



# Southern Lehigh School District

UbD Curriculum Template

Course: Family and Consumer Science  
Teacher Team: Tara Walter

Unit: Kitchen Know-How

Grades: 8  
Date: July 2015

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Problem-solving</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li><a href="#">ELA Common Core State Standards</a> CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.           <ul style="list-style-type: none"> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Use sentences of varying lengths and complexities.</li> <li>Create tone and voice through precise language.</li> <li>Establish and maintain a formal style.</li> </ul> </li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s): <i>Responsible use of kitchen tools will maintain a safe environment in the kitchen.</i> <i>The importance of effective communication and its impact on the safety of others in the kitchen.</i> <i>Well-developed speaking and listening skills are inherent in communicating appropriately and effectively.</i> <i>The Creative Problem Solving Process will help students “think outside the box” to become creative thinkers in any academic discipline or career choice.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a> * <i>Students will know how to protect themselves and others in the kitchen setting.</i> * <i>Students will practice appropriate and effective ways to communicate and stay safe successfully inside kitchens both within and outside of the FCS classroom.</i> * <i>Students will understand that creative problem solving is important for all aspects of life.</i></p>
	<p style="text-align: center;"><b>Essential Questions</b></p> <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: * <i>How do you evaluate the safest ways to be safe in the kitchen and avoid cross-contamination and foodborne illnesses?</i> * <i>How does personal hygiene/cleanliness affect the food you use in meal preparation?</i> * <i>Why is it important to analyze healthier options/recipes with more energy-yielding nutrients when selecting the menus we choose?</i> * <i>Why can the kitchen be such a dangerous place?</i> * <i>What elements are needed in a recipe to make it successful?</i> * <i>In the creative problem solving process, why is it important to acknowledge our successes, celebrate our</i></p>

<p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math Common Core State Standards</a> CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</li> <li>• <a href="#">PA Content Standards</a> 11.3.3.B: Describe personal hygiene techniques in food handling (e.g., handwashing, sneeze control, signs of food spoilage). 11.3.6.B: Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production). 11.3.6.F: Analyze basic food preparation techniques and food-handling procedures. 11.3.9.B: Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food. 11.3.3.C: Explain the importance of eating a varied diet in maintaining health. 11.3.3.E: Define energy-yielding</li> </ul>	<p><i>failures and modify our ideas or products?</i></p> <table border="1"> <thead> <tr> <th colspan="2" data-bbox="659 168 2013 207">Acquisition</th> </tr> <tr> <th data-bbox="659 207 1335 246">Students will know...</th> <th data-bbox="1335 207 2013 246">Students will be skilled at... (be able to do)</th> </tr> </thead> <tbody> <tr> <td data-bbox="659 246 1335 1516"> <p>6. What facts should students know and be able to use to gain further knowledge? <i>-The kitchen can be one of the most dangerous places if safe kitchen practices are not in place and a person is careless.</i> <i>-Always smother a grease fire. Never put a grease fire out with water.</i> <i>-The kitchen can be a very fun place, but it is very important and necessary to follow safe kitchen practices.</i></p> <p>7. 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What basic concepts should students know and be able to recall and apply? <i>-Students should be able to know and understand safe kitchen student practices.</i> <i>-Students should be able to know and understand basic kitchen equipment and how it is used.</i> <i>-Students should know cooking terms used in recipes.</i> <i>-Students should know safe kitchen and food handling practices.</i> <i>-Students should know how to select a recipe based on available resources; ingredients and time.</i> <i>-Students should know about time management</i></p> </td> <td data-bbox="1335 246 2013 1516"> <p>9. 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<p><i>nutrients and calories.</i></p> <p><i>11.3.3.F: Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques).</i></p> <p><i>11.3.6.C: Analyze factors that effect food choices.</i></p> <p><i>11.3.6.D: Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.</i></p> <p><i>11.3.12.C: Evaluate sources of food and nutrition information.</i></p> <p><i>11.3.12.D: Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</i></p> <p><i>11.2.9.A: Solve dilemmas using a practical reasoning approach.</i></p> <ul style="list-style-type: none"> <li>• <i>Identify situation</i></li> <li>• <i>Identify reliable information</i></li> <li>• <i>List choices and examine the consequences of each</i></li> <li>• <i>Develop a plan of action</i></li> <li>• <i>Draw conclusions</i></li> <li>• <i>Reflect on decisions</i></li> </ul> <p><i>11.2.6.A: Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.</i></p> <p><i>11.2.6.B: Deduce the importance of time management skills (e.g. home, school, recreational activities).</i></p> <p><i>11.2.6.C: Classify the components of effective teamwork and leadership.</i></p> <p><i>11.2.3.C: Indicate the benefits and costs of working as an individual or as a team member and of being a leader or follower.</i></p>	<p><i>skills involved in planning, preparing, serving, and cleaning up a meal.</i></p>	
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*FCS National Standards/Competencies:*

*1.2 Demonstrate transferable and employability skills in school, community and workplace settings.*

*1.2.3 Apply communication skills in school, community and workplace settings.*

*1.2.4 Demonstrate teamwork skills in school, community and workplace settings.*

*1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.*

*2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.*

*2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.*

*2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.*

*8.2 Demonstrate food safety and sanitation procedures.*

*8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.*

*8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.*

*8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food*

<p><i>products.</i></p> <p><i>8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.</i></p> <p><i>8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.</i></p> <p><i>9.2 Apply risk management procedures to food safety, food testing, and sanitation.</i></p> <p><i>9.2.1 Analyze factors that contribute to food borne illness.</i></p> <p><i>9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</i></p> <p><i>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</i></p> <p><i>9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.</i></p> <p><i>9.3.2 Analyze nutritional data.</i></p> <p><i>9.3.5 Analyze recipe/formula proportions and modifications for food production.</i></p> <p><i>9.3.6 Critique the selection of foods to promote a healthy lifestyle.</i></p> <p><i>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</i></p> <p><i>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</i></p> <p><i>13.5.5 Demonstrate ways to organize and delegate responsibilities.</i></p> <p><i>13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</i></p> <p><i>14.4 Evaluate factors that affect food safety from production through</i></p>		
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<p>consumption</p> <p>14.4.1 Analyze conditions and practices that promote safe food handling</p> <p>14.4.5 Analyze food borne illness factors including causes, foods at risks, and methods of prevention commercially and by individuals and families.</p>		
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**Stage 2 – Evidence**

**NETS for Students**      **PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning**

**NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.**

*Creative and Innovation*  
*Communication and Collaboration*  
*Critical Thinking*  
*Research and Information Fluency*  
*Digital Citizenship*  
*Technology Operations*

*Examples include but are not limited to:*  
*Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)*

List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):  
*Watching the Video "What Not to Do in the Kitchen" and completing the Discovery Template for effectively watching a passage --The video will be stopped four times giving the students time to jot down what they have seen in the video segment that is not safe kitchen practices. They are to watch and not write onto the template until the video stops. At each stop, the students should write phrases of what went wrong in this kitchen. Then they should compare with other classmates at their tables. They should then write a collective reaction to what is happening.*  
*Safety Scenarios -- In groups, the students are asked to jigsaw 6 kitchen safety scenarios to discuss and share whole group. They also need to list five things that their group can do to ensure to stay safe while cooking in FCS.*

**OTHER SUMMATIVE ASSESSMENTS—can include factual recall**

*Examples include but are not limited to final projects, research papers, quizzes and tests.*

List the assessments:  
*Kitchen Safety Kahoot -- This Kahoot is given at the end of the Kitchen Know-How Unit to assess how much the students have learned.*  
*Healthy Eating Food Lab #1 -- Students will participate in this end of unit activity collaboratively as a team showcasing what they have learned in this unit. They will also be comparing and contrasting the difference between the healthy recipe their group has chosen and a more traditional recipe (nutrition, specific dietary needs, etc.). They will also have the opportunity to analyze what makes their recipe a healthier choice for themselves or possibly someone else.*

Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration Research and Information Fluency Critical Thinking Digital Citizenship Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> Teacher Observation, Student/Teacher Feedback, Responses/Comments on Google Docs and in the Google Classroom</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> -Using baking soda instead of baking powder and vice versa. -Using teaspoon instead of tablespoon and vice versa. -Using a whisk for thicker ingredients.</li> <li>• <b>How will students get the feedback they need?</b> Teacher Observation/Constant Monitoring, Small Group Discussions, Conferencing, Student/Teacher Feedback, comments on Google Docs and in the Google Classroom</li> </ul>
	<p><b>List planned activities</b> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>-Introduction to FCS -- Prezi, Review units taught in FCS, Classroom rules and procedures, Assign Seats, Kitchen Equipment and Terms Review from 7<sup>th</sup> Grade -Food and Kitchen Safety -- Food and Kitchen Safety PowerPoint, View "What Not to Do in the Kitchen Video" Jamie Oliver, Discovery</p>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Laptops, Internet, Projector, Created "Kitchen Safety Kahoot", "What Not to Do in the Kitchen" Video -- Jamie Oliver, Discovery Template (Note Taking Guide -- "What Not to Do in the Kitchen"), Kitchen Safety PowerPoint, Kitchen Safety Scenarios, "An Introduction to Food Safety and Hygiene in the Kitchen"</p>

	<p>Template Video Activity, View Video "An Introduction to Food Safety and Hygiene in the Kitchen," Review Safe Kitchen Practices Related to the Classroom, Kitchen Safety Scenarios Group Jigsaw Activity, Kitchen Safety Kahoot -Healthy Eating Food Lab #1 - -Find a Healthy Dessert Recipe Online, Find a Traditional Recipe to Compare It To, Share Food Lab Discovery Board with Class, Make a Shopping List of Supplies and Needed Kitchen Equipment, Participate in Healthy Eating Food Lab (2 Day Lab), Sample Food, Analyze Recipe Activity (Compare and Contrast), Share Findings with the Class</p>	<p>(You Tube), Prezi Introducing Mrs. Walter and FCS Class, Family and Consumer Science Classroom Rules and Procedures, Class Seating Chart, Group Work Schedules, Food Lab Rubrics, Food Lab Discovery Board, Analyze Your Recipe Document, Recipes folder on Spartan docs</p>	
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# Southern Lehigh School District

UbD Curriculum Template

Course: Family and Consumer Science  
Teacher Team: Tara Walter

Unit: Is Sugar Toxic? (Responsible Use)

Grades: 8  
Date: July 2015

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Problem-solving</i> <i>Global Awareness</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA Common Core State Standards</a></li> </ul> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-</p>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <p><i>Excessive sugar intake is linked to disease and other human health problems.</i> <i>A leader uses interpersonal and problem-solving skills to influence and guide others toward a goal.</i> <i>Leaders use the strength of their team to accomplish a common goal.</i> <i>Self-directed learners demonstrate commitment to learning as a lifelong process.</i> <i>Well-developed speaking and listening skills are inherent in communicating appropriately and effectively.</i> <i>The Creative Problem Solving Process will help students “think outside the box” to become creative thinkers in any academic discipline or career choice.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ul style="list-style-type: none"> <li>* <i>Students will be impacted by their new knowledge of the effects of eating too much sugar and will consider life-style changes connected to sugar consumption for themselves and others.</i></li> <li>* <i>Students will embrace a greater understanding of real-life controversial issues, such as the effects of sugar consumption, by researching factual information and distinguishing fact from opinion in media outlets.</i></li> <li>* <i>Students will understand that creative problem solving is important for all aspects of life..</i></li> </ul>
	<p style="text-align: center;"><b>Essential Questions</b></p> <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <p><i>What is a leader, and what does a leader do?</i> <i>How do I know how to differentiate between what is true and what is not true to best keep myself healthy in the future?</i> <i>How do I keep myself best informed in the 21<sup>st</sup> century?</i></p>

<p>meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with</p>	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?  <i>-Learning to collaborate with others and connect through technology are essential skills in a knowledge-based economy.</i>  <i>-Collaborative problem-solving is working together to solve a common challenge, which involves the contribution and exchange of ideas, knowledge or resources to achieve the goal.</i>  <i>-Sugar is linked to several diseases and human health problems.</i>  <i>-It is important to investigate controversial topics thoroughly and support your opinions with scientific research.</i></p> <p>7. What vocabulary should students know and be able to recall?  <i>Obesity, Heart Disease, Non-Alcoholic Fatty Liver Disease (NAFLD), Type II Diabetes, Glucose, Fructose, Insulin Resistance, Cancer, Calories, Essential Nutrients, Metabolism, Addiction, Cholesterol, Saturated Fat, Empty Calories, Ban, Illegal</i></p> <p>8. What basic concepts should students know and be able to recall and apply?  <i>-Students should be able to know and understand safe kitchen practices.</i>  <i>-Students should know safe kitchen and food handling practices.</i>  <i>-Students should know about time management skills involved in planning, preparing, serving a meal, and cleaning up a meal.</i>  <i>-Students should know and be able to substitute different types of sugars in place of traditional sugars in their recipes.</i>  <i>Students need to be able to apply practical</i></p>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?  <i>-Work collaboratively with group members</i>  <i>-Investigate the topic thoroughly</i>  <i>-Collect data and research (using high quality sites) to support their findings</i>  <i>-Develop an opinion on a controversial scientific topic and defend this opinion by using facts discovered through research and connection from experts</i>  <i>-Present findings in an organized fashion</i>  <i>-Participate in collaborative research (Google Docs)</i>  <i>-Reflect on their opinions as well as other group members' contributions</i>  <i>-Analyze the relationship between diet and disease</i>  <i>-Analyze factors that affect food choices</i>  <i>-Defend opinions in a debate-like setting</i>  <i>-Apply Fair Use Laws</i>  <i>-Avoid violating copyright laws</i></p>	

<p>others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p> <ul style="list-style-type: none"><li>• <a href="#">Math Common Core State Standards</a></li></ul> <p>CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</p> <p>CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.</p>	<p><i>reasoning skills.</i></p>	
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• [PA Content Standards](#)

*11.2.6.B: Deduce the importance of time management skills (e.g. home, school, recreational activities).*

*11.2.6.C: Classify the components of effective teamwork and leadership.*

*11.2.12.A: Justify solutions developed by using practical reasoning skills.*

*11.2.12.C: Analyze teamwork and leadership skills and their application in various family and work situations.*

*11.3.3.C: Explain the importance of eating a varied diet in maintaining health.*

*11.3.3.D: Classify foods by food group within the food guide pyramid including the serving size and nutrient function within the body.*

*11.3.3.E: Define energy-yielding nutrients and calories.*

*11.3.6.C: Analyze factors that effect food choices.*

*11.3.6.D: Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.*

*11.3.9.C: Analyze the impact of food addictions and eating disorders on health.*

*11.3.9.D: Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).*

*11.3.12.C: Evaluate sources of food and nutrition information.*

*FCS National Standards/Competencies:*

*1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community,*

<p><i>and global).</i></p> <p><i>1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.</i></p> <p><i>1.2 Demonstrate transferable and employability skills in school, community and workplace settings.</i></p> <p><i>1.2.4 Demonstrate teamwork skills in school, community and workplace settings.</i></p> <p><i>1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.</i></p> <p><i>8.2 Demonstrate food safety and sanitation procedures.</i></p> <p><i>8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.</i></p> <p><i>8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.</i></p> <p><i>8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.</i></p> <p><i>9.2 Apply risk management procedures to food safety, food testing, and sanitation.</i></p> <p><i>9.2.1 Analyze factors that contribute to food borne illness.</i></p> <p><i>9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</i></p> <p><i>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans</i></p>		
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<p>9.3.2 Analyze nutritional data.</p> <p>9.3.5 Analyze recipe/formula proportions and modifications for food production.</p> <p>9.3.6 Critique the selection of foods to promote a healthy lifestyle.</p> <p>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</p> <p>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>13.5.5 Demonstrate ways to organize and delegate responsibilities.</p> <p>13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the lifespan.</p> <p>14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.</p> <p>14.1.5 Analyze legislation and regulations related to nutrition and wellness.</p> <p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.</p> <p>14.2.1 Analyze the effect the nutrients on health, appearance, and peak performance.</p> <p>14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.</p> <p>14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.</p> <p>14.2.4 Analyze sources of food and nutrition information, including food</p>		
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<p>labels, related to health and wellness.</p> <p>14.4 Evaluate factors that affect food safety from production through consumption</p> <p>14.4.1 Analyze conditions and practices promote safe food handling.</p> <p>14.4.5 Analyze food borne illness factors including causes, foods at risks, and methods of prevention commercially and by individuals and families.</p>		
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Stage 2 – Evidence	
<b>NETS for Students</b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i>  <i>Communication and Collaboration</i>  <i>Critical Thinking</i>  <i>Research and Information Fluency</i>  <i>Digital Citizenship</i>  <i>Technology Operations</i></p>	<p><i>Examples include but are not limited to:</i>  <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Sugar Collaborative Notes --Students collaboratively research on high quality websites about sugar effects in general and diseases that may be linked to sugar consumption. Notes should be taken in Spartan Docs. Each student's contributions should be clearly marked throughout the entire process. Proper citations should be used when citing sources.</i></p> <p><i>Sugar Collaborative Essay --Based on all of the research the students completed for the project, students are expected to write three paragraphs (in Spartan Docs) that support their group's opinion(s) on the topic of sugar with evidence that they discovered on the topic of sugar(i.e. sugary drinks, foods, addictiveness, links to disease, how unhealthy it is, etc.). This should be done collaboratively via Spartan Docs.</i></p> <p><i>Food Review (Writing Exercise) --After the Sugar Food Lab, students will have the opportunity to taste the same desserts from the kitchens cooked with different types of sugars (sugars subject to change) (traditional, turbinado sugar, honey, banana, succanat, and/or agave nectar). Students will then have the task of writing a collaborative food review of the dessert of their choice using food review (descriptive language) following a specific food review rubric. Students are graded on Organization, Descriptive Language/Sensory Images, Opinion/Supporting Details, and Mechanics.</i></p>

	<b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b>
	<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:  <i>Multimedia Project/Oral Presentation -- This collaborative multimedia project (a Google Slides Presentation, an iMovie (public service announcement), a Prezi, or a Discovery Board(s)) is created at the end of the Sugar Unit and is presented to share knowledge and promote awareness about their groups' findings and opinions/beliefs on sugar. Students worked together with others to research facts and opinions to discover whether or not they felt sugar is linked to diseases amongst other health issues. Due to its controversial nature, students have the opportunity to form an opinion and defend their opinion with facts supported by scientific research from high quality sites. Students are graded on Creative Content, Layout/Design, Graphics/Sounds, and/or Animations, Text Elements, Copyright, and Spelling and Grammar.</i>  <i>Sugar Food Lab (Food Lab #2) --Students will participate in this end of unit activity collaboratively as a team showcasing what they have learned in this unit. Each kitchen group will be cooking the same dessert, but will be using a different sugar (traditional, turbinado sugar, honey, banana, succanat, and/or agave nectar).</i></p>

Stage 3 – Learning Plan		
<u>NETS for Students</u>	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation  Communication and Collaboration  Research and Information Fluency  Critical Thinking  Digital Citizenship  Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?</b>  Teacher Observation, Student/Teacher Feedback, Responses/Comments on Google Docs and in the Google Classroom</li> <li>• <b>What are potential rough spots and student misunderstandings?</b>  -Using baking soda instead of baking powder and vice versa.  -Using teaspoon instead of tablespoon and vice versa  -Students only want to gather surface knowledge/basics and do not seem to truly understand what quality research is and go into depth.  -Some students struggle with presentations. They want to "read "to the audience versus present and fill their slides with tons of words instead of extracting the most important parts for slides and truly being the "experts."</li> <li>• <b>How will students get the feedback they need?</b>  Teacher Observation/Constant Monitoring, Small</li> </ul>



		Group Discussions, Conferencing, Student/Teacher Feedback, Responses/Comments on Google Docs and in the Google Classroom	
	<p><b>List planned activities</b>  <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>-Introduction to Sugar Topic/Project -- Topic, Learning Objectives, and Overview of 8-10 Day Assignment. Share "Fed Up" Trailer.          -Explain Discovery Assignment Board -- Sugar -- An Addiction? -- Students will participate in a collaborative group assignment, conduct collaborative research, take collaborative notes on Google Docs, and select which project type their group will choose          -Project Creation -- Students will participate in the creation of collaborative multimedia projects          -Presentations -- Students will present their collaborative projects to the class at the culmination of the unit using the project rubric as a guide.          -Sugar Food Lab#2 -- Students will participate in</p>	<p><b>List resources required</b>  <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Laptops, Internet, Projector, Discovery Assignment Board -- Sugar -- An Addiction? with embedded videos from Discovery Education and Websites, "Fed Up" Trailer, Google Drive/Docs, Rock Stars for Centers, Dessert Recipes, Ingredients, Different Types of Natural Sugars, Directions of How to Substitute Natural Sugars for Traditional Sugars, Cookware, Timers, Food Lab Rubric, Food Review Rubric, Food Review Lingo: The Language of Food Critics, Examples of Food Reviews</p>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Exit Tickets--Exit tickets are used to assess student comprehension at the end of various classes to guide for further instruction.</p>

	<p>the Sugar Food Lab #2 (2-Day Lab), Make decisions of which natural sugar will be substituted and how, Sample desserts using different types of sugar including natural sugars</p> <p>-Complete Food Review Activity - Students will sample the desserts that switched out different sugars and write a review on one of the deserts using the Food Review Examples, Food Review Lingo, and Rubric as a Guide.</p>		
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# Southern Lehigh School District

UbD Curriculum Template

Course: Family and Consumer Science  
Teacher Team: Tara Walter

Unit: Consumer Education

Grades: 8  
Date: July 2015

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Problem-solving</i> <i>Career Planning and Life-Long Learning</i> <i>Global Awareness</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA Common Core State Standards</a></li> </ul> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a</p>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <a href="#">TRANSFERABLE</a> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <p><i>Effective consumers set goals, think critically, do their research, manage their finances, and plan for their financial future.</i> <i>Together our purchasing decisions have an impact on the national and global economy.</i> <i>Being an informed consumer means understanding food labels to better evaluate the accuracy of health information on the products for a healthier being.</i> <i>Math is used daily to solve real-world problems.</i> <i>Well-developed speaking and listening skills are inherent in communicating appropriately and effectively.</i> <i>The Creative Problem Solving Process will help students "think outside the box" to become creative thinkers in any academic discipline or career choice.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ul style="list-style-type: none"> <li>* <i>Students will be informed consumer and will know their rights and responsibilities from an early age.</i></li> <li>* <i>Students should be empowered and know where to turn when they have a consumer problem.</i></li> <li>* <i>Students will understand that creative problem solving is important for all aspects of life.</i></li> </ul>

<p>standard format for citation.</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p>	<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Math Common Core State Standards</a> CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</li> <li>• <a href="#">PA Content Standards</a> 11.1.3.D: Explain consumer rights and responsibilities. 11.1.3.E: Explain the relationship between work and income. 11.1.3.F: Describe criteria needed to identify quality in consumer goods and services (e.g., food, clothing, furniture, home, technology, health care, transportation, services). 11.1.9.F: Evaluate different strategies to obtain consumer goods and services. 11.1.9.D: Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups). 11.2.3.E Explain the relationship between work and income. 11.2.3.F Describe the criteria needed to identify quality in goods and services. 11.2.3.G Identify the services that communities provide for individuals and</li> </ul>	<p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:  <i>*What are your consumer rights and responsibilities, and how can you be a more informed consumer?</i>  <i>*Why are teens such powerful consumers in today's economy?</i>  <i>*What can you do as an American consumer do to protect workers, from our and other nations, from being treated unfairly?</i>  <i>*How can you be a more informed consumer and better identify what is real and true on the food labels of the foods you are eating?</i>  <i>*In the creative problem solving process, why is it important to acknowledge our successes, celebrate our failures and modify our ideas or products?</i></p>	
	<b>Acquisition</b>	
	<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?  <i>Babies are consumers.</i>  <i>Anyone who uses a good or a service is a consumer.</i>  <i>All consumers have rights and responsibilities.</i>  <i>Various products and services are available to the consumer depending on your needs and/or wants.</i>  <i>Different government agencies are available to the consumer to offer protection and support of their consumer rights and to help to enforce these rights.</i>  <i>Product packaging is not always clear and accurate about what is inside the product.</i></p> <p>7. What vocabulary should students know and be able to recall?  <i>Consumer Rights, Consumer Responsibilities, Income, Goods, Services, Budget, Government Agencies, Fraud, Impulse Purchase, Comparison Shopping, Redress, Needs, Wants, Warranty, Expense, Interest, Endorse, Bill of Consumer Rights, Food Labels, All Natural, Organic, Free Range, Grassfed, Pesticides, Deception, Nutrient-Dense</i></p>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?  <i>-Understand what influences your buying decisions</i>  <i>-Identify consumer rights and responsibilities</i>  <i>-Identify the importance of being an informed consumer and how to be one</i>  <i>-Identify goods and services in the community</i>  <i>-Discuss the importance of a budget</i>  <i>-Differentiate the difference between needs and wants</i>  <i>-Explain the importance of comparison shopping to avoid impulse purchases</i>  <i>-Explore ways to effectively resolve consumer concerns</i>  <i>-Research government agencies charged with protecting consumer rights and know where to turn when they have a consumer problem</i>  <i>-Read and understand product labels</i>  <i>-Identify the different parts of the food label</i>  <i>-Apply mathematics to determine a correlation between sugar and fiber content of presweetened versus unsweetened cereals</i>  <i>-Develop strategies to identify more nutrient-dense choices in their diets</i></p>

<p>families.</p> <p>11.2.6.G Identify the public and nonpublic services that are available to serve families within the community.</p> <p>11.2.9.F Evaluate different strategies to obtain consumer goods and services.</p> <p>11.3.3.B: Describe personal hygiene techniques in food handling (e.g., handwashing, sneeze control, signs of food spoilage).</p> <p>11.3.3.C: Explain the importance of eating a varied diet in maintaining health.</p> <p>me, weight, fractions, recipe ingredients, recipe directions, safety techniques).</p> <p>11.3.6.B: Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).</p> <p>11.3.6.C: Analyze factors that effect food choices.</p> <p>11.3.6.F: Analyze basic food preparation techniques and food-handling procedures.</p> <p>11.2.6.A: Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.</p> <p>11.2.6.B: Deduce the importance of time management skills (e.g. home, school, recreational activities).</p> <p>11.2.6.C: Classify the components of effective teamwork and leadership.</p> <p>11.3.3.C: Explain the importance of eating a varied diet in maintaining health.</p> <p>11.3.6.C: Analyze factors that effect food choices.</p>	<p>8. What basic concepts should students know and be able to recall and apply?</p> <p>Consumers have both rights and responsibilities that ensure fair dealings between customers and businesses.</p> <p>Consumers need to know their rights and know how to protect them.</p> <p>Consumers need to know government agencies are available to support them if support is needed and their rights have been compromised.</p> <p>Consumers need to know companies may try to deceive them on a food label.</p> <p>We need to reduce empty calorie food choices, such as sugar, in our diets, and select more nutrient-dense choices.</p> <p>We only get one body, so we need to take care of it and make healthy choices by what we put inside it.</p> <p>Wiser choices help to decrease the risk of chronic disease.</p>	
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*11.3.9.A: Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).*

*11.3.12.C: Evaluate sources of food and nutrition information.*

*FCS National Standards/Competencies:*

*1.2.4 Demonstrate teamwork skills in school, community and workplace settings.*

*1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.*

*2.3 Analyze policies that support consumer rights and responsibilities.*

*2.3.1 Analyze state and federal policies and laws providing consumer protection.*

*2.3.3 Analyze skills used in seeking information to consumer rights.*

*2.4 Evaluate the effects of technology on individual and family resources.*

*2.4.1 Summarize types of technology that affect family and consumer decision-making.*

*2.4.2 Analyze how media and technological advances affect family and consumer decisions.*

*8.2 Demonstrate food safety and sanitation procedures.*

*8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.*

*8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses*

<p>and safety hazards.</p> <p>8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.</p> <p>9.2 Apply risk management procedures to food safety, food testing, and sanitation.</p> <p>9.2.1 Analyze factors that contribute to food borne illness.</p> <p>9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</p> <p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.</p> <p>14.2.4 Analyze sources of food and nutritious information, including food labels, related to health and wellness.</p>		
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Stage 2 – Evidence	
<a href="#">NETS for Students</a>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration</i>  <i>Research and Information Fluency</i>  <i>Critical Thinking</i>  <i>Digital Citizenship</i></p>	<p><i>Examples include but are not limited to:</i>  <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):  <i>KWL-- Students are asked to share what they already know ("K") about Consumer Education to activate prior knowledge, write what they would want to learn ("W") about the topic, and things they learned ("L") about the topic.</i>  <i>Consumer Education Vocabulary Predictions -- Students are asked to make predictions/educated guesses of various consumer education vocabulary words. After making predictions, they are to "confirm" their predictions by looking up their words online on high quality sites or in the textbook. If their predictions are correct, they can "confirm" their predictions by putting a checkmark into the box or drawing an arrow from their original prediction. If their prediction was incorrect, they</i></p>

<p><i>Technology Operations Creative and Innovation</i></p>	<p>can write the correct definition in the "After Reading" box. Finally, students are expected to a few key words (synonyms) to help them remember the original word they were defining.</p> <p>"Food Label Reading" Activity -- Students will determine if a product is healthy for them. Students will see if the food item (label) they are investigating could be in a school vending machine based on the percentage of sugar and fat.</p> <p>Grocery Store Scavenger Hunt -- For homework, students will have the opportunity to go to a grocery store and search for Various food labels to investigate. As an alternative assignment, they can search for these items online or in their own home if they are unable to physically go to the store.</p> <p>"Sparingly Math" Activity -- Students will work in pairs to complete this activity while comparing two different cereals (one presweetened and the other is a lower sugar variety of a similar cereal. For each cereal, the students need to find out what percentage by weight is sugar, and what percentage by weight is fiber?</p> <p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p>Examples include but are not limited to final projects, research papers, quizzes and tests.</p> <p>List the assessments:</p> <p>Consumer Paragraph -- After learning about various government agencies, students will submit a paragraph via Spartan Doc describing a consumer problem for which they would use a government agency to protect and secure their consumer rights.</p> <p>Complaint Letter -- Students will write a complaint letter about a problem they have had with a product or service.</p> <p>Food Lab #3 -- Students will participate in this end of unit food lab working collaboratively as a team showcasing what they have learned throughout the course.</p> <p>Grocery Store Scavenger Hunt -- (See above for explanation)</p>
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Stage 3 – Learning Plan		
<u>NETS for Students</u>	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration Research and Information Fluency Critical Thinking Digital Citizenship Technology Operations Creative and Innovation</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?</b> Teacher Observation, Student/Teacher Feedback</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> -Students do not always understand at what point the consumer should go to the government agency. (For example: if they come home from the store with past dated milk, after this</li> </ul>



		<p>lesson, some now feel they should immediately contact a government agency, when they should start at the store level first (depending on the situation, of course.)</p> <p>-Food labels can be very confusing and difficult to understand (all natural, organic, free range, grassfed, pesticides).</p> <p>-What food labels say and what they actually mean can be very different, which can be hard for the children of this age group to understand.</p> <ul style="list-style-type: none"> <li>• <b>How will students get the feedback they need?</b> Teacher Observation/Constant Monitoring, Small Group Discussions, Conferencing, Student/Teacher Feedback, Comments in Google docs and in Google Classroom</li> </ul>
	<p><b>List planned activities</b> (examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</p> <p>-Introduction to Consumer Education - - Begin KWL (this activity continues throughout the unit and is handed in at the end of the unit.),</p> <p><b>List resources required</b> (examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</p> <p>Laptops, Internet, Projector, KWL Templates, Consumer Education PowerPoint, "Consumer Education Vocabulary Predictions Document," "Applying Life Skills" Textbook, "Consumer Rights and Responsibility" Document, "Consumer Education" Discovery Board, "Consumer Rights and Responsibilities" Document, "Your Consumer Rights" Discussion Questions, Google Drive, Google Docs, Sample Complaint Letter, "The Ethical Consumer: Would You Buy Kathie Lee Clothing?", Food Lab Rubric, Recipe, Ingredients, Timers, Food Label Reading PowerPoint, Teacher Directions for Food Label PowerPoint, "Food Label Reading" Document, Calculators, Food Wrappers/Labels (1 for each student pair), "Grocery</p>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Exit Tickets--Exit tickets are used to assess student comprehension at the end of various classes to guide for further instruction. Discussion Questions</p>

	<p>Consumer Education PowerPoint, Discussion of Goods/Services (Examples), Complete "Consumer Education Vocabulary Predictions" -Consumer Rights and Responsibilities (Multi-Day Assignment) -- Discuss consumer problems, Review the "Consumer Rights and Responsibilities" handout and discuss, Complete "Consumer Rights and Responsibilities" Worksheet collaboratively with a partner or by tables (Use the "Consumer Education" Discovery Board and "Consumer Rights and Responsibilities" Handout as resources), Consumer Paragraph (Individual), Discussion Questions ("Your Consumer Rights") -Complaint Letter Writing Activity (Individual) -- Discuss difference of friendly letter and business</p>	<p>Store Scavenger Hunt" Worksheet, dietfacts.com (extra labels to print if needed), <a href="http://www.youtube.com/watch?v=-R7cClg8iDQ">http://www.youtube.com/watch?v=-R7cClg8iDQ</a> (Grocery Store Shopping - Children's Health Crisis), "What You Food Label Says vs. What It Actually Means" by Erin Brodwin (June 10, 2014), "Sparingly Math" Worksheet, Cereal Boxes, "Food Labels" Video (<a href="http://kidshealth.org/kid/stay_healthy/food/labels.html">http://kidshealth.org/kid/stay_healthy/food/labels.html</a>)</p>	
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	<p>letter, Share sample complaint letter</p> <ul style="list-style-type: none"><li>-The Ethical Consumer Reading /Group Discussion and Response</li><li>-Reading Food Labels</li><li>-- Introduce food labels, Share YouTube Video as Introduction "Grocery Store Crisis -- Children's Health Crisis," Food Label PowerPoint, "Food Label Reading" Activity, Explain Grocery Store Scavenger Hunt (Homework)</li><li>-Cereal Sleuths Lesson -- Group discussion of selecting cereal at the grocery store, Mock Grocery Store, Share what a real serving size looks like, Watch video on Food Labels, "Sparingly Math" Worksheet Partner Activity</li></ul>		
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# Southern Lehigh School District

UbD Curriculum Template

Course: Family and Consumer Science  
Teacher Team: Tara Walter

Unit: Food Preservation

Grades: 8  
Date: July 2015

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Problem-solving</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA Common Core State Standards</a></li> </ul> <p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text</p> <p>CC.1.2.8.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.4.8.A Write</p>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <p><i>Food preparation and preservation cause physical and chemical changes to occur.</i> <i>Certain microorganisms or microbes can be harmful to humans and food production.</i> <i>When a microbe enters an organism and reproduces an infection, contamination and food spoilage can result causing serious problems.</i> <i>Well-developed speaking and listening skills are inherent in communicating appropriately and effectively.</i> <i>The Creative Problem Solving Process will help students "think outside the box" to become creative thinkers in any academic discipline or career choice.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ul style="list-style-type: none"> <li>* <i>Students can base purchasing and consumption decisions on knowing that today's processed foods retain most of their nutritive value during processing, and in most cases the loss of nutrients due to the processing is less than loss from cooking.</i></li> <li>* <i>Students can enjoy local produce throughout the winter months if they choose various methods of preservation.</i></li> <li>* <i>Students will understand that creative problem solving is important for all aspects of life.</i></li> </ul>

<p>informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math Common Core State Standards</a> CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</li> <li>• <a href="#">PA Content Standards</a> 11.3.9.G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation. 11.3.6.A: Demonstrate knowledge of techniques used to evaluate food in various forms (e.g., canned, frozen, dried, irradiated). 11.3.9.A: Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification). 11.3.3.B: Describe personal hygiene techniques in food handling (e.g., handwashing, sneeze control, signs of food spoilage). 11.3.6.B: Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production). 11.3.6.F: Analyze basic food preparation techniques and food-handling procedures. 11.2.6.A: Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods. 11.2.6.B: Deduce the importance of time</li> </ul>	<b>Essential Questions</b>	
	<p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ul style="list-style-type: none"> <li>* How does science and technology affect food production and help us to better understand the different ways to preserve food?</li> <li>*What processes can be done to prolong the freshness of food?</li> <li>*What is the relationship of enzymes to food preservation?</li> <li>*How can heat prevent microbes from growing?</li> <li>*In the creative problem solving process, why is it important to acknowledge our successes, celebrate our failures and modify our ideas or products?</li> </ul>	
	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <ul style="list-style-type: none"> <li>-Food is necessary for survival because the food contains glucose, and glucose is the only source of energy for living organisms.</li> <li>-No other thing can supply energy to living things, and glucose is available through food.</li> <li>-In order to get energy to survive, food must be eaten to obtain the necessary amounts of glucose.</li> <li>-Microbes are very small organisms.</li> <li>-Certain microbes can cause diseases.</li> <li>-Diseases from microbes can be passed from one organism to another.</li> <li>-Some microbes are helpful to the environment.</li> <li>-Freezing slows the growth of microbes.</li> <li>-Irradiation kills microbes.</li> <li>-Altering abiotic factors limits reproduction in organisms.</li> </ul> <p>7. What vocabulary should students know and be able to recall?</p> <p>Food preservation, microbes, food spoilage, foodborne illnesses, freezing, refrigeration, dehydration, pickling, salting, pasteurization, fermenting, freeze-drying, drying, canning,</p>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> <li>-Describe different methods that prevent food spoilage</li> <li>-Describe how freezing, dehydration, pickling and irradiation prevent food spoilage caused by microbes</li> <li>-Explore ways to control enzymatic actions in foods.</li> <li>-Compare and contrast different techniques of food preservation (effect on food taste, texture, and nutrient value)</li> <li>-Complete four personal observations on how food changes with various food preservation techniques</li> <li>-Reflect and record thoughts and findings of lab experience</li> </ul>	

<p><i>management skills (e.g. home, school, recreational activities).</i></p> <p><i>11.2.6.C: Classify the components of effective teamwork and leadership.</i></p> <p><i>FCS National Standards/Competencies:</i></p> <p><i>14.4 Evaluate factors that affect food safety from production through consumption</i></p> <p><i>14.4.1 Analyze conditions and practices promote safe food handling.</i></p> <p><i>14.4.5 Analyze food borne illness factors including causes, foods at risks, and methods of prevention commercially and by individuals and families.</i></p> <p><i>14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.</i></p> <p><i>14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability and safety of foods.</i></p> <p><i>14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.</i></p> <p><i>14.5.3 Analyze the effects of technological advances on selection, preparation, and home storage of food.</i></p> <p><i>14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.</i></p>	<p><i>irradiation, food concentration, enzymes, catalysts, sterile, glucose, abiotic factors</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.</i></p>	
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Stage 2 – Evidence	
<b>NETS for Students</b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i>  <i>Communication and Collaboration</i>  <i>Critical Thinking</i>  <i>Research and Information Fluency</i>  <i>Digital Citizenship</i>  <i>Technology Operations</i></p>	<p><i>Examples include but are not limited to:</i>  <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):  <i>Food Preservation Webquest -- Students will visit the website, "How Stuff Works," and other high quality sites to find answers for this collaborative assignment.</i>  <i>Taste-Testing Comparison Table -- Students will complete four personal observations on how food changes with the various food preservation techniques. Groups of 4 students will rotate through 5 stations, allowing 3-5 minutes at each station.</i>  <i>"Food for Keeps" Close Reading Activity -- Students will participate in a close reading activity ("Food for Keeps" -- What do you think is the best type of food preservation? Why? Support with evidence from the text.)</i></p>
	<p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:  <i>Food Preservation Kahoot -- This Kahoot is given at the end of the Food Preservation Unit to assess how much the students have learned.</i>  <i>Food Lab #4 -- Students will participate in this end of unit activity collaboratively as a team showcasing what they have learned in this unit. (Make Fruit Leather)</i></p>

Stage 3 – Learning Plan		
<b>NETS for Students</b>	<b>Learning Activities</b>	<b>Progress Monitoring/Formative Assessment</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i>  <i>Communication and Collaboration</i>  <i>Research and Information Fluency</i>  <i>Critical Thinking</i>  <i>Digital Citizenship</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities?</b>  Teacher Observation, Student/Teacher Feedback, Responses/Comments on Google Docs and in the Google Classroom</li> <li>• <b>What are potential rough spots and student misunderstandings?</b>  - Microbes are all harmful.  - Food spoilage is not caused by microbes.  - Foods lose a great deal of nutritive value when preserved.</li> </ul>

<p><i>Technology Operations</i></p>		<ul style="list-style-type: none"> <li>• <b>How will students get the feedback they need?</b> Teacher Observation/Constant Monitoring, Small Group Discussions, Conferencing, Student/Teacher Feedback, comments on Google docs and in the Google Classroom</li> </ul>	
	<p><b>List planned activities</b> (examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</p> <p>-Introduction to Food Preservation -- Share "A Really Rotten Video," Brainstorm the need to preserve food, reasons why people preserve food, and ways to preserve food, Visit the Site, "How Stuff Works" to learn more about Food Preservation -- (Complete Webquest Worksheet) -Review Different Methods of Food Preservation -Food Preservation Stations for Tasting -- Students will compare taste, texture, and nutrient content of foods preserved using</p>	<p><b>List resources required</b> (examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</p> <p>Laptops, Internet, Projector, Apple TV, "A Really Rotten Video," "How Stuff Works" Website, <a href="http://recipes.howstuffworks.com/menus/food-preservation.htm">http://recipes.howstuffworks.com/menus/food-preservation.htm</a>, Food Preservation Webquest, Food Comparison Table, Teacher-Made Food Preservation Kahoot, Charged Lightspeed Microphone, Rockstars for Centers, Headphones, Food Preservation Sampling Food Items (different examples), "Food for Keeps" pdf, Food Facts: The Dangers of Raw Milk (FDA), Fruit Leather Recipe, Plastic Wrap, Cookie Sheets, Tape, Small Pieces of Fruit, Food Lab Rubric</p>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Exit Tickets--Exit tickets are used to assess student comprehension at the end of various classes to guide for further instruction. Participation in Class Discussion</p>



	<p>different methods. Students will rotate through the different stations and fill in data. -Close Reading Activity -- Students will participate in a Close Reading Activity ("Food for Keeps" -- What do you think is the best type of food preservation? Why? Support with evidence from the text.) -Food Lab #4 -- Students will make Fruit Leather.</p>		
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# Southern Lehigh School District

UbD Curriculum Template

Course: Family and Consumer Science  
Teacher Team: **Tara Walter**

Unit: **Final PBL Inquiry Unit**

Grades: **8**  
Date: **July 2015**

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Problem-solving</i> <i>Global Awareness</i> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA Common Core State Standards</a> CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. CC.1.2.8.H Evaluate an author’s argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s): <i>A leader uses interpersonal and problem-solving skills to influence and guide others toward a goal.</i> <i>Leaders use the strength of their team to accomplish a common goal.</i> <i>Self-directed learners demonstrate commitment to learning as a lifelong process.</i> <i>Well-developed speaking and listening skills are inherent in communicating appropriately and effectively.</i> <i>The Creative Problem Solving Process will help students “think outside the box” to become creative thinkers in any academic discipline or career choice.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a> * <i>Students will embrace a greater understanding of real-life controversial issues, such as the effects of sugar consumption, by researching factual information and distinguishing fact from opinion in media outlets.</i> * <i>Students will understand that creative problem solving is important for all aspects of life.</i></p>
	<p style="text-align: center;"><b>Essential Questions</b></p> <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>What is a leader, and what does a leader do?</i> <i>How do I know how to differentiate between what is true and what is not true to best keep myself healthy in the future?</i> <i>How do I keep myself best informed in the 21<sup>st</sup> century?</i></p>

<p>meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic</p> <p>CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with</p>	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?  <i>-Learning to collaborate with others and connect through technology are essential skills in a knowledge-based economy.</i>  <i>-Collaborative problem-solving is working together to solve a common challenge, which involves the contribution and exchange of ideas, knowledge or resources to achieve the goal.</i>  <i>-It is easy to publish on the Internet, which may affect the usefulness of some sites' content.</i>  <i>-Give credit where credit is due when using other people's work.</i>  <i>-It is important to investigate controversial topics thoroughly and support your opinions with scientific research.</i></p> <p>7. What vocabulary should students know and be able to recall?  <i>Genetically Modified Organisms (GMOs), Organic Foods, Farming, From Farm to Table, Omnivore, Fertilizer, Community Supported Agriculture (CSAs), Pesticides, Fast Food, Obesity, Heart Disease, Epidemic, Nutrition, Food Allergies, Anaphylaxis, Allergen, Reaction, Intolerance, Celiac Disease</i></p> <p>8. What basic concepts should students know and be able to recall and apply?  <i>Students need to be able to apply practical reasoning skills.</i>  <i>Students need 21st Century Skills to be successful and competitive in a global community that integrates the nexus of Business, Education, Finance, Government, Industry and other areas that do not yet exist.</i></p>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?  <i>-Work collaboratively with group members</i>  <i>-Investigate the topic thoroughly</i>  <i>-Collect data and research (using high quality sites) to support their findings</i>  <i>-Develop an opinion on a controversial scientific topic and defend this opinion by using facts discovered through research and connection from experts</i>  <i>-Present findings in an organized fashion</i>  <i>-Participate in collaborative research (Google Docs)</i>  <i>-Reflect on their opinions, as well as, other group members' contributions</i>  <i>-Effectively use media within the presentation</i>  <i>-Defend opinions in a debate-like setting</i>  <i>-Create an interactive component in presentation to involve audience</i>  <i>-Apply Fair Use Laws</i>  <i>-Avoid violating copyright laws</i></p>	

<p>others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p> <ul style="list-style-type: none"><li>• <a href="#">Math Common Core State Standards</a></li></ul> <p>CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</p> <p>CC.2.1.7.D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.</p>		
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• [PA Content Standards](#)

*11.2.6 Balancing Family, Work, and Community Responsibility*

*A. Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.*

*C. Classify the components of effective teamwork and leadership.*

*11.2.9. Balancing Family, Work, and Community Responsibility*

*15.3.8.E. Choose appropriate print and electronic resources to meet project need.*

*15.4.8.B. Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.*

*15.4.8.D. Create projects using emerging input technologies.*

*15.6.8.L. Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.*

*16.2.8.D Analyze various types of conflict and determine appropriate resolutions*

*11.3.6.C: Analyze factors that effect food choices.*

*11.3.6.D: Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.*

*11.3.9.C: Analyze the impact of food addictions and eating disorders on health.*

*11.3.9.D: Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).*

*11.3.12.C: Evaluate sources of food and nutrition information.*

*11.3.12.D: Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).*

*11.3.12.F: Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.*

*FCS National Standards/Competencies:*

*1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).*

*1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.*

*1.2 Demonstrate transferable and employability skills in school, community and workplace settings.*

*1.2.4 Demonstrate teamwork skills in school, community and workplace settings.*

*1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.*

*8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.*

*8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.*

*8.2.10 Demonstrate safe and*

<p><i>environmentally responsible waste disposal and recycling methods.</i></p> <p><i>9.2 Apply risk management procedures to food safety, food testing, and sanitation.</i></p> <p><i>9.2.1 Analyze factors that contribute to food borne illness.</i></p> <p><i>9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</i></p> <p><i>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans</i></p> <p><i>9.3.6 Critique the selection of foods to promote a healthy lifestyle.</i></p> <p><i>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</i></p> <p><i>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</i></p> <p><i>13.5.5 Demonstrate ways to organize and delegate responsibilities.</i></p> <p><i>13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</i></p> <p><i>14.1 Analyze factors that influence nutrition and wellness practices across the lifespan.</i></p> <p><i>14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.</i></p> <p><i>14.1.5 Analyze legislation and regulations related to nutrition and wellness.</i></p> <p><i>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.</i></p> <p><i>14.2.1 Analyze the effect the nutrients</i></p>		
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<p>on health, appearance, and peak performance.</p> <p>14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.</p> <p>14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.</p> <p>14.2.4 Analyze sources of food and nutritious information, including food labels, related to health and wellness.</p> <p>14.4 Evaluate factors that affect food safety from production through consumption</p> <p>14.4.1 Analyze conditions and practices promote safe food handling.</p> <p>14.4.5 Analyze food borne illness factors including causes, foods at risks, and methods of prevention commercially and by individuals and families.</p>		
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Stage 2 – Evidence	
<b>NETS for Students</b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i> <i>Communication and Collaboration</i></p>	<p><i>Examples include but are not limited to:</i> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Collaborative Storyboard -- In this collaborative activity, students are expected to think ahead and plan what they would like for their project to look like on the template provided. This will serve as the "blueprint" for their project. It also helps for the groups to focus their research. Each box is worth 3 points (sketch, idea, and details).</i></p> <p><i>Collaborative Notes --Students collaboratively research high quality websites and media about the selected topic (**GMOs,</i></p>



<p>Critical Thinking Research and Information Fluency Digital Citizenship Technology Operations</p>	<p><i>Food Allergies, Where Does Our Food Come From, Organic Food/Farming, and Fast Food Awareness</i>). Notes should be taken in Spartan Docs. Each student contributions should be clearly marked throughout the entire process. Proper citations should be used when citing sources. (*Topics subject to change depending on need for the students and what is going on in the global community.)</p>
<p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p>	
<p>Examples include but are not limited to final projects, research papers, quizzes and tests.</p> <p>List the assessments:  <i>Multimedia Project/Oral Presentation -- This collaborative multimedia project (a Google Slides Presentation, an iMovie (public service announcement), a Prezi, or a Discovery Board(s)) is created at the end of the PBL Unit and is presented to share knowledge and promote awareness about their groups findings about their selected jigsawed topic. Students worked together with others to research facts, statistics, and even opinions on their topics. Students were graded on Oral Presentation, Creative Content, Layout/Design, Graphics/Sounds, and/or Animations, Text Elements, Copyright, and Spelling and Grammar.</i>  <i>Food Lab (Food Lab #5) --Students will participate in this end of unit activity collaboratively as a team showcasing what they have learned in this unit and throughout the rest of this course.</i></p>	

Stage 3 – Learning Plan		
<u>NETS for Students</u>	Learning Activities	Progress Monitoring/Formative Assessment
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration Research and Information Fluency Critical Thinking Digital Citizenship Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> Teacher Observation, Student/Teacher Feedback, Responses/Comments on Google Docs and in the Google Classroom</li> <li>• <b>What are potential rough spots and student misunderstandings?</b>  -Some students struggle with presentations. They want to "read "to the audience versus present and fill their slides with tons of words instead of extracting the most important parts for slides an truly being the "experts." -Students only want to gather surface knowledge/basics and do not seem to truly understand what quality research is and go into depth.</li> <li>• <b>How will students get the feedback they need?</b></li> </ul>

		<p>Teacher Observation/Constant Monitoring, Small Group Discussions, Conferencing, Student/Teacher Feedback, Responses/Comments on Google Docs and in the Google Classroom</p>	
	<p><b>List planned activities</b>  <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>-Introduction-Students will be given a timeline of the final project and due dates. Students will be told what a jigsaw activity is and the expectations (Planning, Note Taking, Using Discovery Boards, Using Media, Project Types, and Making Presentation Interactive). Topic, groups, and project types will be selected.          -Students will begin and complete the project planning process (Storyboard Template).          -Students will participate in Collaborative Researching and Notetaking on Spartan Docs (5-7 days).          -Collaborative Project Creation -- Teams working in groups researching needed information, creating multimedia projects, finalizing bibliographies, finalizing interactive</p>	<p><b>List resources required</b>  <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <p>Laptops, Internet, Projector, Discovery Assignment Boards for Each Topic (GMOs, Organic Food, From Farm to Table, Food Allergies, and Fast Food Awareness), Charged Lightspeed Microphone, Rockstars for Centers, Headphones, Storyboards, Final Multimedia Project Rubrics, Resources for Students for Interactive Component (Kahoot, Quizizz, etc.)</p>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Exit Tickets--Exit tickets are used to assess student comprehension at the end of various classes to guide for further instruction.</p>

	<p>component, and preparing for oral presentations.</p> <ul style="list-style-type: none"><li>-Presentations --Students will present their final, collaborative, multimedia/interactive projects to the class.</li><li>-Food Lab #5 -- Students will participate in the final food lab of the quarter incorporating and applying all skills learned throughout the course.</li></ul>		
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