.0**

**Unit Three Overview:**

In unit three, students will explore social awareness—a key social-emotional competency—that requires the ability to take the perspective of and empathize with others from diverse backgrounds and cultures and to recognize family, school, and community resources and support. In this unit and the previous unit, students will refine an understanding of empathy and appreciation of diversity within themselves and their peers through a self-reflection process that results in a student’s presentation of their public and private personas. Students will transfer this knowledge to the role of a classroom teacher by interviewing others regarding their use of social awareness competency in their classroom. This unit provides an opportunity for outside organizations to lend their expertise to both students and the teacher.

**Assignment 1\***

**Assignment Description -**

**Self-Reflection and Class Presentation to Promote Social Awareness -** To better understand their personal growth in the Social-Emotional Learning (SEL) competencies, students will reflect on each competency they have learned. They will also examine how their family history, cultural background, and personal experiences have influenced their unique understanding and expression of these competencies. Students will use this understanding of themselves to create a visual representation in which they distinguish between the parts of themselves they easily project to the rest of the world and the features they keep concealed (i.e., images that represent their public self will go on the outside of a paper bag and items representing their personal self will go inside the bag). Students will then present this combination of visual representation alongside individual artifacts in small groups and then to the whole class. By viewing these presentations, students will gain a deeper understanding of their peers, allowing them to develop characteristics of social awareness such as empathy and an appreciation for diversity.

**Anchor Standards -**

2.1, 2.5, 2.6, 3.1, 3.2, 9.6

**Standards for Career Ready Practice -**

1, 2, 5, 7, 10, 12

**Pathway Standards -**

C5.2, C5.3, C9.1, C9.3

**Common Core Standards -**

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Writing Standards - WS: 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Algebra - A-REI - Reasoning with Equations and Inequalities: 2, 3  
Geometry - G-GMD - Geometric Measurement and Dimensions: 1, 4, 5  
Numbers and Quantities - N-Q - Quantities: 1, 2, 3  
Statistics and Probability - S-IC - Making Inferences and Justifying Conclusions: 3, 6  
Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7  
Scientific and Engineering Practices - SEP: 3, 4, 8  
Crosscutting Concept - CC: 7  
Life Sciences - LS: LS1.D, LS2.A, LS2.D, LS3.A, LS3.B, LS4.C  
Engineering, Technology, and the Applications of Science - ETS: ETS2.B  
Principles of American Democracy and Economics - AD: 12.1, 12.2  
U.S. History and Geography - US: 11.10, 11.11

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### Assignment 2\*

#### Assignment Description -

**Interviews to Understand Social Awareness** - In the education profession, students will need to understand that social awareness skills are not only demonstrated by the professional but also that the professional must cultivate those skills within the learners they work with. Students will interview two professionals, using questions developed by the class, to understand better how they build a healthy, safe learning environment by promoting positive social skills within themselves and their learners. Students will identify the best method to demonstrate their learning and share with the class, showing many ways to foster social awareness in a learning environment.

#### Anchor Standards -

2.1, 3.2, 5.1, 5.4, 6.6, 8.5, 9.5, 9.6, 10.8, 10.14

#### Standards for Career Ready Practice -

1, 2, 3, 5, 7, 8, 9, 10, 12

#### Pathway Standards -

C6.1, C6.2, C6.3, C6.4, C6.5

#### Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Writing Standards - WS: 11-12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Functions - F-LE - Linear, Quadratic, and Exponential Models: 2

Numbers and Quantities - N-Q - Quantities: 1, 2

Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7

Statistics and Probability - S-MD - Using Probability to Make Decisions: 1

Crosscutting Concept - CC: 2, 3, 7

Life Sciences - LS: LS1.D, LS2.A, LS2.D

Principles of American Democracy and Economics - AD: 12.1, 12.2

World History, Culture, and Geography - WH: 10.11

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### Assignment 3

#### Assignment Description -

**Student Awareness Campaign** - Groups of 3-4 students will research an issue and develop a campaign to support student awareness of that particular issue (e.g., a campaign of kindness, suicide awareness and suicide prevention). The campaign will deliver information about the issue in a student-selected format (e.g., brochure, poster, presentation, social media post, video), as well as resources and support available to their peers. The campaign must also show how knowledge of this issue can help to promote health and wellness in themselves and a larger community. A possible approach for students is to share their campaign in person within the classroom, campus-wide, district-wide, or through a social media platform.

#### Anchor Standards -

2.4, 2.5, 2.6, 4.1, 4.6, 9.5, 9.6, 9.7, 10.16, 10.17, 10.19, 10.20

#### Standards for Career Ready Practice -

1, 2, 4, 5, 7, 8, 9, 10, 11, 12

#### Pathway Standards -

C6.1, C6.3, C6.4, C6.5, C8.2, C8.5

#### Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Reading Standards for Literacy in Science and Technical Subjects - RLST: 11-12.2, 11-12.3, 11-12.4, 11-12.9

Writing Standards - WS: 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Algebra - A-CED - Creating Equations: 2, 3

Functions - F-LE - Linear, Quadratic, and Exponential Models: 2

Numbers and Quantities - N-Q - Quantities: 1, 2

Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7

Statistics and Probability - S-CP - Conditional Probability and the Rules of Probability: 6

Statistics and Probability - S-MD - Using Probability to Make Decisions: 1

Crosscutting Concept - CC: 2, 3, 7

Physical Sciences - PS: PS1.A, PS1.B

Life Sciences - LS: LS1.D, LS2.A, LS2.D

Earth and Space Sciences - ESS:ESS3.C

Engineering, Technology, and the Applications of Science - ETS: ETS2.B

Principles of American Democracy and Economics - AD: 12.1, 12.2

Principles of Economics - PE: 12.3.1, 12.3.3

World History, Culture, and Geography - WH: 10.11

#### *CTE Industry Sector:*

*Education, Child Development, and Family Services*

*Pathway – Education*

**CTE Pathway Standards** - C3.1, C3.2, C4.4, C5.0-5.4, C6.0-6.5, C8.2, 8.5, C9.0-9.3, C12.0-12.3

## Unit Four: Child and Adolescent Development - C5.0, C6.0

### Unit Four Overview:

This unit will focus on human development during childhood and the teen years. Different theories in human development will be explored and discussed. Students will explore the relationship between physical, cognitive, social, and emotional development and the importance and influence of heredity versus environment on human development. Students will learn about the nutritional needs and common concerns of children and adolescents, as well as how to create effective extracurricular programs for children of all physical and intellectual abilities. (i.e., Students will explore the influences of family, peers, community, media, health, nutrition, and physical activity on socio-emotional and cognitive development.)

### Assignment 1\*

#### Assignment Description -

**Learning Readiness** - Students work in small groups to identify and describe traditional school readiness skills. They explain the significance of each and how they are interrelated. Students create an annotated flow chart to represent skills and explain how mastery of skills will benefit the further development of learning. In a small group and/or whole class discussion, students reflect on how the social-emotional development of children impacts instruction and learning in multiple settings (school, recreational activities, home environment, etc.). Students then research and share with the class an activity that supports the social-emotional development of children, including those with special needs. This assignment can be extended into actual practice by collaboration with a local elementary school, after-school program, or other opportunity.

#### Anchor Standards -

2.1, 2.4, 5.4, 7.3, 10.1, 10.2, 10.7, 10.9, 10.14

#### Standards for Career Ready Practice -

1, 2, 4, 5, 7, 8, 9, 10, 11, 12

#### Pathway Standards -

C5.1, C5.2, C5.3, C5.4

#### Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Writing Standards - WS: 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Algebra - A-REI - Reasoning with Equations and Inequalities: 2, 3

Geometry - G-GMD - Geometric Measurement and Dimensions: 1, 4, 5

Numbers and Quantities - N-Q - Quantities: 1, 3

Statistics and Probability - S-IC - Making Inferences and Justifying Conclusions: 3, 6

Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7

Statistics and Probability - S-CP - Conditional Probability and the Rules of Probability: 6

Life Sciences - LS: LS1.D, LS2.A, LS2.D, LS3.A, LS3.B, LS4.C

Principles of American Democracy and Economics - AD: 12.1, 12.2

U.S. History and Geography - US: 11.10, 11.11

## Assignment 2\*

### Assignment Description -

**Child Observation** - Students observe a child and create a written record. They then compare the behavior, growth, and development of a typical child, as described in the textbook, to what they observed. Students will share their experiences in a manner they choose, comparing and contrasting their observations to typical and atypical child development. Students will also learn about privacy concerns when observing and writing about a child, including student and family rights under the Family Educational Rights and Policy Act (FERPA).

### Anchor Standards -

2.3, 5.1, 5.4, 8.4, 8.7, 10.1, 10.2, 10.9, 10.14

### Standards for Career Ready Practice -

1, 2, 5, 7, 8, 9, 10

### Pathway Standards -

C5.1, C5.2, C5.3, C5.4, C6.1, C6.2, C6.4

### Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Writing Standards - WS: 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Algebra - A-REI - Reasoning with Equations and Inequalities: 2, 3

Functions - F-LE - Linear, Quadratic, and Exponential Models: 2

Geometry - G-GMD - Geometric Measurement and Dimensions: 1, 4, 5

Numbers and Quantities - N-Q - Quantities: 1, 2, 3

Statistics and Probability - S-IC - Making Inferences and Justifying Conclusions: 3, 6

Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7

Statistics and Probability - S-CP - Conditional Probability and the Rules of Probability: 6

Statistics and Probability - S-MD - Using Probability to Make Decisions: 1

Crosscutting Concept - CC: 2, 3, 7

Life Sciences - LS: LS1.D, LS2.A, LS2.D, LS3.A, LS3.B, LS4.C

Principles of American Democracy and Economics - AD: 12.1, 12.2

U.S. History and Geography - US: 11.10, 11.11

World History, Culture, and Geography - WH: 10.11

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## Assignment 3\*

### Assignment Description -

**Adverse Childhood Experiences (ACEs)** - Students will observe Dr. Nadine Burke Harris' Ted Talk on Adverse Childhood Experiences (ACEs) (or a similar video) and review the ACEs and resilience questionnaire to understand how these factors impact student learning, development stages, and overall health. Students will work with a partner to determine how best to demonstrate their knowledge, sharing the importance of understanding how ACEs affect a student's development and educational experience.

### Anchor Standards -

2.1, 4.1, 4.3, 5.4, 7.8, 10.4, 10.5, 10.6, 10.8, 10.13, 10.14, 10.15, 10.16, 10.17, 10.18, 10.20

Standards for Career Ready Practice -

1, 2, 5, 7, 8, 9, 10, 11, 12

Pathway Standards -

C5.1, C5.2, C5.3, C5.4, C6.1, C6.2, C6.4

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Writing Standards - WS: 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Algebra - A-REI - Reasoning with Equations and Inequalities: 2, 3

Functions - F-LE - Linear, Quadratic, and Exponential Models: 2

Geometry - G-GMD - Geometric Measurement and Dimensions: 1, 4, 5

Numbers and Quantities - N-Q - Quantities: 1, 2, 3

Statistics and Probability - S-IC - Making Inferences and Justifying Conclusions: 3, 6

Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7

Statistics and Probability - S-CP - Conditional Probability and the Rules of Probability: 6

Statistics and Probability - S-MD - Using Probability to Make Decisions: 1

Crosscutting Concept - CC: 2, 3, 7

Life Sciences - LS: LS1.D, LS2.A, LS2.D, LS3.A, LS3.B, LS4.C

Principles of American Democracy and Economics - AD: 12.1, 12.2

U.S. History and Geography - US: 11.10, 11.11

World History, Culture, and Geography - WH: 10.11

*CTE Industry Sector:  
Education, Child Development, and Family Services  
Pathway – Education*

*CTE Pathway Standards - C3.1, C3.2, C4.4, C5.0-5.4, C6.0-6.5, C8.2, 8.5, C9.0-9.3, C12.0-12.3*

**Unit Five: Creating a Safe and Healthy Environment for Learning - C6.0, C8.0, C12.0**

**Unit Five Overview -**

This unit will focus on multiple aspects of physical health and wellness for children. Students will research current health policies and practices, as well as guidelines for safety in the classroom and on the playground. Mental and physical health will be addressed and analyzed through typical and atypical development. Students will draw connections between nutrition, psychological and physical health, and risky behaviors that children and adolescents may experience and how those things affect their experience in school. (i.e., discussing solutions for improving wellness opportunities and policies.)

**Assignment 1**

**Assignment Description -**

Through research, empathy interviews, and survey analysis, students will explore mental/emotional and physical health concerns for children and adolescents. Students will work individually to identify three

topics that interest them, gathering a short description of each. Partner groups will create and administer a survey to students within the school, helping determine which areas hold the most significant concerns for their peers. Working with the results, groups will choose one topic to explore more deeply. Research will allow students to understand the problem in greater detail and observe how professionals might help children and/or adolescents cope with these challenges. Groups will then create an easy-to-use tool or resource for peers that identifies types of interventions to address the area of primary concern. The students will share their findings with the class and the community.

Anchor Standards -

2.1, 2.4, 2.5, 2.6, 4.1, 4.2, 4.6, 5.1, 5.2, 5.4, 9.5, 9.6, 10.1, 10.3, 10.14, 10.15, 10.16, 10.17

Standards for Career Ready Practice -

1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12

Pathway Standards -

C6.3, C8.2, C8.5

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Reading Standards for Literacy in Science and Technical Subjects - RLST: 11-12.2, 11-12.3, 11-12.4, 11-12.9

Writing Standards - WS: 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Algebra - A-CED - Creating Equations: 2, 3

Functions - F-LE - Linear, Quadratic, and Exponential Models: 2

Numbers and Quantities - N-Q - Quantities: 1, 2

Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7

Statistics and Probability - S-CP - Conditional Probability and the Rules of Probability: 6

Statistics and Probability - S-MD - Using Probability to Make Decisions: 1

Crosscutting Concept - CC: 2, 3, 7

Physical Sciences - PS: PS1.A, PS1.B

Life Sciences - LS: LS1.D, LS2.A, LS2.D

Earth and Space Sciences - ESS:ESS3.C

Engineering, Technology, and the Applications of Science - ETS: ETS2.B

Principles of American Democracy and Economics - AD: 12.1, 12.2

Principles of Economics - PE: 12.3.1, 12.3.3

World History, Culture, and Geography - WH: 10.11

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**Assignment 2\***

Assignment Description -

A project-based learning unit, “Healthy School Challenge,” will address the question: “How can our school improve structures and schedules to best support student wellness?” Students will learn about traditional after-school and recreational activities that support student wellness at all levels of education. Students will identify the recreational needs of a specific age group and use that knowledge to create developmentally appropriate activities to support student wellness.

Anchor Standards -

2.4, 4.2, 4.4, 5.1, 5.3, 5.4, 6.2, 6.3, 6.6, 10.3

Standards for Career Ready Practice -

1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12

Pathway Standards -

C 8.2, C8.4, C8.5, C12.1, C12.2, C12.3

Common Core Standards -

National Health Education Standards—Grades 9-12: 1.12.1, 2.12.4, 5.12.4, 7.12.2, 8.12.4

Speaking and Listening - SL.9-10.4, 9-10.5

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Writing Standards - WS: 9-10.4, 9-10.7, 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Algebra - A-CED - Creating Equations: 1

Geometry - G-MG - Modeling with Geometry: 1, 2, 3

Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 1, 6, 7

Scientific and Engineering Practices - SEP: 2, 3

Life Sciences - LS: LS4.D

Principles of Economics - PE: 12.1.1

U.S. History and Geography - US: 11.11

*CTE Industry Sector:  
Education, Child Development, and Family Services  
Pathway – Education*

*CTE Pathway Standards - C3.1, C3.2, C4.4, C5.0-5.4, C6.0-6.5, C8.2, 8.5, C9.0-9.3, C12.0-12.3*

**Unit Six: Safety Certifications - C3.1, C3.2, C4.4, C8.0**

**Unit Seven Overview:**

Students will take up different forms of child abuse and learn how to recognize the signs of such abuse. Students will examine California Penal Code sections related to the Child Abuse and Neglect Reporting Act. They will reflect on the historical events that led to the introduction and subsequent passage of this legislation. Students will discuss the protections and responsibilities afforded to mandated reporters. Students will identify and apply universal precautions to prevent the spread of disease or illness and become aware of hazards or dangers in the educational environment. Students will discuss preventive measures to stop the spread of infectious diseases. Students will discuss the role of hand washing and disinfection in preventing the spread of infection. Lastly, students will have the opportunity to be certified in CPR and First Aid.

**Assignment 1\***

**Assignment Description -**

Mandatory Reporting and Health and Safety Training: Students participate in School District training videos and assessment of mandated reporting and health and safety in the classroom, including Blood-borne pathogens. Student groups create a public service announcement that informs educators

and volunteers what their responsibilities are regarding Mandatory Reporting. The public service announcement should include proper interaction and dialogue between the child and the reporter and the laws the reporter must follow. Students present their projects to the class. After an editorial review of projects, students can request their work to go on the school website or in another appropriate setting for displaying.

Anchor Standards -

2.5, 3.4, 4.1, 4.2, 4.3, 6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 9.3, 10.1, 10.2, 10.4

Standards for Career Ready Practice -

1, 2, 5, 6, 7, 8, 12

Pathway Standards -

C3.1, C3.2, C8.1, C8.3, C8.4

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Writing Standards - WS: 11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Algebra - A-SSE - Seeing Structure in Expressions: 3, 4

Algebra - A-CED - Creating Equations: 2, 3

Numbers and Quantities - N-Q - Quantities: 2

Statistics and Probability - S-CP - Conditional probability and the rules of Probability: 1, 6

Statistics and Probability - S-MD - Using Probability to Make Decisions: 1

Scientific and Engineering Practices - SEP: 4

Cross Cutting Concepts - CC: 2

Physical Sciences - PS: PS1.A, PS1.B, PS3.D,

Life Sciences - LS: LS1.A, LS1.B, LS2.A, LS4.D

Earth and Space Science - ESS: ESS3.C

Engineering, Technology, and the Application of Science - ETS: ETS2.A, ET2.B

Principles of American Democracy and Economics - AD: 12.7

Principles of Economics - PE: 12.3.1, 12.3.3

U.S. History and Geography - US: 11.11

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Assignment 2\*

Assignment Description -

Cardiopulmonary Resuscitation- Students will earn CPR and First-aid certifications in this instructional unit. Modalities of instruction will happen via training video presentation, hands-on practice of skills, instructor presentation, and/or guest speaker. Through this process, students will gain an understanding of the anatomical structures and physiological systems involved in and affected by performing CPR and applying First-aid. Students will practice scene assessment, patient interview, and assessment and will practice the skills necessary to perform high-quality CPR and effective First-aid.

Anchor Standards -

6.2, 6.4, 6.5, 6.6, 6.7, 10.4

Standards for Career Ready Practice -

1, 2, 4, 5, 6, 7, 8, 9

Pathway Standards -

C4.4

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in Science and Technical Subjects - RLST: 11-12.2, 11-12.3, 11-12.4, 11-12.9

Writing Standards - WS: 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Geometry - G-CO - Congruence: 12

Scientific and Engineering Practices - SEP: 1

Crosscutting Concept - CC: 4

Physical Sciences - PS: PS1.A, PS1.B, PS2.A, PS2.B, PS2.C, PS3.A, PS3.B

Life Sciences - LS: LS4.D

Earth and Space Sciences - ESS: ESS2.B, ESS2.D

Engineering, Technology, and the Applications of Science - ETS: ETS2.B

*CTE Industry Sector:*

*Education, Child Development, and Family Services*

*Pathway – Education*

*CTE Pathway Standards - C3.1, C3.2, C4.4, C5.0-5.4, C6.0-6.5, C8.2, 8.5, C9.0-9.3, C12.0-12.3*

**Unit Seven: Portfolio - C9.0**

**Unit Eight Overview:**

In this unit, students will review and reflect on their experiences throughout the school year by collecting multiple artifacts gathered in a portfolio that show and demonstrate their learning progression.

**Assignment 1\***

Assignment Description -

Students will create a portfolio displaying samples of their work, writing, research, etc., demonstrating their most profound learning throughout the course. Students will write a personal reflection for each piece describing their growth as a learner and why the sample reflects this growth. Included in this portfolio will be an updated Social-Emotional Learning (SEL) assessment and analysis of the SEL plan that students created at the start of the class. Students will expressly reflect on the growth they have made in their initially recognized areas of improvement and the success of their plan in helping them mature. Students will then do a public presentation of their portfolio.

Anchor Standards -

2.4, 2.5, 3.1, 3.2, 3.9, 7.5, 7.7, 11.5

Standards for Career Ready Practice -

2, 3, 10

Pathway Standards -

C9.0, C9.1, C9.2

Common Core Standards -

Language Standards - LS: 11-12.1, 11-12.2, 11-12.3, 11-12.6

Reading Standards for Informational Text - RSIT: 11-12.1, 11-12.2, 11-12.3, 11-12.4

Reading Standards for Literacy in History/Social Studies - RHSS: 11-12.3

Writing Standards - WS: 11.12.1 a-f, 11-12.2 a-f, 11-12.3, 11-12.4, 11-12.5, 11-12.6, 11-12.7, 11-12.9, 11-12.10

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects - WHSST: 11-12.1, 11-12.2, 11-12.8

Numbers and Quantities - N-Q - Quantities: 2

Statistics and Probability - S-IC - Making Inferences and Justifying Conclusions: 3, 6

Statistics and Probability - S-ID - Interpreting Categorical and Quantitative Data: 6, 7

Scientific and Engineering Practices - SEP: 3, 8

Crosscutting Concept - CC: 7

Life Sciences - LS: LS1.D, LS2.D

Engineering, Technology, and the Applications of Science - ETS: ETS2.B

U.S. History and Geography - US: 11.11

Budget - budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	CTE Credentialed Teacher	CTE Credentialed Teacher
Instructional Material Supplies per student (textbooks, software, etc.)	Textbook and Instructional Materials - \$6000	Textbook and Instructional Materials - \$2000
Services (training, equipment maintenance, contracts, etc.)	Student Industry Certifications (CPR/First-aid) - \$1700	Student Industry Certifications (CPR/First-aid) - \$1700
Capital Outlay (remodeling, technology, etc.)		
<b>Total Projected Costs</b>	<b>\$7700</b>	<b>\$3700</b>

Instructional Materials- must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Textbook	McGraw Hill	Teachers, Schools and Society: A brief	ISBN10: 126080 4283	by David M. Sadker (Author), Karen R. Zittleman (Author)	2022	33 Needed

		Introduction to Education, 10th Edition	ISBN13: 978126 080428 7			
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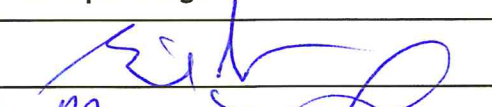
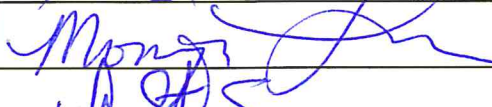
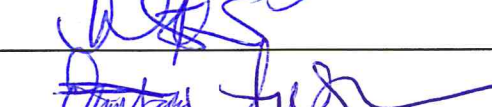
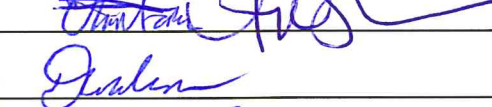


Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	American Rescue Plan Act - CTE Foundation Grant, ends December 2024. K12 SWP, ends June 2026
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	Perkins V Grant, Career Technical Education Incentive Grant (annual)
Department Funds	
Other (be specific)	







Appendix of Additional Documents

<b><u>* Required additional documents include meeting minutes where the course was discussed and approved</u></b>
This course was reviewed and approved by the CTE Pathway Design Team - Elsie Allen High School on November 28, 2023.

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
	EAHS	Approved
	MCHS	Approved
	MHS	Approved
	PHS	approved
	RHS	Approval
	SRHS	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	EAHS	✓
	MCHS	✓
	MHS	✓
	PHS	✓
	RHS	✓
	SRHS	✓