



Southern Lehigh School District

UbD Curriculum Template

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

Unit: **Kitchen Know-How**

Grades: **7**
Date: **August, 2015**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st 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"> • ELA Common Core State Standards CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.7.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>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 TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s): <i>Responsible use of kitchen tools will maintain a safe environment in the kitchen.</i> <i>Communication is key and can impact 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? What is Transfer? * <i>Students will know how to protect themselves and others while being successful in all kitchens.</i> * <i>Students will interact and communicate appropriately and effectively.</i> * <i>Students will understand that creative problem solving is important for all aspects of life.</i></p>
	<h3 style="text-align: center;">Essential Questions</h3> <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</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 failures and modify our ideas or products?</i></p>

<p>standard format for citation.</p> <p>CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <ul style="list-style-type: none"> • Math Common Core State Standards CC.2.4.5.A.1 Solve problems using conversions within a given measurement system. • PA Content Standards 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 nutrients and calories. 11.3.3.F: Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques). 11.3.6.G: Describe the physical, biological, and chemical changes that take place in food preparation. 	Acquisition	
<p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge? <i>-Always wash hands with hot water and soap before food preparation.</i> <i>-When working with meat, poultry, seafood, fish, or eggs, wash hands immediately after coming in contact.</i> <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.</i> <i>-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> <i>-Sanitation is the process of handling food in ways that are clean and healthy.</i> <i>-Never rinse raw chicken with water.</i> <i>-Thawing meats: keep meat on the bottom shelf in refrigerator, submerge under running water, defrost in microwave followed by immediate cooking.</i> <i>-Cross-contamination: use different cutting boards for raw meat, raw poultry, cooked food, vegetables/fruits, dairy products, fish and seafood, and grains.</i> <i>-Washing: wash all fruits and vegetables before consumption.</i> <i>-Sanitize surfaces that come in contact with food.</i></p> <p>7. What vocabulary should students know and be able to recall? <i>Personal hygiene, food spoilage, Salmonella, E.Coli, cross-contamination, foodborne illnesses, temperature control, food/kitchen safety, energy-yielding nutrients, calories, colander, funnel, grater, paring knife, sifter, cutting, mixing, mince, pare, fold, cut in, garnish, baste, broil, braise, poach,</i></p>	<p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate? <i>-Demonstrate safe kitchen practices</i> <i>-Explain how to prevent cuts, burns, shocks, and falls in the kitchen</i> <i>-Explain how to keep food safe and prevent food poisoning</i> <i>-Explain safe kitchen practices that relate to the classroom</i> <i>-Explain how to use fire extinguisher and fire blanket</i> <i>-Explain and demonstrate how to safely use knives (cutting away from body and safely washing knives)</i> <i>-Explain and demonstrate how to safely use and wash cutting boards</i> <i>-Explain and demonstrate how to safely handle/cook raw meats (especially poultry)</i> <i>-Explain the importance of personal hygiene in the kitchen</i> <i>-Demonstrate personal hygiene in the kitchen</i> <i>-Demonstrate safe food handling techniques by preparing and cooking a meal.</i> <i>-Solve dilemmas using a practical reasoning approach</i> <i>-Explain the importance of eating a varied diet in maintaining health</i> <i>-Define energy-yielding nutrients and calories</i> <i>-Analyze factors that affect food choices</i> <i>-Describe a well-balanced menu using the dietary guidelines and the food guide pyramid</i> <i>-Classify the components of teamwork and leadership</i></p>	

<p>11.3.6.C: Analyze factors that effect food choices.</p> <p>11.3.6.D: Describe a well-balanced daily menu using the dietary guidelines and the food guide pyramid.</p> <p>11.3.6.F: Analyze basic food preparation techniques and food-handling procedures.</p> <p>11.2.6.C: Classify the components of effective teamwork and leadership.</p> <p>11.2.9.A: Solve dilemmas using a practical reasoning approach</p> <p>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.</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><i>FCS National Standards/Competencies:</i></p> <p>1.2 Demonstrate transferable and employability skills in school, community and workplace settings.</p> <p>1.2.3 Apply communication skills in school, community and workplace settings.</p> <p>1.2.4 Demonstrate teamwork skills in school, community and workplace settings.</p> <p>1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.</p> <p>2.1 Demonstrate management of individual and family resources such as</p>	<p><i>simmer, whip, dice, chop, cream, puree, grease</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>-Safety in the kitchen means using precautionary methods in the kitchen to prevent an accident.</i></p> <p><i>-Understand basic kitchen equipment and how it is used</i></p> <p><i>-Know and understand cooking terms used in recipes</i></p> <p><i>-Know, understand and demonstrate safe kitchen and food handling practices.</i></p> <p><i>-Understand and practice time management skills involved in planning, preparing, serving, and cleaning up after a meal</i></p>	
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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 products.

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

8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.

13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

13.5.5 Demonstrate ways to organize

<p><i>and delegate responsibilities.</i> 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</p>		
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Stage 2 – Evidence

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

- "How Can I Make This Kitchen Safer Activity?" -- In this collaborative activity, students will identify ways to make an unsafe kitchen safer.*
- Discovery Assignment Board Discussion Activity -- Students will work in groups to find the answers to the questions in the Discovery Board and prepare to discuss whole group as a review for Kitchen Safety.*
- Kitchen Equipment Scavenger Hunt -- In groups, students will search kitchens to familiarize themselves with equipment learned in class. They will search for equipment on "Tools of Trade" Document or Kitchen Equipment Document.*
- Cooking Terms Vocabulary Prediction Activity -- Students will make predictions (educated guesses) on various cooking terms, confirm their predictions online or through another resource (FCS textbook or resource), then identify keywords/clue words.*
- "Follow Me" Activity -- Students will read through a recipe and display their understanding of the recipe and components of the recipe.*

OTHER SUMMATIVE ASSESSMENTS—can include factual recall

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

List the assessments:

- Discovery Assignment Board Discussion Activity -- Students will work in groups using prior knowledge, new learnings, and information from high quality sites on the Internet to find the answers to the questions in the Discovery Board and prepare to discuss whole group as a review for Kitchen Safety.*
- Chicken Stir-Fry Meal Preparation Questions (Socratic) -- Before completing Food Lab #1, students will complete discussion questions in Socratic individually.*
- Chicken Stir Fry 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 be demonstrating safe food handling processes (avoiding cross-contamination, handling raw meats, demonstrating how to safely use a knife, safely washing knives, safely using the stove tops, and demonstrating personal hygiene just to name a few of the areas covered throughout this unit). This menu item is subject to change (For example, for the Chinese New Year, we cook different fried rice recipes.)*

Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p>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.</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> <i>Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 	<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? Teacher Observation, Student/Teacher Feedback, Responses/Comments on Google Docs and in the Google Classroom • What are potential rough spots and student misunderstandings? -Students usually need help turning the burners on the ranges on. -Students struggle with how to effectively wash dishes (water temperature and correct materials). -Using teaspoon instead of tablespoon and vice versa. • How will students get the feedback they need? Teacher Observation/Constant Monitoring, Small Group Discussions, Conferencing, Student/Teacher Feedback, Comments on Google docs and in the Google Classroom
	<p>List planned activities <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, Discuss needed items for class -Food and Kitchen Safety -- Complete Kitchen Safety Pre-Test (Socrative), Kitchen Safety PowerPoint, Explain</p>	<p>List resources required <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, Apple TV, FCS Prezi, Classroom Rules and Procedures Handout, Seating Chart, Socrative Kitchen Safety Pre-Test, 7th Grade Kitchen Safety PowerPoint, Effective Dishwashing Handout, "Washing Dishes"</p>

	<p>effective dishwashing, Watch "Washing Dishes" (iMovie from my teacher website as a visual for students), Complete "How can I make this kitchen safer?" (Collaborative Activity), Review safe kitchen practices pertaining to classroom, Complete Discovery Assignment Board Discussion Activity (Using prior knowledge, what they have learned in class, and high quality sites, groups are to find the answers to various questions in the assignment board and prepare to discuss whole group as a review for kitchen safety, Complete "Kitchen Safety Kahoot" -Kitchen Equipment --Discuss "Kitchen Equipment" Handout, Review what is found in kitchens, Divide students into kitchen groups, Kitchen Group Equipment Scavenger Hunts (Getting to know the kitchen -- alternating groups will be working on "Tools of Trade Worksheet"), Review "Tools of Trade" Document Whole Group, "Kitchen Equipment" Kahoot for Review -Recipes and Measuring -- Discuss where families find recipes (cookbooks, family recipes, Internet, Pinterest, etc.), Discuss different types</p>	<p>Video from teacher website, "How to Make the Kitchen Safer?" Document, Discovery Assignment Board, "Kitchen Safety" Kahoot, "Kitchen Equipment" pdf, "Tools of Trade" Document, "How to Cut a Carrot" "How to Cut an Onion," and "How to Cut a Pepper," Videos from my teacher website, "Sample Recipe" pdf, Gallon Man Poster, "G" Poster, Various Cookbooks, Measuring Cups, Measuring Spoons, "How to Measure Liquid Ingredients" Video, "How to Measure Dry Ingredients," "Follow Me" Document, "Cooking Terms/Techniques Vocabulary Prediction Document, "Applying Life Skills" Textbook, Safe Food Handling PowerPoint, News Video of Dirty Restaurant, Chicken Stir-Fry Meal Preparation Questions (Socratic), Food Lab Rubrics, Chicken Stir Fry Recipe, Stir Fry Ingredients, Prepared Rice (by teacher in advance), Stove Top Woks, Food Lab Planning Sheets for each Kitchen Group</p>	<p>Unit to review how much the students have learned about Kitchen Safety. -Kitchen Equipment Kahoot --This Kahoot is given during this Unit to review the various equipment. After each question, the teacher can review the responses and decide whether the results need to be discussed based on the data before moving on.</p>
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	<p>of cookbooks and recipes (general, specialty, etc.), Review "Sample Recipe" Document, which shows information required in a recipe, Review measurement and equivalent abbreviations (Gallon man and "G" poster), Discuss importance of accurate measuring while cooking and baking (Fo, Display equipment, View Videos "How to Measure Liquid Ingredients" & "How to Measure Dry Ingredients," "Follow Me" Activity</p> <ul style="list-style-type: none">-Cooking Terms--Discuss what cooking terms are, "Cooking Terms/Techniques Vocabulary Prediction" Activity (Part I & II), Identify cooking terms from "Follow Me" Document-Safe Food Handling PowerPoint-Watch Video of Dirty Restaurant (Discuss Importance of Being Sanitary)-Share "How to Cut an Onion," "How to Cut a Carrot," and "How to Cut a Pepper" Videos (Prepping for Food Lab #1) <p>Chicken Stir-Fry Meal Preparation Questions (Socratic) -- Before completing Food Lab #1, students will complete discussion questions in Socratic individually.</p>		
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	<p>-Chicken Stir Fry (Vegetable Stir Fry Optional) Food Lab #1 -- (4 -- 5 days) -- Make a list of needed kitchen equipment, plan kitchen jobs, participate in food lab (cutting of vegetables and meat -- safely, stir frying, cleaning up, and sampling food</p>		
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Southern Lehigh School District

UbD Curriculum Template

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

Unit: **Child Development and Babysitting**

Grades: **7**
Date: **August, 2015**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st 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"> • ELA Common Core State Standards CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what 	<p>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 TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s): <i>It is not always easy to understand children’s behavior, especially before they learn to talk.</i> <i>Research shows that early childhood may be the most important life stage for brain development.</i> <i>Each child goes through stages of development at his or her own pace.</i> <i>Health and safety needs of children change at each stage of development.</i> <i>Children learn through play.</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? What is Transfer? * <i>Students will learn about child development and behavior and how understanding applies to their life.</i> * <i>Students will understand that creative problem solving is important for all aspects of life.</i></p>
	<p style="text-align: center;">Essential Questions</p> <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</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 children (ages 0-Kindergarten) develop physically, intellectually, emotionally, and socially?</i> * <i>What are precautions to take to keep children healthy and safe at different ages?</i> * <i>Why is play important to children?</i> * <i>Why are teamwork and leadership needed if a group is to meet its goals?</i> * <i>What are typical childhood behaviors and how can knowing them help you understand children’s behavior?</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>

<p>is to follow</p> <p>CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CC.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CC.1.4.7.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.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Math Common Core State Standards <p>CC.2.4.5.A.1 Solve problems using conversions within a given measurement system.</p> <ul style="list-style-type: none"> • PA Content Standards <p>11.4.3.A: <i>Identify characteristics in each stage of child development.</i></p> <p>11.4.3.B: <i>Identify health and safety needs for children at each stage of child development.</i></p> <p>11.4.3.C: <i>Identify the characteristics of a learning environment.</i></p> <p>11.4.6.A: <i>Compare and contrast child development guided practices according to the stage of child development.</i></p> <p>11.4.6.B: <i>Identify ways to keep children</i></p>	Acquisition	
<p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge? <i>-Children develop at different rates.</i> <i>-Every child is different and is an individual.</i> <i>-Children sequentially develop skills.</i> <i>-Children learn through play.</i></p> <p>7. What vocabulary should students know and be able to recall? <i>P.I.E.S., (Physical, Intellectual, Emotional, Social), Solitary, Parallel, Cooperative, Pretend, Developmentally Appropriate, Active Play, Quiet Play, Infant, Toddler, Preschooler, School Age, Staple Ingredients</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>-Every child is different.</i> <i>-Children learn through play.</i> <i>-Students need to be prepared to care for young children in a safe manner while babysitting.</i></p>	<p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate? <i>-Identify the stages and skills of child development</i> <i>-Knowledge of the characteristics in each stage of child development: Infancy/Birth to 1 year Early childhood/1 to 5 years</i> <i>-Define and give examples of behavior in all four categories of development</i> <i>-Describe effective reading aloud techniques for use with children</i> <i>-Demonstrate basic knowledge of child development</i> <i>-Identify the different types of play a child engages in and what stages the child engages in these types of play</i> <i>-Determine key factors in selecting a developmentally appropriate toy</i> <i>-Classify toys according to developmental domains</i> <i>-Demonstrate ability to properly care for young children at various stages of development</i> <i>-Identify safety issues when caring for young children</i> <i>-Problem solve for various situations students could face while caring for young children</i> <i>-Select age-appropriate activities and toys for children</i> <i>-Follow the directions of a recipe</i> <i>-Work collaboratively with group members</i> <i>-Use effective decision-making strategies to solve a problem</i></p>	

healthy and safe at each stage of child development.

11.2.9.A: Solve dilemmas using a practical reasoning approach

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

11.4.6.C: Identify the role of the caregiver in providing a learning environment (e.g., babysitting, daycare, preschool).

11.4.6.D: Identify child-care provider considerations.

11.4.9.B: Evaluate health and safety hazards relating to children at each stage of child development.

11.3.3.F: Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques).

11.3.3.B: Describe personal hygiene techniques in food handling (e.g., handwashing, sneeze control, signs of food spoilage).

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

11.3.3.F: Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques).

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.

11.2.3.C: Indicate the benefits and costs of working as an individual or as a team

member and of being a leader or follower.

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

11.4.9.C: Evaluate various environments to determine if they provide the characteristics of a proper learning environment.

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.

4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

4.2.1 Analyze child development theories and their implications for educational and childcare practices.

4.2.4 Analyze abilities and needs of

children and their effects on children's growth and development.

4.2.5 Analyze strategies that promote children's growth and development.

4.4 Demonstrate a safe and healthy learning environment for children.

4.4.4 Plan safe and healthy meals and snacks.

4.4.7 Demonstrate security and emergency procedures.

4.5 Demonstrate techniques for positive collaborative relationships with children.

4.5.2 Demonstrate problem-solving skills with children.

8.2 Demonstrate food safety and sanitation procedures.

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

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

8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.

13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

13.5.5 Demonstrate ways to organize and delegate responsibilities.

13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.

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):

- KWL-- Students are asked to share what they already know ("K") about children and how they develop to activate prior knowledge, write what they would want to learn ("W") about the topic, and things they learned ("L") about the topic.*
- Types of Play Vocabulary Predictions -- Students are asked to make predictions/educated guesses of the types of play. After making predictions, they are to "confirm" their predictions by looking up their words online on high quality sites. 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 can write the correct definition in the "After Reading" box. Finally, students are expected to identify a few key words (synonyms) to help them remember the original word they were defining.*
- Child Development Basics Activity -- Students are asked to use media in effective ways to find the missing pieces of information on the Child Development Basics Chart (Physical, Intellectual, Emotional, and Social --Students are asked to Identify the different milestones for the different age groups using videos and high quality websites on the Discovery Board.)*
- P.I.E.S. Vocabulary Activity -- Students are asked to match the appropriate definitions on the sheet (Physical, Intellectual, Emotional, and Social).*
- Developmentally Appropriate Toys Activity -- Students are asked to make predictions of P.I.E.S and ages that they think the toys would be appropriate for. After all predictions are made, they will be given a master list to compare to their predictions. As a group, the class will discuss anything that was surprising from the comparison activity.*
- Toy Evaluations - In kitchen groups, students are asked to evaluate at least two toys using the toy evaluation sheet and discuss how a child could use the toy and learn from each toy. Students should be prepared to justify their answers.*
- Babysitting Scenarios (Discovery Board) -- In kitchen groups, students will use the FIND model to find solutions to several problems that could arise while babysitting. Students will also be asked to brainstorm other problems that they might have or may encounter in a babysitting situation.*
- Reliable Babysitter Jigsaw Activity -- In Kitchen Groups, students will be assigned a few sections of the handout to become experts of. Groups are to identify the 2 most important facts to share with the class from the sections they read.*
- Babysitting Resume -- Students will type a resume that they could give any potential babysitting client. A template will be provided.*
- Nutritional Snack Recipes -- Students will need to find three snacks/foods they could make while babysitting. These snacks must be nutritional, age appropriate for ages 2-8, fun, and can NOT be a snack straight from a package.*

	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <p><i>-Experience with a Child Paragraph -- Students will write a paragraph in the correct paragraph formation about an experience with a child they have had in the past (active or observatory).</i></p> <p><i>-Childhood Development Basics Kahoot -- Students will participate in a review on their basic knowledge of child development.</i></p> <p><i>-Playdough Lab -- Students will participate in this unit activity collaboratively as a team showcasing what they have learned in this unit. They will be demonstrating safe kitchen handling processes (safely using the stove tops, demonstrating personal hygiene, etc.). This is a simple activity that could be done while watching younger children, and it only requires simple ingredients usually found within the kitchen (staple ingredients). It is also non-toxic because it made with ingredients in the kitchen (although it is not to be eaten).</i></p> <p><i>-Toddler Snacks Food Lab #2 -- Students will participate in this end of unit activity collaboratively as a team showcasing what they have learned in this unit.</i></p>

Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p>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.</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"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 	<ul style="list-style-type: none"> • How will you monitor students' progress toward acquisition, meaning, and transfer during learning activities? Teacher Observation, Student/Teacher Feedback, Responses/Comments on Google Docs and in the Google Classroom • What are potential rough spots and student misunderstandings? <ul style="list-style-type: none"> -Students usually need help turning the burners on the ranges on. -Students struggle with how to effectively wash dishes (water temperature and correct materials). -Using teaspoon instead of tablespoon and vice versa -Getting the Playdough to the right temperature to make the dough

		<p>form</p> <ul style="list-style-type: none"> -Accurately designing a resume • How will students get the feedback they need? <p>Teacher Observation/Constant Monitoring, Small Group Discussions, Conferencing, Student/Teacher Feedback, comments on Google docs and in the Google Classroom</p>	
	<p>List planned activities (<i>examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games</i>):</p> <p>--Child Development Discovery Assignment Board -- (Centers-Based Activity--4-Day Activity)</p> <p>-KWL Activity --Activate prior knowledge</p> <p>-Child Development Basics Activity -- Using media in effective ways to find missing pieces of information on chart (P.I.E.S. --Identify the different milestones for different age groups)</p> <p>-Vocabulary Prediction Activity for Types of Play (Solitary, Parallel, Cooperative, and Pretend)</p> <p>-Experience with a Child Paragraph --</p> <p>-Kahoot on Child Development (Review)</p> <p>--Characteristics of a High Quality Toys</p> <p>-- P.I.E.S. Vocab Activity, "Developmentally Appropriate Toys" Activity with "Toys" PowerPoint visual for students then -- Students make</p>	<p>List resources required (<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, KWL Google doc, "Types of Play Vocabulary Predictions Google doc," "Child Development Basics" Chart, "Child Development" Discovery Assignment Board, Child Development Videos on Discovery Board, Headphones, Rockstars, Kahoot on Child Development, Google Drive, Google Docs, P.I.E.S. pdf, P.I.E.S. Definitions, "Developmentally Appropriate Toys Google doc," Pictures of Toys PowerPoint, "Developmentally Appropriate Toy" pdf, "Toy Evaluation" Google doc, Various Toys, Playdough Recipe, Playdough Ingredients, Ziplock Bags for Students, Food Lab Rubric, Recipes, Ingredients, http://urbanext.illinois.edu/babysitting, "The Reliable Babysitter" Google doc, FIND Poster, "Babysitting Scenarios" on Discovery Board, Discovery</p>	<p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</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>P.I.E.S. Vocab Activity -- Students are asked to match the appropriate definitions on the document (Physical, Intellectual, Emotional, and Social). Discussion Questions</p>

	<p>predictions of P.I.E.S and compare to recommended Ages</p> <p>manufacturers/creators were gearing toys for then compare with actual list, not findings that were surprising</p> <p>-Toy Evaluations -- Group activity evaluating toys (how could a child use the toys and what could they learn from the toy)</p> <p>-Playdough Lab -- Make Playdough with students</p> <p>--Storytelling -- Explain Read Aloud and how stories are used to teach children, share a story or 2 with the class, talk about stories they may remember from their childhood, Share how we hope to select, plan, and read a story with an elementary school using Appear.in</p> <p>-Plan story sharing experience, collaborate with teacher, select readers, divide story, decide on comprehension questions (before, during, and after)</p> <p>-Participate in Appear.in Story Activity (*depending on availability of connecting schools)</p> <p>--Babysitting -- Discuss roles and responsibility of a babysitter, Review importance of safety when caring for young children</p> <p>-Share Website</p> <p>http://urbanext.illinois.edu/babysitting (review Doing Business, Characteristics of a Great Babysitter, Great Business Practices, Communication with Your Own Parents, Information You Need, and Respecting Family Differences)</p> <p>-Jigsaw "The Reliable Babysitter"</p> <p>Document in Kitchen Groups</p>	<p>"Babysitting" Board, Resume Template/Example, Appear.in, Look at permissions under Student Forms Folder</p>	
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	<ul style="list-style-type: none">-Introduce FIND Model for Decision-Making (Solve Babysitting Scenarios in Kitchen Groups on Discovery Board, Brainstorm Other Scenarios, Discuss Whole Group)-Babysitting Discovery Board -- Centers Activity (3-Day Activity) -- Create a Resume; Find Three Nutritional Foods/Snacks to Make While Caring for a Child (Recipes)--Toddler Snacks Food Lab #2 -- Students will cook/create nutritious toddler snacks/foods.		
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Southern Lehigh School District

UbD Curriculum Template

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

Unit: **On My Own**

Grades: **7**
Date: **August, 2015**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st 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"> ELA Common Core State Standards <p>CC.1.4.7.C: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.5.7.A: Engage effectively in a range of collaborative discussions, on grade level on grade level topic, texts, and issues building on others' ideas and expressing their own clearly.</p> <p>CC.1.4.7.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</p>	<p>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 TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s): <i>Safe living practices enable one to function independently and to be responsible for others.</i> <i>One can apply safe living practices to function independently and to contribute to the work of the family.</i> <i>People knowledgeable in clothing selection, maintenance, and repair have greater skills to manage resources effectively.</i> <i>There are many career opportunities related to textiles, clothing and design.</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? What is Transfer? <i>* Students will know the basic skill of laundering clothes for hygiene and ability to display independence.</i> <i>* Students will practice basic skill of sewing a button necessary for looking professional with possibility of sewing skills leading to a career.</i> <i>Creative problem solving is important for all aspects of life.</i></p>
	<p style="text-align: center;">Essential Questions</p> <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>*Why is it important for you to know how to do laundry, and in an environmentally friendly way?</i> <i>*How could sewing a button make one more career-ready for the future?</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>

	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
<p>avoiding plagiarism and following a standard format for citation CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. <ul style="list-style-type: none"> • Math Common Core State Standards CC.2.4.3.A.1: Solve problems involving measurement and estimation of temperature, liquid volume, mass or length. • PA Content Standards 11.1.6.D: Analyze information in care instructions, safety precautions and the use of consumable goods as a demonstration of understanding of consumer rights and responsibilities. 11.1.9.A: Analyze current conservation practices and their effect on future renewable and non-renewable resources. 11.2.9.A: Solve dilemmas using a practical reasoning approach <p><i>FCS National Standards/ Competencies:</i> 2.2 Analyze the relationship of the environment to family and consumer resources. 2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment. 3.5 Demonstrate skills needed for product development, testing, and presentation. 3.5.6 Evaluate the labeling, packaging, and support materials of consumer goods.</p>	<p>6. What facts should students know and be able to use to gain further knowledge?</p> <ul style="list-style-type: none"> -Sewing is the craft of fastening or attaching objects using stitches made with a needle and thread. -You can separate your laundry multiple ways, but you can basically get away with four loads: whites/lights, darks, delicates and towels/jeans/bedding. -Check the tags on your clothing for any special cleaning instruction when doing laundry. -Choose the water temperature when doing laundry. (Wash with cold water to be more environmentally friendly when possible.) -Choose the size of your load when doing laundry. (Wash full loads to be more environmentally friendly.) -Don't overuse detergent. (It's costly and can cause "build", which leads to bad smells and bacteria growth) -Put away your clothes as soon as you're done doing the laundry. -Remove lint from dryer after every load. -Hanging clothes to dry is an energy-efficient alternative. -As an alternative, you can use safe-for-the-environment ingredients that are already in your pantry like vinegar, lemon juice, hydrogen peroxide, and baking soda. <p>7. What vocabulary should students know and be able to recall?</p> <ul style="list-style-type: none"> -Detergent, fabric softener, bleach, steam, dry clean, tumble dry, sort, green, environmentally friendly, button, stitch, thread, needle, eye, fabric, shank, backstitch 	<p>9. What discrete skill and processes should students be able to demonstrate?</p> <ul style="list-style-type: none"> -Identify the importance of knowing how to wash their clothes -Demonstrate their ability to sort, wash, fold and successfully put away a load of laundry at home using their home laundry appliances -Identify the importance of knowing basic skills to be successfully independent (basic laundry and basic sewing) -Successfully sew a button -Engage in collaborative classroom discussions -Make meaningful observations through (i.e. laundry and sewing) -Compare and contrast the difference of laundry today versus laundry in the future -Make predictions of how laundry will change in the future -Make inferences about why sewing would be useful for career readiness -Explain why it is important to be concerned about our environment when thinking about topics like laundry in today's world

<p><i>5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.</i></p> <p><i>5.2.1 Apply housekeeping standards and procedures.</i></p> <p><i>5.2.2 Operate cleaning equipment and tools.</i></p> <p><i>5.2.6 Analyze energy efficient methods.</i></p> <p><i>5.3 Demonstrate sanitation procedures for a clean and safe environment.</i></p> <p><i>5.3.1 Analyze the various types of cleaning methods and their environmental effects.</i></p> <p><i>5.6 Demonstrate laundering processes aligned with industry standards and regulations.</i></p> <p><i>5.6.2 Demonstrate standard laundry procedures.</i></p> <p><i>5.6.3 Apply procedures for the selection of textiles, chemicals, and equipment associated with laundry.</i></p> <p><i>16.2 Evaluate fiber and textile products and materials.</i></p> <p><i>16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.</i></p> <p><i>16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.</i></p> <p><i>16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.</i></p>	<p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>-Laundry is a basic necessity that all should know how to do regardless of if they are the individual in charge of doing the laundry in his/her household.</i></p> <p><i>-Clean clothes is a part of healthy hygiene.</i></p> <p><i>-At one point in time, sewing was a basic necessity.</i></p> <p><i>-Although, the need to know all the stitches is not needed, it is helpful to know some basic skills to look professional in today's competitive workplace (i.e. button sewing, hems, etc.).</i></p> <p><i>-The knowledge of sewing can also open the doors for some candidates into a sewing career (i.e. the fashion industry, seamstress, etc.).</i></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):

Laundry Venn Diagram -- During and after a Discovery Education video, students will complete a Venn Diagram comparing and contrasting laundry of present day versus what doing laundry might look like in the near future.

Laundry Homework Assignment -- Students are required to independently operate laundry facilities at home. They need to sort, wash, dry, fold, and put away at least one load of family laundry using family laundry appliances. They also need to submit evidence (ex. photo/video and/or drawing and parent/guardian signature) of the student engaged in one of the steps of the laundry process.

Sewing a Button Activity --Students will learn to sew a button, have the opportunity to sew a button, and reflect upon the importance of sewing a button.

OTHER SUMMATIVE ASSESSMENTS—can include factual recall

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

List the assessments:

- Discovery Board Activity -- Students will work in partners and individually on other activities to complete various activities for the Basic Skills: Laundry and Sewing Discovery Board.*
- Laundry Venn Diagram -- During and after a Discovery Education video, students will complete a Venn Diagram comparing and contrasting laundry of present day versus what laundry might look like doing in the near future*
- Laundry Homework Assignment -- Students are required to independently operate laundry facilities at home. They need to sort, wash, dry, fold, and put away at least one load of family laundry using family laundry appliances. They also need submit evidence (ex. photo/video and/or drawing and parent/guardian signature) of the student engaged in one of the steps of the laundry process.*
- Final Thoughts on Laundry -- Students need to answer reflection questions on the importance of learning how to do laundry and provide examples why it is important to be more conscientious of the environment.*
- Sewing a Button Activity --Students will learn to sew a button, have the opportunity to sew a button, and reflect upon the importance of sewing a button.*
- Final Thoughts on Sewing a Button --Students need to answer reflection questions on the importance of learning how to sew a button and provide examples.*

Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p>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.</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> <i>Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 	<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? Teacher Observation, Student/Teacher Feedback, Responses • What are potential rough spots and student misunderstandings? -Students usually need help with threading a needle and knotting the thread, so it does not pull through the fabric. Some students need to be reminded how to shank the buttons before backstitching. A few students still struggle with the tangling of the thread and fabric and will need to be provided a couple of attempts to sew the buttons again. • How will students get the feedback they need? Teacher Observation/Constant Monitoring, Small Group Discussions, Conferencing, Student/Teacher Feedback
	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>-Introduction to the Importance of Knowing the Basic Skills to be Successfully Independent Discovery Board -Share Basic Skills: Laundry and Sewing (Discovery Board) and Explain Home Laundry Assignment, Pass Out Home Laundry Assignment Sheet -Share How to Do Laundry</p>	<p>List resources required <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, Apple TV, How-To Do Laundry Video (iMovie), Basic Skills: Laundry and Sewing Board (Discovery Board), Laundry Videos (from Discovery Board), How To Sew a Button Videos (from Discovery Board), projector,</p>

	<p>Video, Discuss</p> <ul style="list-style-type: none">-Explain Discovery Board Centers Assignments and Expectations (Laundry Videos, Laundry Venn Diagram, Home Laundry Assignment, Button Sewing, and Final Thoughts on Sewing).-Students engage in Centers Activities, Teacher monitors students-Explain Why It Is Important To Know How to do Laundry while being more Conscientious of the Environment-Discuss When and Why It Is Important to Sew-Closure on Importance to be independent, knowing how to solve problems effectively, and the importance of knowing some basic skills in life	<p>screen, thread, fabric, needles, buttons, Laundry Homework Assignment Sheet, Laundry Venn Diagram, Index Cards, Padlet</p>	
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Southern Lehigh School District

UbD Curriculum Template

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

Unit: **Family Studies**

Grades: **7**
Date: **August, 2015**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st 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"> • ELA Common Core State Standards CC.1.4.7.E Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.1.4.7.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. CC.1.4.7.U Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, 	<p>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 TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ul style="list-style-type: none"> -Families are fundamental units of society. -Strong families empower individuals to manage the challenges of living and working in a diverse, global society. <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> -The global community continues to be affected by the trends in the family life cycle, so it is important for students to be aware of these trends and be empathetic. -To be successful in today's global society, it is important to empathize and be understanding of other individual's family situations, as well as, to be in tune with our own family situations. -Creative problem solving is important for all aspects of life.
	<h3 style="text-align: center;">Essential Questions</h3> <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</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"> *How do family functions change throughout the life cycle? *How could a solution that is effective for one person be ineffective for another? *Why is the family life cycle the natural progression of life? *What are some challenges to maintaining a family unit? *How does the family unit change over the course of a person's lifetime? *In the creative problem solving process, why is it important to acknowledge our successes, celebrate our failures and modify our ideas or products?

<p>including linking to and citing sources. CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <ul style="list-style-type: none"> • Math Common Core State Standards CC.2.4.5.A.1 Solve problems using conversions within a given measurement system. • PA Content Standards 11.2.3.A: Examine consequences of family, work or career decisions. 11.2.12.G: Hypothesize the impact of present family life-cycle trends on the global community 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.F: Compare and contrast how different cultures meet family responsibilities within differing configurations (e.g., new parent, just married, single adult living alone, "empty nest", retired, senior citizen). 11.2.6.G: Identify the characteristics of the stages of the family life cycle (e.g., beginning, expanding, developing, launching, middle years, retirement, variations). 11.2.6.H: Describe positive and negative interactions within patterns of interpersonal communications. 11.2.9.A: Solve dilemmas using a practical 	Acquisition	
<p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge? <i>-There are many different types of families, and each family functions in a different way. -The definition of family and family structures have changed over the years due to many changes in society.</i></p> <p>7. What vocabulary should students know and be able to recall? <i>Family Life Cycle, Family Life System, Traditional Family, Nuclear Family, Blended Family, Childless Couple, Multigenerational Family, Foster or Adoptive Family, Single Person Family, Widowed, Reside, Biological, Progression of Life, Beginning Stage, Parenting Stage, Launching Stage, Retirement Stage, Co-resident, Custody, Stability, Medium, Roles, Responsibilities, Anti-Bias, Gender, Equity, Culture, Ethnicity, Diversity</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>-A community or family is important to the whole. (Without one, we would not be complete.) -As long as there is love, cooperation, willingness to support and problem-solve together, a family who has a strong bond can succeed and work through challenges together.</i></p>	<p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate? <i>-Understand different families may have different traditions due to cultural/religious beliefs -Understand different cultural traditions influence the family, work place, and/or community -Discuss changes in society that have promoted family structures (divorce, marriage later in life, etc.) -Identify different family structures -Work collaboratively with others to create presentations -Apply the rules of digital citizenship -Identify the phases of the average family life cycle -Predict the challenges that may occur at each of the phases of the family life cycle -List the positive characteristics that affect family relationships throughout the family life cycle -Display an understanding for what happens when something disrupts the normal flow of the family life cycle -Explain the effects changes in the family life cycle flow have on society -Explain and identify how having a grandparent raise a child changes the family structure -Identify pros and cons of having grandparent(s) raise child(ren) -Design and create a unique class quilt square -Analyze how a class of students compares to a community and a family -Work collaboratively to create a tall, strong structure with a given set of supplies and a time limit</i></p>	

reasoning approach

11.2.9.C: Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family

11.2.9.F: Contrast past and present family functions and predict their probable impact on the future of the family.

11.2.9.G: Explain the influences of family life cycle stages on the needs of families and communities

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.

6.1 Analyze the effects of family as a system on individuals and society

6.1.1 Analyze family as the basic unit of society

6.1.2 Analyze the role of family in transmitting societal expectations.

6.1.3 Analyze global influences on today's families

6.1.4 Analyze the role of family in teaching culture and traditions across the life span.

6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.

<p>6.1.6 Analyze the effects of change and transitions over the life course.</p> <p>6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.</p> <p>6.2.1 Demonstrate awareness of multiple diversities and their effects on individual families, and society.</p> <p>6.2.2 Analyze the effects of social and cultural diversity on individual and families.</p> <p>6.2.3 Analyze the effects of empathy for diversity on individuals in family, work, and community settings.</p> <p>6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.</p> <p>6.2.5 Analyze the effects of globalization and increasing diversity on individuals, families, and society.</p> <p>13.1 Analyze functions and expectations of various types of relationships.</p> <p>13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.</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>		
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Stage 2 – Evidence	
<u>NETS for Students</u>	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
<p>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.</p> <p><i>Creative and Innovation Communication and Collaboration Critical Thinking Research and Information Fluency Digital Citizenship Technology Operations</i></p>	<p><i>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)</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> <ul style="list-style-type: none"> <i>-Family Cultural Differences Activity --In Kitchen Groups, students will use a template (graphic organizer) to identify how different cultures celebrate certain life events. The class period before, have students ask their families how they celebrate different events. List the culture and then the information.(Example: Latin American – quinceanera for females 15th birthday)</i> <i>-Famous Families Google Slides Presentations -- In partners, students will complete this project after discussing family structures. Students need to find 2 examples of Famous Families for each of the 7 structures discussed in class.</i> <i>-Family Life Cycle Flow Chart -- Students will gather pictures from magazines to depict the stages of the Family Life Cycle. Have students label the stages.</i> <i>-Grandparents Raising Grandchildren Issues Chart Activity -- Students will use the information from the Grandparents Raising Grandchildren Information Sheet to complete this chart. Students will list 4 issues on the chart and then consider how that would affect the co-resident grandparent caregiver and the child. The chart will then be discussed whole group as a class discussion.</i> <i>-Quilt Square Activity -- Students will create a quilt square that is uniquely them using the medium/materials provided in class. Upon completion, the students will share about their square, how they made it, and why it represents them. Finally, each square will be mounted on the larger paper to make one large class quilt.</i> <i>Family Member Roles and Responsibilities Activity -- Students will brainstorm roles and responsibilities of each family member.</i> <i>-Changes Over Time Venn Diagram Activity -- Students will list responsibilities from childhood in the left circle (responsibilities in the past), young adulthood in the right circle (current responsibilities), and overlapping responsibilities in the overlapping section.</i> <i>-Strong Family Structures Marshmallow Activity -- In groups, students (with a set number of mini marshmallows and toothpicks) are to build a structure that will stand for 5 minutes. They don't have to use all the supplies, BUT they may only use what they are given, and height will be the determining win factor if more than one structure stands longer than 5 minutes.</i>
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <ul style="list-style-type: none"> <i>-Family Recipe Food Lab -- Students will participate in this end of unit activity collaboratively as a team showcasing what they have learned in this unit.</i>

Stage 3 – Learning Plan			
NETS for Students	Learning Activities		Progress Monitoring/Formative Assessment
<p>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.</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> <i>Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 		<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? Teacher Observation, Student/Teacher Feedback, Responses/Comments on Google Docs and in the Google Classroom • What are potential rough spots and student misunderstandings? -Students usually need help turning the burners on the ranges on. -Students struggle with how to effectively wash dishes (water temperature and correct materials). -Using teaspoon instead of tablespoon and vice versa. -Some students struggle with building the strong family structures with limited materials, so monitoring is needed to help provide support and limit too much frustration for some. -Some of these topics are sensitive, so it important how the topics are delivered to the students. It important to "know" your students. • How will students get the feedback they need? Teacher Observation/Constant Monitoring, Small Group Discussions, Conferencing, Student/Teacher Feedback, comments on Google docs and in the Google Classroom
	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>-Introduction to Family -- Share Family Studies Agenda</p>	<p>List resources required <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, Apple TV, "My Family"</p>	<p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</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</p>

	<p>for the Unit (Topics Covered), Share "My Family" Discovery Board (Something they will create during a Food Lab, but they need to start collecting digital photos of their family)</p> <p>-Discuss Family Recipes -- Share importance of Family Recipes, Tell them for the Food Lab, they will get the opportunity to vote on a Family Recipe to Prepare for the Final Food Lab (Recipes need to be brought in within 2 days).</p> <p>-Family Cultural Differences Activity</p> <p>--Family Structures -- (4 days)</p> <p>Introduce 7 Family Structures, Definitions, Provide Examples, Share "Family Structures" Handout, Explain Famous Family</p> <p>Google Slides Presentation Activity, Review Rubric, Students Work on Project in Pairs, Present Famous Families Presentations</p> <p>--Family Life Cycles -- (2 days)</p> <p>Family Life Cycle Discussion, Family Life Cycle Activity (Flow Chart), Share Family Life Cycle Flow Charts</p> <p>--Grandparents Raising Grandchildren -- Use Informational Sheet to begin Discussion, Discuss how this topic relates to Family Structures, Discuss Pros/Cons, "Grandparents</p>	<p>Discovery Board, Family Recipes, Document Camera,"Family Cultural Differences"Activity Sheet, Google Drive, Google Docs, "Family Structures" Document, Famous Family Presentation Rubric, "Family Life Cycle" (Example Sheet), "Family Life Cycle" Flow Chart (Blank), Magazines , "Grandparents Raising Grandchildren" Informational Sheet, "Grandparents Raising Grandchildren Issues" Chart, Sample Quilt Square, Materials to Create Quilt Squares, Glue, Large Paper for Mounting of Quilt Squares, "Quilt Square" Templates, "Family Members Roles and Responsibilities" Graphic Organizer, Changes Over Time Venn Diagram, Changes Over Time Discussion Questions</p>	<p>further instruction. Class Discussions</p>
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	<p>Raising Grandchildren Issues" Chart Activity --Class Quilts -- Share a quilt square and talk about why people quilt, Discuss how class is a community/family, Discuss how quilts are like families, Explain Quilt Activity, Pass Out Materials, Students Work on Quilt Squares, When finished, share squares and have students share why they created squares the way they selected. --Family Member Roles and Responsibilities -- Review the functions of a family, Use the "Family Members Roles and Responsibilities" Graphic Organizer to brainstorm roles and responsibilities of each family member --Changes Over Time -- List how responsibilities change over time, Changes Over Time Discussion Questions --Strong Family Structures -- Group Marshmallow Building Activity, Whole Group Discussion --Family Recipes Food Lab -- Students will vote on and cook/create with their kitchen groups.</p>		
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