



Survival Skills: Communication Unit

| <i>Unit</i> | <i>Plan of Learning</i> | <i>National/ State Learning Objectives</i> | <i>Evaluation/ Resources/ Adaptations & Accommodations</i> |
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| Introduction to FACS | <p>Essential Question: What is FACS?</p> <ul style="list-style-type: none"> -Description of course objectives -Class procedures and expectations -Team work contract -Writing assignment (students write about themselves and their experience with cooking, or sewing). -Folder designs (must give a visual representation of all areas of FACS). | N/A | <ul style="list-style-type: none"> -Students will be evaluated by their class participation, writing assignment, and folder designs. -Resources: handouts, writing assignment paper, art supplies, folders, and writing utensils. -Adaptations /Accommodations: <ul style="list-style-type: none"> • Student may be given an alternative FACS writing assignment if he or she has another FACS class. • Students may be permitted to work with a partner on computer (if appropriate for the situation). |

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| | | | <input type="checkbox"/> Extended time on FACS assignment may be given if necessary. |
| Communication: Verbal vs. Nonverbal | Essential Questions: What traits do employers look for? What is verbal communication? What is nonverbal communication? -Test your communication style quiz -Test your social intelligence activity: Students will try to determine the meaning behind various facial expressions. -Employers top 10: Students will examine the top 10 skills employers look for in potential job applicants -Notes: Verbal vs. Nonverbal communication -Nonverbal communication worksheet. | National FCS Standard(s): 1.2 Demonstrate transferable and employability skills in school, community, and workplace settings. 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members. 13.5.7 Demonstrate processes for cooperating, compromising, and collaborating. PA Academic Standard(s): 11.2.9E Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency). 11.2.9H Justify the significance of interpersonal communication skills in the practical reasoning method of decision making. | -Students will be evaluated on participation, notes, and nonverbal communication worksheet. -Resources: worksheets, projector, computer -Adaptations and Accommodations: <input type="checkbox"/> Students may be given modified notes pages |

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| <p>Barriers to Communication</p> | <p>Essential Question: What prevents some people from communicating effectively?</p> <ul style="list-style-type: none"> -Four barriers to communication <ul style="list-style-type: none"> • Misunderstanding unclear messages • Poor listening skills • Language • Culture -Students will listen to a true story about how nonverbal communication saved one person's life. -Communication adaptations -Body language and eye contact notes -Video clip: Students will watch a short video clip about how one student overcame communication barriers. -Students will participate in a group activity in which they must solve a puzzle effectively, but without talking (demonstrates overcoming a barrier to communication). | <p>National FCS Standard(s):</p> <p>1.2 Demonstrate transferable and employability skills in school, community, and workplace settings.</p> <p>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</p> <p>PA Academic Standard(s):</p> <p>11.2.9H Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.</p> <p>11.2.9C Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family</p> | <p>- Students will be evaluated on their weekly class participation and notes.</p> <p>Resources: notes pages, projector, computer, game pieces</p> <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students may be given modified notes pages |
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| <p>Positive Ways of Communicating</p> | <p>Essential Question: How can you communicate in a clear and positive way?</p> <ul style="list-style-type: none"> -I Messages -Students will complete a worksheet to practice writing I Messages -Notes about tone, mixed messages, and the appropriate time and place to communicate -Students will watch the communication styles video and take a quiz. | <p>National FCS Standard(s):</p> <p>1.2 Demonstrate transferable and employability skills in school, community, and workplace settings.</p> <p>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</p> <p>PA Academic Standard(s):</p> <p>11.2.9C Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family</p> | <ul style="list-style-type: none"> -Students will be evaluated by their weekly participation, notes, I Messages worksheet, and video quiz. -Resources: TV and DVD player, worksheets, notes. <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students may be given modified notes pages and quiz. |
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| <p>Listening Skills</p> | <p>Essential Question: How can you be an effective listening?</p> <p>-Listening activity- students will listen to story and be asked to recall details.</p> <p>-Notes about criticism, active listening, and feedback.</p> <p>-Listening quiz: Are you a good listener?</p> | <p>National FCS Standard(s):</p> <p>1.2 Demonstrate transferable and employability skills in school, community, and workplace settings.</p> <p>13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</p> <p>13.5.7 Demonstrate processes for cooperating, compromising, and collaborating.</p> | <p>-Students will be evaluated by their weekly participation, and notes.</p> <p>-Resources: note pages</p> <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students may be given modified notes. |
| <p>Project and Review</p> | <p>Essential Question: How does technology affect your communication skills?</p> <p>-Students will pick one form of modern technology that is used to communicate (ex. Facebook, skype, etc...) and create a presentations about how it affects communication skills -Students will work in small groups to prepare a power point -Students will present the power point to class and be graded with a rubric</p> <p>-Chapter review</p> | <p>-All standards listed above</p> <p>PA Academic Standard(s):</p> <p>11.2.9E Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).</p> | <p>-Students will be evaluated by their projects, review, test, and movie questions.</p> <p>-Resources: computers, review, test, dvd player</p> <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students may be given modified test and review <input type="checkbox"/> Students may be given additional time and help on project if necessary. |

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| | <p>-Chapter test</p> <p>-Movie (optional): Students may watch part of the movie “You’ve Got Mail” and answer questions about communication throughout the movie.</p> | | |
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| Survival Skills: Cooking and Kitchen Design | | | |
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| <i>Unit</i> | <i>Plan of Learning</i> | <i>State/ National Objectives</i> | <i>Evaluation/ Resources/ Adaptations & Accommodations</i> |
| Measuring and Reading a Recipe | <p>Essential Questions: How do you follow a recipe? What are correct measuring techniques?</p> <p>-Students will record notes about abbreviations and equivalents.</p> <p>-Students will watch a measuring demo (recipe preparation and sample).</p> | <p>PA Academic Standard(s):</p> <p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> | <p>-Students will be evaluated by weekly participation points, notes, kitchen math worksheet, and quiz.</p> <p>-Resources: cooking supplies and equipment, worksheets, cookbooks.</p> <p>-Adaptations /Accommodations:</p> |

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| | <p>-Students will complete a kitchen math worksheet.</p> <p>-Students will practice reading recipes from cookbooks (question and answer, and game).</p> <p>-Students will have a quiz on measuring and equivalents.</p> | <p>11.3.9G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.</p> | <ul style="list-style-type: none">• Students may be given additional time to complete worksheet• Modified worksheets and notes if necessary |
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| <p>Food Safety</p> | <p>Essential Question: How do we prepare food using correct safety and sanitation procedures?</p> <ul style="list-style-type: none"> -Food safety and sanitation video and study guide -Food safety quiz -Food safety video and quiz -Spot the dangers activity -Food Bourne illness reading and worksheet -Kitchen safety guidelines | <p>PA Academic Standard(s):</p> <p>11.3.9A.Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).</p> <p>11.3.9B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.</p> <p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> | <p>- Students will be evaluated on their weekly class participation, video quiz, and the food Bourne illness worksheet.</p> <p>Resources: cooking supplies and equipment, ingredients, cookbooks, art supplies, lab sheets, handouts, and tests.</p> <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modified quiz and worksheet if necessary. |
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| | | <p>National FCS Standards:</p> <p>8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks and methods of prevention.</p> <p>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.</p> <p>8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.</p> <p>8.5.1 Demonstrate professional skills in handling of knives, tools, and equipment.</p> | |
| Recipe prep | <p>Essential Question: How do you prepare a recipe?</p> <p>-Recipe terms practice</p> <p>-Cooking jobs and procedures</p> | <p>PA Academic Standard(s):</p> <p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations,</p> | <p>-Students will be evaluated by their weekly participation and notes</p> <p>-Resources: Cooking supplies and equipment, worksheets.</p> |

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| | -Place setting review (notes and practice) | sensory appeal, balanced nutrition, safety, sanitation). | Adaptations /Accommodations: <input type="checkbox"/> Students may be given additional guidance or paired with a partner for cooking and clean up jobs. |
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| <p>Chapter 29 Information</p> | <p>How do you design a kitchen in an efficient and safe way?</p> <ul style="list-style-type: none"> -Organization activity -Students will look at a picture of a poorly designed kitchen and evaluate what improvements could be made. -Students will take notes about large kitchen equipment, small equipment, and utensils. -Students will work with one or two other people in the class to read about one piece of small cooking equipment and present the information to the class. -Students will complete a small equipment scramble. | <p>National FCS Standard(s):</p> <p>8.3 Demonstrate industry standards in selecting, using, and maintain, food production and food service equipment.</p> <p>11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.</p> | <ul style="list-style-type: none"> -Students will be evaluated by their weekly participation, notes, kitchen design, and small equipment scramble. -Resources: Cooking supplies and equipment, worksheets, notes pages, computers, projector. Adaptations /Accommodations: <ul style="list-style-type: none"> • Students may be given additional time to complete assignments. • Students may be given modified notes. |
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| | <p>-Students will take notes about the sources of danger in the kitchen read about recent cooking accidents in the news.</p> <p>-Students will gain an understanding of the work triangle and how to design a space efficient kitchen.</p> <p>-Students will use the floorplanner.com website to design their own kitchens using concepts learned in class.</p> | | |
| Chapter 29 Review and test | <p>-Chapter 29 review</p> <p>-Chapter 29 crossword</p> <p>-Chapter 29 test</p> | All standards listed above. | <p>-Students will be evaluated by their reviews and tests.</p> <p>-Resources: Reviews and tests</p> <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be given additional time to complete assignments. • Students may be given modified tests. |
| Cooking labs | How do you prepare food in a safe and sanitary way while following all cooking procedures? | PA Academic Standard(s): 11.3.9B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food. | -Students will be evaluated by weekly participation points, and assigned cooking and clean up jobs. |

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| | <p>-Students will prepare a variety of recipes throughout the unit</p> <p>-Students will be assigned a different food prep and clean up job each day</p> <p>-Students will create a cookbook cover for their class cookbooks.</p> | <p>11.3.9F. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>National FCS Standards:</p> <p>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.</p> <p>8.5.1 Demonstrate professional skills in handling of knives, tools, and equipment.</p> | <p>-Resources: cooking supplies and equipment, cookbooks.</p> <p>-Adaptations /Accommodations:</p> <ul style="list-style-type: none"> • Students may be given additional time to complete kitchen tasks. • Students may be paired with a partner for cooking, or clean up tasks. |
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Survival Skills: Laundry Unit and Clothing Care

| <i>Unit</i> | <i>Plan of Learning</i> | <i>National/ State Learning Objectives</i> | <i>Evaluation/ Resources/ Adaptations & Accommodations</i> |
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| Clothing Repair | <p>Essential Question: How do you repair clothing?</p> <ul style="list-style-type: none">-Running stitch demo and sample-Back stitch demo and sample-Button repair demo and sample | <p>National FCS Standard(s):</p> <p>16.4.5. Demonstrate basic skills for producing and altering textile products and apparel.</p> | <ul style="list-style-type: none">-Students will be evaluated by their class participation, samples, and notes.-Resources: handouts, sewing supplies-Adaptations /Accommodations:<ul style="list-style-type: none">• Student may be given an alternative sewing stitches if they are experienced in sewing..• Students may be permitted to work with a classmate. |

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| <p>Caring for Clothing</p> | <p>Essential Questions: Why care for your clothes?</p> <p>-Notes: Caring for clothing, reading a clothing care tag.</p> <p>-Hand out: How often should you wash clothing items?</p> | <p>National FCS Standard(s):</p> <p>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile apparel, and fashion products.</p> | <p>-Students will be evaluated on participation, notes, and any worksheets.</p> <p>-Resources: worksheets, flashcards, clothing items, notes.</p> |
| | <p>-Reading a tag</p> <p>-Decoding clothing care symbols activity</p> <p>-Clothing care symbols flash cards and practice</p> | <p>16.4.5. Demonstrate basic skills for producing and altering textile products and apparel.</p> | <p>-Adaptations and Accommodations:</p> <p>☐ Students may be given modified notes pages</p> |

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| <p>Preparing clothing to be washed</p> | <p>Essential Question: How do you prepare clothing to be washed?</p> <p>-Notes: Check for stains and repairs to be treated/ made, how to sort clothing.</p> <p>-Sorting clothing group activity: Students will be given a note card with a clothing item on it and place the clothing item in the correct laundry basket.</p> <p>-Sorting game: Students will be given a deck of cards with various clothing items and organize the card deck into separate piles.</p> <p>-Clothing care symbol practice.</p> | <p>National FCS Standard(s):</p> <p>16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.</p> <p>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile apparel, and fashion products.</p> <p>16.4.5. Demonstrate basic skills for producing and altering textile products and apparel.</p> | <p>- Students will be evaluated on their weekly class participation and notes.</p> <p>Resources: notes pages, sorting game, clothing items, stain removal products.</p> <p>Adaptations /Accommodations: <input type="checkbox"/> Students may be given modified notes pages</p> |
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| <p>How do you remove stains?</p> | <p>Essential Question: How can you treat and remove stains?</p> <p>-Notes on stain removal</p> <p>-Stain removal demonstration</p> <p>-Students will use a “stain guide” and determine how to remove various stains.</p> | <p>National FCS Standard(s):</p> <p>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile apparel, and fashion products.</p> | <p>-Students will be evaluated by their weekly participation, and notes.</p> <p>-Resources: notes, stain guide</p> <p>Adaptations /Accommodations: <input type="checkbox"/> Students may be given modified notes pages.</p> |
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| <p>How do you use a washer, dryer, and iron?</p> | <p>Essential Question: How do you use a washer and dryer?</p> <ul style="list-style-type: none"> -Notes: steps to using a washing machine, handwashing, drying methods, and ironing -Ppt about the history of the washing machine. -The laundry process worksheet -Demonstration of handwashing -Demonstration of flat drying. -Demonstration of ironing. -Students will practice using an iron | <p>National FCS Standard(s):</p> <p>16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile apparel, and fashion products.</p> | <ul style="list-style-type: none"> -Students will be evaluated by their weekly participation, and notes. -Resources: note pages, laundry items, ppt, projector. Adaptations /Accommodations: <ul style="list-style-type: none"> □ Students may be given modified notes. |
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| <p>Review and Test</p> | <p>-Laundry 101 review worksheet</p> <p>-Laundry word search</p> <p>-Laundry test: laundry test will be a hands on, working test. Students will have to remove stains from swatches of material, iron a dress shirt, sort a pile of clothing, identify laundry care symbols, and reading a clothing care tag.</p> | <p>-All standards listed above</p> | <p>-Students will be evaluated by their review and tests.</p> <p>-Resources: review, tests, laundry items.</p> <p>Adaptations /Accommodations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students may be given modified test and review <input type="checkbox"/> Students may be given additional time and help on test if necessary. |
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| Survival Skills: Child Development | | |
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| Essential Question/ Plan of Learning | State/National FCS Standards | Resources and Evaluation |
| <p>Essential Question: What is child development?</p> <p>-Introduction to unit: Childhood predictions- Students will listen to “stories” about various people’s childhood and make predictions about their future (the stories are true life accounts from people in history)</p> <p>-Confused Cathy: Students will read about a baby sitter and find 20+ things that she did incorrectly.</p> | <p>National FCS Standard(s): 12.1 Analyze principles of human growth and development across the life span.</p> <p>12.2 Analyze conditions that influence human growth and development.</p> <p>State FCS Standard(s): 11.3.9A. Analyze physical, intellectual and social/emotional development in relation to theories of child development.</p> | <p>Resources: Handouts</p> <p>Evaluation: Students will be evaluated on their answers to the confused Cathy worksheet.</p> <p>Accommodations:</p> <p>-Students may be given modified notes, and worksheets.</p> <p>-Students may be given additional time to complete assignments.</p> |

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| <p>Essential Question: How do you provide for a child's basic needs?</p> <p>-Notes: Caregiver and parenting and providing for a child's physical needs.</p> | <p>National FCS Standard(s): 4.4.6 Implement basic health practices and prevention procedures for workers and children regarding</p> | <p>Resources: Notes, power point, projector, handouts</p> <p>Evaluation: Students will be evaluated on their daily participation,</p> |
| <p>-t/f worksheet: How to feed a baby</p> <p>-Spilled milk reading</p> <p>-health care: Students will watch a power point about common childhood illnesses.</p> <p>-“Let's Play Doctor” activity: Students will read symptoms that children have an use an informational packet to see if they can determine an illness.</p> <p>-Vaccine chart example</p> | <p>childhood illness and communicable diseases.</p> <p>State FCS Standard(s): 11.3.9A. Analyze physical, intellectual and social/emotional development in relation to theories of child development.</p> <p>11.3.9B Evaluate health and safety hazards relating to children at each stage of child development.</p> | <p>notes, and childhood illness's worksheets.</p> <p>Accommodations: -Students may be given modified notes, and worksheets.</p> <p>-Students may be given additional time to complete assignments.</p> |

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| <p>Essential Question: How can you keep a child safe?</p> <ul style="list-style-type: none"> -Safety notes -Childproofing a home worksheet -Toy safety ppt -Examples of recalled toys -Students will complete research to identify one baby item that has been recalled and why. | <p>State FCS Standard(s): 11.3.9B Evaluate health and safety hazards relating to children at each stage of development.</p> | <p>Resources: notes, handouts, power point, projector, computers.</p> <p>Evaluation: Students will be evaluated on their daily participation, notes, and research.</p> <p>Accommodations:</p> <ul style="list-style-type: none"> -Students may be given modified assignments, or additional time to complete assignments. |
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| <p>Essential Question(s): How can you keep a child safe?</p> <ul style="list-style-type: none"> -Is this abuse? Worksheet. -Child abuse/ SBS power point -SBS infant simulation. Students will see the affected areas of the brain when a baby is shaken through the SBS simulator. -SBS post lesson questions. | <p>National FCS Standard(s): 4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.</p> <p>State FCS Standard(s): 11.3.9B Evaluate health and safety hazards relating to children at each stage of development.</p> | <p>Resources: notes, handouts, SBS simulator</p> <p>Evaluation: Students will be evaluated on their daily participation, notes, and post lesson questions.</p> <p>Accommodations:</p> <ul style="list-style-type: none"> -Students may be given modified notes, and worksheets. -Students may be given additional time to complete assignments. |
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| <p>Essential Question: How do you respond the injuries? What are the differences in child care?</p> <p>-Case Studies: Students will read case studies and determine an appropriate response.</p> <p>-Basic first aid procedure chart on page 479 of text.</p> <p>-Choosing child care services notes</p> | <p>National FCS Standard(s): 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.</p> <p>State FCS Standard(s): 11.4.9B Evaluate health and safety hazards relating to children at each stage of child development.</p> | <p>Resources: notes, handouts, textbooks.</p> <p>Evaluation: Students will be evaluated on their daily participation, and notes.</p> <p>Accommodations:</p> <p>-Students may be given modified notes, and worksheets.</p> <p>-Students may be given additional time to complete assignments.</p> |
| <p>Essential Questions: How can you provide for an infant's needs?</p> <p>-Infant simulation permission slip, and safety sign off.</p> | <p>National FCS Standard(s): 12.1 Analyze principles of human development across the lifespan.</p> | <p>Resources: handouts, infant simulators and supplies.</p> |

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| <p>-Infant simulation rules/ demonstration</p> <p>-Infant simulation pre-quiz (students must pass in order to complete the simulation)</p> <p>-Infant care simulation: Students will care for an infant simulator doll and provide basic needs: feeding, changing, rocking, burping.</p> <p>-Students will be graded through the device.</p> <p>-Power point on providing for an infant's intellectual and emotional needs.</p> <p>-Children's books: Students will identify how children's books will help development.</p> | <p>12.2 Analyze conditions that influence growth and development across the lifespan.</p> <p>State FCS Standard(s): 11.4.9A Analyze physical, intellectual and social/emotional development in relation to theories of child development.</p> <p>11.4.9B Evaluate health and safety hazards relating to children at each stage of child development.</p> | <p>Evaluation: Students will be evaluated on their infant simulation results/</p> <p>Accommodations:</p> <p>-Students may be given modified notes, and worksheets.</p> <p>-Students may be given additional time to complete assignments.</p> |
| <p>Chapter 24 Unite Review and Test</p> | <p>All listed above.</p> | <p>Resources: reviews and tests.</p> <p>Evaluation: Students will be evaluated by their tests.</p> <p>Accommodations:</p> <p>-Students may be given modified tests, and/or additional time.</p> |



Survival Skills: Budgeting and Advertising

| Essential Question/ Plan of Learning | State/National FCS Standards | Resources and Evaluation |
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| <p>Essential Question: What is a budget?</p> <p>-Budgeting Activity: Students will be given an income and must plan a budget.</p> <p>-Budgeting Basics: Video and Quiz</p> <p>-Textbook reading about budgeting</p> | <p>PA FCS Standard(s):</p> <p>11.1.6 B Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.</p> <p>National FCS Standard(s):</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span</p> | <p>Resources: Budgeting activity sheet, video, dvd player, textbooks.</p> <p>Evaluation: Students will be evaluated on their daily participation and quiz.</p> <p>Accommodations:</p> <p>-Students may be given modified worksheets, and quizzes.</p> <p>-Students may be given additional time to complete assignments.</p> |

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| | <p>2.7.2 Analyze how education, income, career, and life choices relate to achieving financial goals.</p> <p>2.7.3 Manage money effectively by developing financial goals and budgets</p> | |
| <p>Essential Question: How can you be a smart shopping?</p> <ul style="list-style-type: none"> -Advertising brands and slogans activities -Generic vs. name brand taste test. -test your grocery shopping IQ -Reverse psychology: Grocery store gimmicks. -Students will design their own advertisement for a product. | <p>National FCS Standard(s):</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span</p> <p>2.7.3 Manage money effectively by developing financial goals and budgets</p> | <p>Resources: handouts, products to taste test.</p> <p>Evaluation: Students will be evaluated on their daily participation and advertisement design.</p> <p>Accommodations:</p> <p>-Students may be given additional time to complete assignments.</p> |
| <p>Essential Question: How can you create long term financial goals?</p> <ul style="list-style-type: none"> -Wants vs. needs | <p>PA FCS Standard(s):</p> <p>11.1.6 B Know the relationship of the components of a simple spending plan and how that relationship allows for</p> | <p>Resources: worksheet, computers.</p> <p>Evaluation: Students will be evaluated on their daily participation, and research.</p> |

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| <p>-Students will research and create a budget to meet one long term financial goal.</p> | <p>managing income, expenses and savings.</p> <p>National FCS standard(s):</p> <p>2.7.3 Manage money effectively by developing financial goals and budgets</p> | <p>Accommodations:</p> <p>-Students may be given modified assignments, or additional time to complete assignments.</p> |
| <p>Essential Question(s): How do you manage personal finances?</p> <p>-Budgeting workbook: writing checks, balancing a checkbook, etc...</p> <p>-Budgeting project</p> <p>-Unit test</p> | <p>PA FCS Standard(s):</p> <p>11.1.9B Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, noncash systems, investments, insurance).</p> <p>National FCS Standard(s):</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span</p> <p>2.7.3 Manage money effectively by developing financial goals and budgets</p> | <p>Resources: Budgeting workbook.</p> <p>Evaluation: Students will be evaluated on their daily participation, workbook completion, and tests.</p> <p>Accommodations:</p> <p>-Students may be given modified worksheets and tests.</p> <p>-Students may be given additional time to complete assignments.</p> |
| <p>Additional Items: Speaker(s) from local bank (Somerset Trust) may present banking information to students if available.</p> | <p>All listed above.</p> | <p>N/A</p> |