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| Anderson County High School  Standards-Based Unit |

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| Unit Title: | Family, Career, and Community Leaders of America |
| Grade Level/ Content Area: | 9 Family and Consumer Sciences (Family Sciences) |
| Dates: | Week 1 |

KY Core Academic Standards:

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| Career Awareness, Exploration, Planning - Vocational Studies  Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be  considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and  integrate academic subjects. | K, R, S, P |
| Employability Skills - Vocational Studies  Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help  students develop interpersonal skills and positive work habits. | K, R, S, P |
| CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of  strategies. | K, R, S, P |
| CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts,  and issues, building on others’ ideas and expressing their own clearly and persuasively. | K, R, S, P |
| CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization,  development, substance, and style are appropriate to purpose, audience, and task. | K, R, S, P |
| Reading / 9-10 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text. | K, R, S, P |
| Reading / 9-10 / #9 – Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. | K, R, S, P |
| Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. | K, R, S, P |
| Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. | K, R, S, P |
| Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | K, R, S, P |
| CC.9-12.S.IC.6 Evaluate reports based on data. | K, R, S, P |

Critical Vocabulary:

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| * Motto * Mission * Creed * National Programs * Degrees * Recognition * Leadership * Community Service * Careers * Employability * Vocational Education * Dues * Family and Consumer Sciences * Affiliation |

Student Friendly Learning Targets:

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| I can summarize topics studied in Family Sciences. | K,R, S, P |
| I can determine opportunities and benefits of membership in the FCCLA student organization | K, R, S, P |
| I can propose multiple opportunities of leadership. | K, R, S, P |

Summative Assessment:

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| Students will be given a unit test which includes selected response and extended written response questions.  Students will complete a webquest to further familiarize them with the FCCLA organization and the opportunities afforded them through membership. Students will practice public speaking skills when reciting the creed. |

Pre-Assessment:

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| Pre assessment for the beginning of the course will be a re-ordered version of the final exam in the course. |

Formative Assessments:

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| Questioning during instruction.  Review Game  Bell Ringers  Exit Slips  Test Talks/Conferencing |

Large Group/ Small Group Instructional Activities:

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| Learning Target(s) | Description of Strategy | Preparation/ Materials Needed | Notes: |
| I can summarize topics studied in Family Sciences. | Lecture  Cooperative Learning  Formative/Summative Assessment  Presentations  Scaffolding  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can determine opportunities and benefits of membership in the FCCLA student organization | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can propose multiple opportunities of leadership. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |

Plan for students who are not successful on summative assessment:

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| Remediation in the form of review sessions, after/before school re-takes, extended time, and parent contact. |

Additional Resources:

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Reflection:

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Notes:

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| Anderson County High School  Standards-Based Unit |

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| Unit Title: | Personal Development |
| Grade Level/ Content Area: | 9 Family and Consumer Sciences (Family Sciences) |
| Dates: | Weeks 2-3 |

KY Core Academic Standards:

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| Personal Wellness (Health Education) - Practical Living  Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that  promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy. | K, R, S, P |
| CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of  strategies. | K, R, S, P |
| CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts,  and issues, building on others’ ideas and expressing their own clearly and persuasively. | K, R, S, P |
| Reading / 9-10 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text. | K, R, S, P |
| Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context. | K, R, S, P |
| Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms. | K, R, S, P |
| Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. | K, R, S, P |
| Writing / 9-10 / #1 – Write arguments focused on discipline-specific content. | K, R, S, P |
| Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. | K, R, S, P |
| Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research. | K, R, S, P |
| Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | K, R, S, P |
| CC.9-12.S.IC.6 Evaluate reports based on data. | K, R, S, P |
| CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. | K, R, S, P |

Critical Vocabulary:

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| * Prioritize * Short-term Goal * Long-Term Goal * Resources * Resourceful * Contingency Plans * Proactive * Ethics * Media * Decision-Making Process * Practical Problem * Context |

Student Friendly Learning Targets:

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| I can summarize topics studied in the culinary skills career pathway. | K, R, S, P |
| I can summarize topics studied in the interior design career pathway. | K, R, S, P |
| I can prioritize responsibilities to reach short and long term goals. | K, R, S, P |
| I can identify resources to help me reach my goals. | K, R, S, P |
| I can utilize the decision making process to make effective decisions. | K, R, S, P |
| I can analyze my personal standards for living and apply them to appropriate areas of my life. | K, R, S, P |
| I can thoroughly explain topics studied in Unit 2 of Family Sciences. | K, R, S, P |

Summative Assessment:

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| Students will be given a unit test which includes selected response and extended written response questions. Students will create presentations that discuss several aspects of the decision making process and the 7 Habits of Highly Effective Teens. Students will participate in self-reflective activities that require them to identify and apply their own personal values, goals, morals, ethics, and decision making skills. |

Pre-Assessment:

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| Pre assessment will include all questions on the summative course exam. |

Formative Assessments:

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| Questioning during instruction.  Section quizzes.  Bell Ringers  Exit Slips  Test Talks/Conferencing |

Large Group/ Small Group Instructional Activities:

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| Learning Target(s) | Description of Strategy | Preparation/ Materials Needed | Notes: |
| I can summarize topics studied in the culinary skills career pathway. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can summarize topics studied in the interior design career pathway. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can prioritize responsibilities to reach short and long term goals. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can identify resources to help me reach my goals. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can utilize the decision making process to make effective decisions. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can analyze my personal standards for living and apply them to appropriate areas of my life. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can thoroughly explain topics studied in Unit 2 of Family Sciences. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can summarize topics studied in the culinary skills career pathway. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can summarize topics studied in the interior design career pathway. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can prioritize responsibilities to reach short and long term goals. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can identify resources to help me reach my goals. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can utilize the decision making process to make effective decisions. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can analyze my personal standards for living and apply them to appropriate areas of my life. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can thoroughly explain topics studied in Unit 2 of Family Sciences. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |

Plan for students who are not successful on summative assessment:

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| Remediation in the form of review sessions, after/before school re-takes, extended time, and parent contact. |

Additional Resources:

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Reflection:

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Notes:

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| Anderson County High School  Standards-Based Unit |

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| Unit Title: | Relationships |
| Grade Level/ Content Area: | 9 Family and Consumer Sciences (Family Sciences) |
| Dates: | Weeks 3-7 |

KY Core Academic Standards:

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| Employability Skills - Vocational Studies  Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help  students develop interpersonal skills and positive work habits. | K, R, S, P |
| Personal Wellness (Health Education) - Practical Living  Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that  promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy. | K, R, S, P |
| Cultures and Societies - Social Studies  Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are  universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups  throughout the United States and the World, and that issues and challenges unite and divide them. | K, R, S, P |
| CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of  strategies. | K, R, S, P |
| CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts,  and issues, building on others’ ideas and expressing their own clearly and persuasively. | K, R, S, P |
| Reading / 9-10 / #1 – Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | K, R, S, P |
| Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context. | K, R, S, P |
| Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. | K, R, S, P |
| Writing / 9-10 / #1 – Write arguments focused on discipline-specific content. | K, R, S, P |
| Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. | K, R, S, P |
| Writing / 9-10 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task,  purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation. | K, R, S, P |
| Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research. | K, R, S, P |
| Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | K, R, S, P |
| CC.9-12.S.IC.6 Evaluate reports based on data. | K, R, S, P |

Critical Vocabulary:

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| * Relationships * Expectations * Stereotype * Tolerance * Prejudice * Discrimination * Authority Figures * Communication * Verbal Communication * Nonverbal Communication * “I” Messages * Body Language * Eye Contact * Mixed Message * Assertive * Aggressive * Passive * Active Listening * Feedback * Teamwork * Consensus * Groupthink * Leadership * Role Model * Delegate * Ethical Leadership * Leadership Style * Media * Peer Pressure * Refusal Skills * Conflict * Negotiation * Win-win Solution * Mediation * Peer Mediation * Peer Education * Ovary * Uterus * Rectum * Cervix * Anus * Vagina * Labium Minora * Bladder * Urethra * Epididymis * Scrotum * Penis * Testes * Vas Deferns * Cowper’s Gland * Prostate Gland * Seminal Vesicles * Abuser * Victim * Marital Abuse * Violence Cycle * Intensity * STD * STI * Chlamydia * Abstinence * Sexually Transmitted Diseases * Gonorrhea * Genital Herpes * Syphilis * Genital Warts * Hepatitis B * Acquired Immune Deficiency Syndrome * Human Immunodeficiency Virus * Personal Information * Online Threats * Communication * Internet Behavior |

Student Friendly Learning Targets:

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| I can differentiate between healthy and unhealthy relationships. | K, R, S, P |
| I can assess characteristics of abusive relationships and strategies for prevention. | K, R, S, P |
| I can explore possible consequences and long term effects of sexual activity. | K, R, S, P |
| I can explain male and female reproductive systems. | K, R, S, P |
| I can apply effective communication skills to real life scenarios. | K, R, S, P |
| I can apply problem solving techniques and incorporate team work to demonstrate a positive work environment. | K, R, S, P |
| I can discuss various leadership styles and evaluate personal style. | K, R, S, P |
| I can identify the needs of the school and local community. | K, R, S, P |
| I can explain appropriate refusal skills. | K, R, S, P |
| I can explain the consequences of negative peer pressure. | K, R, S, P |
| I can explain how to avoid inappropriate internet behavior. | K, R, S, P |
| I can explain effective conflict resolution strategies. |  |
| I can identify the needs of the school and local community. | K, R, S, P |
| I can create a Public Service Announcement to bring awareness to violence. | K, R, S, P |
| I can thoroughly explain topics studied in Unit 3 of Family Sciences. | K, R, S, P |

Summative Assessment:

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| Students will be given a unit test which includes selected response and extended written response questions.  Students will create a school-wide campaign for positive behaviors, a presentation for their group leadership project, and an anti-bullying PSA to be uploaded to a podcast. |

Pre-Assessment:

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| Pre assessment will include all questions on the summative course exam. |

Formative Assessments:

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| Questioning during instruction.  Section quizzes.  Bell Ringers  Exit Slips  Test Talks/Conferencing |

Large Group/ Small Group Instructional Activities:

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| --- | --- | --- | --- |
| Learning Target(s) | Description of Strategy | Preparation/ Materials Needed | Notes: |
| I can differentiate between healthy and unhealthy relationships. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can assess characteristics of abusive relationships and strategies for prevention. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can explore possible consequences and long term effects of sexual activity. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can explain male and female reproductive systems. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can apply effective communication skills to real life scenarios. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can apply problem solving techniques and incorporate team work to demonstrate a positive work environment. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can discuss various leadership styles and evaluate personal style. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can identify the needs of the school and local community. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can explain appropriate refusal skills. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can explain the consequences of negative peer pressure. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can explain how to avoid inappropriate internet behavior. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can explain effective conflict resolution strategies. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can identify the needs of the school and local community. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can create a Public Service Announcement to bring awareness to violence. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can thoroughly explain topics studied in Unit 3 of Family Sciences. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |

Plan for students who are not successful on summative assessment:

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| Remediation in the form of review sessions, after/before school re-takes, extended time, and parent contact. |

Additional Resources:

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Reflection:

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Notes:

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| Anderson County High School  Standards-Based Unit |

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| Unit Title: | Family Ties |
| Grade Level/ Content Area: | 9 Family and Consumer Sciences (Family Sciences) |
| Dates: | Weeks 7-9 |

KY Core Academic Standards:

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| 6.1.2 - Analyze the role of family in transmitting societal expectations. | K, R, S, P |
| 6.1.6 - Analyze the effects of change and transitions over the life course. | K, R, S, P |
| 7.4.1 - Assess health, wellness, and safety issues of individual and families with a variety of disadvantaging conditions. | K, R, S, P |
| Cultures and Societies - Social Studies  Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are  universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups  throughout the United States and the World, and that issues and challenges unite and divide them. | K, R, S, P |
| CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of  strategies. | K, R, S, P |
| CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts,  and issues, building on others’ ideas and expressing their own clearly and persuasively. | K, R, S, P |
| Reading / 9-10 / #1 – Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | K, R, S, P |
| Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context. | K, R, S, P |
| Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. | K, R, S, P |
| Writing / 9-10 / #1 – Write arguments focused on discipline-specific content. | K, R, S, P |
| Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. | K, R, S, P |
| Writing / 9-10 / #8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task,  purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation. | K, R, S, P |
| Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research. |  |
| Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. |  |
| CC.9-12.S.IC.6 Evaluate reports based on data. |  |

Critical Vocabulary:

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| * Nuclear Family * Single-parent Family * Blended Family * Extended Family * Nurture * Socialization * Family Life Cycle * Support System * Crisis * Custody * Joint Custody * Grief * Substance Abuse * Alcoholism * Abuse * Neglect * Reciprocity * Diversity * Clique * Harassment * Sexual Harassment |

Student Friendly Learning Targets:

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| I can characterize the types of families and the family life cycle. | K, R, S, P |
| I can analyze practical problems faced by families. | K, R, S, P |
| I can identify the benefits of positive friendships. | K, R, S, P |
| I can thoroughly explain topics studied in Unit 4 of Family Sciences. | K, R, S, P |

Summative Assessment:

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| Students will be given a unit test which includes selected response and extended written response questions. Students will create learning style based presentations that discuss the progression of their family through the stages of the family life cycle. |

Pre-Assessment:

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| Pre assessment will include all questions on the summative course exam. |

Formative Assessments:

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| Questioning during instruction.  Section quizzes.  Bell Ringers  Exit Slips  Test Talks/Conferencing |

Large Group/ Small Group Instructional Activities:

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| --- | --- | --- | --- |
| Learning Target(s) | Description of Strategy | Preparation/ Materials Needed | Notes: |
| I can characterize the types of families and the family life cycle. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can analyze practical problems faced by families. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can identify the benefits of positive friendships. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can thoroughly explain topics studied in Unit 4 of Family Sciences. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |

Plan for students who are not successful on summative assessment:

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| Remediation in the form of review sessions, after/before school re-takes, extended time, and parent contact. |

Additional Resources:

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Reflection:

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Notes:

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| Anderson County High School  Standards-Based Unit |

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| Unit Title: | Nutrition and Foods |
| Grade Level/ Content Area: | 9 Family and Consumer Sciences (Family Sciences) |
| Dates: | Weeks 10-12 |

KY Core Academic Standards:

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| Lifetime Physical Wellness (Physical Education) - Practical Living  Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate  knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their  optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities. | K, R, S, P |
| Nutrition (Health Education) - Practical Living  Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy  bodies. | K, R, S, P |
| Personal Wellness (Health Education) - Practical Living  Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that  promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy. | K, R, S, P |
| CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of  strategies. | K, R, S, P |
| CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g.,  figures, tables), and multimedia when useful to aiding comprehension. | K, R, S, P |
| CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts,  and issues, building on others’ ideas and expressing their own clearly and persuasively. | K, R, S, P |
| Reading / 9-10 / #1 – Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | K, R, S, P |
| Reading / 9-10 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text. | K, R, S, P |
| Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms. | K, R, S, P |
| Reading / 9-10 / #7 – Translate quantitative or technical information expressed in words in a text into visual form (e.g. chart / table) and translate information expressed visually or mathematically (e.g. in an equation)  into words. | K, R, S, P |
| Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. | K, R, S, P |
| Writing / 9-10 / #1 – Write arguments focused on discipline-specific content. | K, R, S, P |
| Writing / 9-10 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes. | K, R, S, P |
| Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. | K, R, S, P |
| Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,  demonstrating understanding of the subject under investigation. | K, R, S, P |
| Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research. | K, R, S, P |
| Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | K, R, S, P |
| CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context. | K, R, S, P |
| CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example,  represent inequalities describing nutritional and cost constraints on combinations of different foods. | K, R, S, P |
| CC.9-12.S.IC.6 Evaluate reports based on data. | K, R, S, P |

Critical Vocabulary:

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| * Work Triangle * Work Centers * Foodborne Illness * Cross-Contamination * Rotation * Freezer Burn * Yield * Volume * Equivalent Measurement * Moist-Heat Cooking * Dry-Heat Cooking * Arcing * Standing Time * Dovetail |

Student Friendly Learning Targets:

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| --- | --- |
| I can identify and demonstrate how to properly use common kitchen equipment & utensils. | K, R, S, P |
| I can identify causes of foodborne illness and prevention techniques. | K, R, S, P |
| I can demonstrate how to measure ingredients accurately. | K, R, S, P |
| I can list appropriate food safety and sanitation practices. | K, R, S, P |
| I can apply mathematical skills when working in the kitchen. | K, R, S, P |
| I can demonstrate and practice appropriate food safety and sanitation. | K, R, S, P |
| I can list possible cooking methods for eggs. | K, R, S, P |
| I can thoroughly explain topics studied in Family Sciences. | K, R, S, P |

Summative Assessment:

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| Students will be given a unit test which includes selected response and extended written response questions. Students will participate in lab activities in which they prepare certain foods and implement kitchen safety and sanitation regulations while doing so. Students will also be assessed on their measuring capabilities. |

Pre-Assessment:

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| Pre assessment will include all questions on the summative course exam. |

Formative Assessments:

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| Questioning during instruction.  Section quizzes.  Bell Ringers  Exit Slips  Test Talks/Conferencing |

Large Group/ Small Group Instructional Activities:

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| --- | --- | --- | --- |
| Learning Target(s) | Description of Strategy | Preparation/ Materials Needed | Notes: |
| I can identify and demonstrate how to properly use common kitchen equipment & utensils. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can identify causes of foodborne illness and prevention techniques. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can demonstrate how to measure ingredients accurately. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can list appropriate food safety and sanitation practices. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can apply mathematical skills when working in the kitchen. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can demonstrate and practice appropriate food safety and sanitation. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can list possible cooking methods for eggs. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |
| I can thoroughly explain topics studied in Family Sciences. | Lecture  Cooperative Learning  Formative/Summative Assessment  Scaffolding  Presentations  Class Discussion | PPT  Guided Notes  Rubrics |  |

Plan for students who are not successful on summative assessment:

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| Remediation in the form of review sessions, after/before school re-takes, extended time, and parent contact. |

Additional Resources:

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Reflection:

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Notes: