

Family & Consumer Sciences Educator at a Glance

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Lesson Length: 55 Minutes

Subjects: Education, Child Development, and Family Services; Career Technical Education

Grades: Grade 9, Grade 10, Grade 11, Grade 12

Lesson Overview

A lesson to introduce learners to the Family & Consumer Sciences (FCS) Educator career. Lesson activities present information to spark interest in this career, including the ability to teach subject matter that can make a difference in the lives of individuals, families, and communities. The students will play the role of newspaper reporter to inform their classmates about a possible career in education. The lesson is written for San Mateo County Family and Consumer Sciences courses or Family, Career, and Community Leaders of America (FCCLA) events, grades 9 through 12, and for Emerging and Expanding English Language Learners.

Objectives

- Students will be able to research and discuss opportunities in the career field of education.
 - Students will be able to discuss and complete a scaffolded paragraph about possible careers in education using precise vocabulary.
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Lesson Segments

If Life is a Lab - FCS Educators are the Instructors

Type: Hooks / Set

Teacher Notes

1. Post today's agenda: "Family and Consumer Sciences Educator Career Study"
2. Question of the Day (QOD) - Post this sentence stem for student view: *"One thing that I learned in this class that will be useful in my life is ..."* Instruct students to pair up and explain that they will complete this sentence and then discuss their response with their partner.
3. Your students might see you as a culinary teacher or a child development teacher, and may not realize that you belong to a profession known as Family and Consumer Sciences (FCS; formerly known as Home Economics), and that you are a FCS Educator. Take a couple minutes to explain that you are a Family and Consumer Sciences Educator and briefly mention why you pursued this career and what you most enjoy about teaching FCS courses.
4. Point out that career exploration is part of this [CTE] course and today's lesson focuses on the need for educators. Explain that today's lesson is an introduction to the career **FCS Educator**.
5. Show the video, "If Life is a Lab - FCS Educators are the Instructors", 3 minutes. The video, *"If Life is a Lab – FCS Educators are the Instructors"* is linked in the Resources section below or can be accessed through www.fcsed.net. Turn on closed captions for viewing.
6. After the video, ask students to pair up. Instruct them to discuss with their partner the work of FCS educators by completing the sentence stem: *"FCS educators prepare students for adult life by teaching skills such as..."*

1. Students are engaging in a collaborative discussion of what CTE and FCS Educator means to them.
2. Students are speaking and writing as they brainstorm the question of the day and skills they've acquired in this class.
3. Students are watching a video with closed captions (listening, reading) to acquire knowledge.
4. Students engage in a collaborative discussion of the ways that FCS educators prepare students for adult life.

Resources and Materials

- **If Life is a Lab - FCS Educators are the Instructors** - Website

A three-minute video promoting the FCS Educator career.

Career Corner Article

Type: Independent Practice

Teacher Notes

1. Post these questions for students to read (board/overhead/slide deck):

“What subjects do FCS educators teach?”

“What education and credentials are needed to become an FCS educator?”

2. Introduce this activity by saying that students will learn about the work of Family and Consumer Sciences (FCS) Educators, including the subject matter they teach and the education and credential pathways to becoming an FCS Educator.
3. The instructor will pass out copies of the **FCS Educator Fact Sheet** and the **Career Corner Article** assignment sheet to each student (both in Resources below). Provide translation resources.
4. The instructor will briefly guide the students through the **FCS Educator Fact Sheet** by asking them to follow along as they slowly read the bold dark blue headings. After reading each heading, the teacher will say a few words to elaborate on the information in that section of the fact sheet, explaining that the students will use this information to write an article about FCS educators.
5. Direct the students to the **Career Corner Article** assignment sheet. Ask the students to silently read the assignment directions in the box at the top of the page. Next, slowly read through the assignment directions aloud, asking the students to follow along and underline these assignment basics:

They will play the role of a school newspaper reporter to write a newspaper article about FCS educators.

Their column is the “Career Corner” of the newspaper which features basic information about different careers each week.

*They will write their article for the newspaper by completing stem sentences on the **Career Corner Article** assignment sheet with information from the FCS Educator Fact Sheet. Note that in the last paragraph, they will need to complete the first [stem] sentence and then add additional complete sentences about what makes FCS educator a great career.*

6. The teacher will help the students understand the assignment by inviting them to ask clarifying questions.

The teacher might also want to show an example of a hard copy newspaper or show an example of an online news service. Hopefully, the teacher would be able to show an example of their school's news format.

7. The teacher will need to roam during the assignment to confirm that individual students understand how to find information and write the sentence completions.

1. The learners will participate in collaborative reading of the assignment directions and ask clarifying questions to understand their assignment to write an article for the "Career Corner" column of the school newspaper.

2. The students will turn to a partner to explain the assignment directions before beginning the writing.

2. The students will write their article by completing sentences on the **Career Corner Article** assignment sheet. They will get information for their article from their copy of the **FCS Educator Fact Sheet**.

Resources and Materials

- **FCS Educator Fact Sheet pdf** - Document

Content for Career Corner writing assignment.

- **FCS Educator Fact Sheet** - Document

Content for Career Corner writing assignment.

- **Career Corner Article Assignment Sheet pdf** - Document

PDF copy of scaffolded reading and writing assignment about the FCS educator career.

- **Career Corner Article Assignment Sheet** - Document

Scaffolded reading and writing assignment about the FCS educator career.

Assessment

Assessment Type(s): Reflection

1. The teacher will form groups of four and instruct the students to discuss at least five things they learned about FCS Educators and becoming an FCS Educator. Give the groups about four minutes to discuss. Instruct them to appoint a reporter who will write a summary of the five things they learned about FCS Educators and becoming an FCS Educator.
2. Ask each group to report to the class two things they learned about FCS Educators and becoming an FCS Educator.
3. The teacher will collect the written summaries from each group as part of the formative assessment.

Standards

Career Technical Education Framework for California Public Schools

- **ECDFS.KP.3.0.3.4** Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

English Language Development Standards

- **I.C.10.ELD.PI.9-10.10a.Em** Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently.
- **I.C.10.ELD.PI.9-10.10a.Ex** Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.
- **I.C.10.ELD.PI.11-12.10a.Em** Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.
- **I.C.10.ELD.PI.11-12.10a.Ex** Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.