Principles of Education and Training Semester A

Course Overview

This one-semester course is intended to help familiarize you with career opportunities in the education and training career cluster. This course covers career opportunities in the three pathways in the education and training cluster—administration, education, and professional support. In addition, the course covers personal and professional skills that are necessary for a career in this field.

Course Goals

By the end of this course, you will be able to do the following:

- Describe the impact of historical, political, social, cultural, and economic trends on education in the United States.
- Describe the role of various agencies of education in shaping the future of the United States.
- Identify and describe the various career opportunities in the field of education.
- Describe the roles, responsibilities, traits, and qualifications required to be an educator, trainer, administrator, or professional support service provider.
- Describe effective reading, writing, speaking, and listening skills.
- Describe the importance and applications of math skills at the workplace.
- Describe the importance of work ethics and professional skills such as self-representation skills, teamwork skills, leadership skills, critical thinking skills, and conflict-resolution skills.

Prerequisite Skills

Principles of Education and Training Semester A has the following prerequisites:

- basic math knowledge
- ability to visualize and apply creativity and innovation
- familiarity with the writing process and following guidelines
- basic computer skills
- ability to structure and process information

General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word-processing software, such as Microsoft Word or Google Docs.
- Perform online research using various search engines and library databases.
- Communicate through email and discussion boards.

For a complete list of the general skills required for participation in online courses, refer to the Prerequisites section of the Student Orientation document, found at the beginning of this course.

Credit Value

Principles of Education and Training Semester A is a 0.5-credit course.

Course Materials

- notebook
- computer with an Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft Excel or equivalent
- Microsoft PowerPoint or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: Education in the United States

Summary
In this unit, you will describe the impact of historical, political, social, cultural, and economic trends on education in the United States. You will also describe the impact of historical, political, social, cultural, and economic trends on education in the United States. Finally, you will identify and describe the various career opportunities in the field of education.

Day	Activity/*Objective*	Type
1 day: 1	**Syllabus and Student Orientation** *Review the Student Orientation and Course Syllabus at the beginning of this course.*	Course Orientation
4 days: 2–5	**Factors Influencing Education** *Describe the impact of historical, political, social, cultural, and economic trends on education in the United States.*	Lesson
4 days: 6–9	**Educational Agencies in the United States** *Describe the role of various agencies of education in shaping the future of the United States.*	Lesson
4 days: 10–13	**Choosing the Right Career** *Identify and describe the various career opportunities in the field of education.*	Lesson
1 day: 14	**Space Jumble**	Game
4 days: 15–18	**Unit Activity/Threaded Discussion—Unit 1**	Unit Activity
1 day: 19	**Post-test—Unit 1**	Assessment

Unit 2: Opportunities in the Field of Education

Summary

In this unit, you will describe the describe the roles, responsibilities, traits, and qualifications required to be an educator or trainer. In addition, you will describe the roles, responsibilities, traits, and qualifications of an administrator in the field of education. Then, you will explain the roles, responsibilities, traits, and qualifications of professional support service providers. Finally, you will describe job acquisition and advancement skills.

Day	Activity/*Objective*	Type
5 days: 20–24	**Working as an Educator** *Describe the roles, responsibilities, traits, and qualifications required to be an educator or trainer.*	Lesson
5 days: 25–29	**Working as an Administrator** *Describe the roles, responsibilities, traits, and qualifications of an administrator in the field of education.*	Lesson
5 days: 30–34	**Working as a Professional Support Service Provider** *Explain the roles, responsibilities, traits, and qualifications of professional support service providers.*	Lesson
4 days: 35–38	**Job Acquisition and Advancement** *Describe job acquisition and advancement skills.*	Lesson
1 day: 39	**Thwack-A-Mole**	Game
4 days: 40–43	**Unit Activity/Threaded Discussion—Unit 2**	Unit Activity
1 day: 44	**Post-test—Unit 2**	Assessment

Unit 3: Personal Skills

Summary

In this unit, you will describe effective reading and writing skills. You will also describe effective speaking and listening skills. Finally, you will describe how math skills and scientific methods are applied in the field of education.

Day	Activity/*Objective*	Type
4 days: 45–48	**Reading and Writing** *Describe effective reading and writing skills.*	Lesson
4 days: 49–52	**Speaking and Listening** *Describe effective speaking and listening skills.*	Lesson
4 days: 53–56	**Math and Science Skills** *Describe the importance and applications of math skills at the workplace.*	Lesson
1 day: 57	**Para Jumble**	Game
4 days: 58–61	**Unit Activity/Threaded Discussion—Unit 3**	Unit Activity
1 day: 62	**Post-test—Unit 3**	Assessment

Unit 4: Professional Ethics and Skills

Summary

In this unit, you will describe work ethics and appropriate work habits. You will also describe positive self-representation and teamwork skills at the workplace. Then, you will describe critical-thinking and problem-solving skills. Finally, you will describe conflict-resolution skills and explain how to reduce workplace stress.

Day	*Activity*/Objective	*Type*
4 days: 63–66	**Positive Work Ethics** *Describe work ethics and appropriate work habits.*	Lesson
4 days: 67–70	**Self-Representation** *Describe positive self-representation skills at the workplace.*	Lesson
4 days: 71–74	**Teamwork** *Describe teamwork skills and identify leadership skills to successfully lead a team.*	Lesson
4 days: 75–78	**Critical Thinking and Problem Solving** *Describe critical-thinking and problem-solving skills.*	Lesson
4 days: 79–82	**Conflict Resolution** *Describe conflict-resolution skills and explain how to reduce workplace stress.*	Lesson
1 day: 83	**Space Jumble**	Game
4 days: 84–87	**Unit Activity/Threaded Discussion—Unit 4**	Unit Activity
1 day: 88	**Post-test—Unit 4**	Assessment
1 day: 89	**Semester Review**	
1 day: 90	**End-of-Semester Test**	Assessment