

Educational Guidance and Social Services II

Primary Career Cluster:	Education & Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H13
Prerequisite(s):	<i>Educational Therapy and Support I</i> (C32H12)
Credit:	1
Grade Level:	10
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education & Training courses.
POS Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the program <i>Educational Therapy and Support</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	Any teacher who has completed an educator preparation program and has a current practitioner or professional educator license in secondary education covering grade spans 6-12.
Required Teacher Certifications/Training:	All teachers who teach courses within this program of study MUST attend the required teacher training provided by the Department of Education.
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list..

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21st Century Skills

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com> and Family, Career and Community Leaders of America (FCCLA): <http://www.tennesseefccla.org/>

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.5** | Invite an industry professional to discuss human development.
- **Standards 2.1-2.8** | Complete an integrated project with an industry professional.
- **Standards 4.1-4.3** | Discuss career pathways with an industry mentor.

Course Description

Educational Guidance and Social Services II is an intermediate course in the Education and Training career cluster for students interested in learning more about becoming a school counselor, school psychologist, school social worker, and other school services personnel. This course covers the components of human development, educational methodology, career pathways, and ethics and legal responsibilities. Students will conduct observations of educator professionals at work and create artifacts for a course portfolio, which will continue with them throughout the program of study. Upon completion of this course, proficient students will be able to pursue more advanced course work needed to become a school counselor, school psychologist, school social worker, or other specialized school service personnel.

Course Standards

1. Human Development

- 1.1 Parts of Human Brain: Illustrate and describe of the **parts of the human brain**, detailing their principle functions as they relate to physical, emotional, and cognitive development. Draft a companion representation of the **stages of human development**. Draw conclusions from informational texts about the most important influences on and relationships among brain development, reasoning capacity, and learning.
- 1.2 Personality: Analyze the **factors that contribute to personality** and investigate several research-based **personality assessment tools**. Use evidence from informational texts to support analysis and reflection on the connections among personality, life experience, environment, and brain development.
- 1.3 Child Development: Compare and contrast the **“ages and stages”** identified by influential **child development theorists**. Evaluate the relationship between child development and how children learn.
- 1.4 Development Theories: Analyze the importance of **evaluation and application of developmental theories** to address problems within a school. Create an illustrative guide to help school-aged (ages six to twelve) students understand reasoning behind consequences of actions or behaviors that will alleviate future problems.
- 1.5 Developmental Techniques: Prepare an informational artifact for teachers justifying activities and **techniques that optimize the development of school-age children**, include real life examples.

2. Educational Methodology

- 2.1 Learning Styles: Compare and contrast a range of **learning styles** identified in relevant education research. Synthesize information about the characteristics of each learning style,

such as examples of teaching methods and assignments in an informative text, graphic organizer, or other illustration. Learning styles include:

- a. Visual/Spatial Learners
- b. Auditory/Verbal/Linguistic Learners
- c. Analytic Learners
- d. Kinesthetic or Tactile Learners
- e. Global Learners

- 2.2 Economic Factors: Investigate how social, cultural, and economic factors, including internal and external factors, of the school building influence **student learning and student behavior**.
- 2.3 Diversity: Determine the most appropriate methods to address **issues of diversity** in instructive and culturally sensitive ways. Write recommendations for a **diversity policy** that contributes to a positive school environment and benefits all students.
- 2.4 Educational Issues: Research and identify an **educational issue with conflicting data and viewpoints**. Use inductive and deductive reasoning to state a position and describe the effects the position could impose in an educational setting.
- 2.5 Conflict Resolution Skills: Demonstrate how education professionals use **perspective-taking and conflict resolution skills** to enhance instruction and learner achievement. Using strong communication skills, encourage multiple opinions and feedback from an audience. Identify solutions that meet needs of all parties involved.
- 2.6 Childhood Care Services: Compare and contrast various types of **childhood care services** and include information about relevant **regulations and licensure requirements**. Explain school services personnel responsibilities in an early childhood care facility or program. Example childcare facilities and programs include, but are not limited to, the following:
- f. Day care centers
 - g. Elementary school
 - h. Head Start
 - i. Montessori School
 - j. Preschool
- 2.7 Assessments: Differentiate between **formative and summative assessments** by comparing and contrasting the characteristics of each and describing appropriate times to employ each in an instructional setting. Articulate how each type of assessment can be used to evaluate, modify, and inform effective instruction.
- 2.8 Diverse Learnings: Utilizing multiple strategies (e.g., research, observation, interview, or consultation), determine the **needs of diverse learners**. Appraise multiple assessment tools, including state and federal assessments, and identify and explain the **process to align and modify assessment tools** to learner needs and characteristics.

3. Ethics and Legal Responsibilities

- 3.1 CIPA: Research the **Children's Internet Protection Act (CIPA)** from the Federal Communication Commission (FCC) and other informational texts on internet safety for students. Create **acceptable-use policies for students** that are appropriate at different developmental milestones.

4. Career Pathways

- 4.1 Learners' Needs: Discuss strategies and techniques used to raise awareness of **learners' needs**. Prepare a persuasive artifact (e.g., brochure, poster, fact sheet, narrative, or presentation) advocating to **raise awareness** of a specific need.
- 4.2 Vision of Success for Learners: Synthesize innovative research studies and trends to construct a **vision of success for all learners**. Identify learning goals, needs of diverse learners, and apply educational theories and strategies to create the vision of success. Create an illustrative guide that outlines the plans and processes to implement the vision.
- 4.3 Engaging Stakeholders: Determine the most appropriate methods to **engage diverse stakeholders in the community**. Research community relations models, community engagement programs, and marketing strategies. Create a **plan for media relations** and stakeholder partnerships for a local school, identifying strengths and weaknesses.

5. Guidance and Social Services

- 5.1 Intervention Plans: Research an **academic intervention plan** and a **behavior intervention plan**, describing their similarities and differences. Identify proactive approaches to support student success.
- 5.2 Referrals: Research the **types of referrals** that school counselors make to social service agencies. Given a scenario, identify which agency would be the appropriate referral. Create a mock scenario referring a student to the appropriate social service professional and explain the steps take to choose the professional.

The following artifacts will reside in the student's portfolio:

- Human Development Informational artifacts
- Illustrative guide for School-Age Students
- Educational Theorists artifacts
- Learning Styles artifacts
- Influences on Student Behavior artifacts
- Recommendations for Diversity Policy
- Information on Educational Issues
- Educational Methodology artifacts
- Internet Safety artifacts
- Vision of Success artifact
- Community Relations artifact

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.