Unit IV: Professional Responsibilities

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 2**
Length: **4-5 Weeks**
Status: **Published**

MATERIALS

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, this link connects to district approved textbooks and resources utilized in this course:
https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=2180338

Associated web content and media sources are infused into the unit as applicable and available.

Introduction to Teaching: Becoming a Professional, Sixth Edition, Kauchak and Eggen.

School: An Introduction to Education, Second Edition, Ebert II, Culyer III.

NJ Future Educators of America: https://www.njea.org/about/center-for-future-educators/

The Danielson Group: A Vision of Excellence: https://danielsongroup.org/framework

Research, academic journals, academic articles, and ERIC database

Site visits to other Cranford School District Schools including elementary and classrooms.

Guest Speakers and Presentations from Professors, Administrators, Teachers, Support Staff, Parents, and Clinical Interns

NJ Future Teacher conferences and virtual tours throughout the year.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The content standards identified for this unit, in addition to the identified associated cross curricular content-based standards, are relevant to this course.

Family and Consumer Sciences National Standards

Area of Study 4.0 Education and Early Childhood

4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.

4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.

4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

4.1.5 Create an employment portfolio to communicate education and early childhood knowledge and skills.

4.3.1 Analyze a variety of curriculum and instructional models.

4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.

4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.

4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.

4.3.5 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.

4.3.6 Establish effective activities, routines, and transitions for various age groups.

4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.

4.5.2 Demonstrate problem-solving and decision making skills when working with children, youth and adults.

4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.

Cross curricular connections:

CS.K-12.2.b Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

LA.K-12.NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.K-12.NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or

trying a new approach.

CS.K-12.2.d Evaluate and select technological tools that can be used to collaborate on a project.

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

CS.K-12.2.a Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

LA.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

HE.K-12.P.10 Using technology tools responsibly

CS.K-12.2.c Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

LA.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

MA.K-12.1 Make sense of problems and persevere in solving them.

TECH.K-12.P.8 [Practice] - Use technology to enhance productivity, increase collaboration and communicate effectively.

PFL.9.1.K12.P.4 [Practice] - Demonstrate creativity and innovation.

WRK.K-12.P.9 [Practice] - Work productively in teams while using cultural/global competence.

	6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
	An individual’s digital footprint reflects the various actions an individual makes online, both positive and negative.
	Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
	Digital communities allow for social interactions that can result in positive or negative outcomes.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
9.4.2.IML.2	Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
	A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.3	Enter information into a spreadsheet and sort the information.
9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
9.4.2.TL.5	Describe the difference between real and virtual experiences.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
	Collaboration can simplify the work an individual has to do and sometimes produce a better product.
9.4.2.TL.7	Describe the benefits of collaborating with others to complete digital tasks or develop

digital artifacts (e.g., W.2.6., 8.2.2.ED.2).