

Course Title: Teen Connections

Unit: 1	Personal Connections
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<p align="center">Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe how physical, social, emotional, and intellectual changes that occur during adolescence affect self-esteem and self-concept. 2. Analyze interpersonal skills needed by teenagers for success in the home, school, and community, including respecting self and others, resolving conflict, responding to peer pressure, and communicating with others. 3. Explain the impact of values, goals, and decision making on teenagers. 4. Demonstrate socially acceptable behavior of teenagers, including practicing manners, etiquette, and grooming habits. 5. Identify various family structures. Examples: nuclear, blended, extended, single-parent <ul style="list-style-type: none"> • Recognizing how individual roles and responsibilities in the home contribute to the family’s well-being • Describing changes and challenges faced throughout the family life cycle 6. Describe the importance of teen’s developing time management skills.
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<p align="center">Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain the physical, social, emotional, and intellectual changes of adolescence. 2. Evaluate factors that impact self-esteem and self-concept. 3. Demonstrate acquired skills showing respect for self and others. 4. Demonstrate ways to resolve conflict. 5. Explain ways to respond to peer pressure. 6. Demonstrate effective communication with others. 7. Analyze how the development of values and goals result in making good decisions. 8. Demonstrate socially acceptable manners, etiquette, and grooming habits. 9. Describe differences in family structures. 10. Describe how individual roles and responsibilities impact the family’s well-being. 11. Explain changes and challenges faced during each stage of the family life cycle. 12. Create a twenty-four hour time chart.
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<p>Essential Question(s):</p>	<p>What personal changes and challenges will adolescents face in the twenty-first century?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
I. Personal Connections A. Changes Occurring in Adolescence Affecting	Five Plus One (5 + 1): Teacher presents for five minutes about the	Lead Questions

<p>Self- esteem and Self-concept</p> <ol style="list-style-type: none"> 1. Physical 2. Social 3. Emotional 4. Intellectual 	<p>physical, social, emotional and intellectual changes teens experience, students share and reflect for one minute. Discuss how these changes impact self-esteem and self-concept.</p> <p>Hands On: Students create their own unique picture using Finger Printing Activity handout. Discuss how each individual is unique.</p> <p>Hands On: Students will find a sample of their recent schoolwork and analyze the handwriting. Discuss personality traits of individuals.</p> <p>Hands On: Each person is given a blank name tag. Explain to the group that corporations are recognized by a specific logo or symbol. (McDonalds arches, 3M, Apple Computer's Apple, etc.) They are given two minutes to draw their personal logo. This logo should reflect their personality, their interests, or any thing they would like other people to know about them. Then give the group time to share and see what each logo looks like.</p>	<p>See Finger Printing Activity Handout Water-based Markers Cardstock Paper</p> <p>See What Your Handwriting Tells You Handout</p> <p>Nametag or Cardstock Paper Markers Crayons</p>
<p>B. Interpersonal Skills Needed by Teenagers</p> <ol style="list-style-type: none"> 1. Respecting self and others 2. Resolving conflicts 3. Responding to peer pressure 4. Communicating with others 	<p>Five Plus One (5 + 1): Teacher presents for five minutes about the interpersonal skills needed to get along with others, including respect, conflict resolution, responding to peer pressure, and effective communication. Students share and reflect for one minute. Discuss how these changes impact self-esteem and self-concept.</p> <p>PowerPoint and Discussion: Using the FCCLA Middle Level Guide CD, show the STOP the Violence PowerPoint. Discuss warning signs of violent behavior.</p>	<p>Lead Questions</p> <p>FCCLA Middle Level Comprehensive Guide CD - STOP the Violence Section</p>

<p>C. Impact of Values, Goals, and Decision Making on Teenagers</p>	<p>Lecture and Various Activities: Using the FCCLA Middle Level Guide CD, teach Lesson 1: Understanding Bullying, Lesson 2: What Can You Do to Stop Violence? and Lesson 3: Don't Laugh at Me.</p> <p>Student-Created Bulletin Boards: Students create a STOP the Violence bulletin board for display in school.</p> <p>Case Studies/Scenarios: Give students case studies or situations involving conflict with others. Have students describe ways to resolve the conflict.</p> <p>Mixer Activity: The object of this small group exercise is to get the group to quickly meet the other members, learn to communicate, and respect others. The teacher calls out a color of the rainbow - for example RED. Red: typically is the stop/turn-off color - each member of the group quickly tells one thing that they really wish people would stop doing or saying. Orange: is the motivation color - what motivates them. Yellow: is the inspiration or creativity color - what was the best idea they've had. Green: is the money color - what they plan to do for money, or the dumbest thing they ever did for money. Blue: is the sky's the limit color - what is your favorite fantasy about your future. Indigo: is an odd or different color - what is the most daring thing they have ever done. Purple: is the color of royalty - if you were ruler of the universe for a day - what is the first thing you would do?</p> <p>Forced Choice: A small number of choices (situations involving a decision that must be made) are placed around the room and students are asked to examine all</p>	<p>FCCLA Middle Level Comprehensive Guide CD - STOP the Violence Section</p> <p>Bulletin Board Supplies See FCCLA Middle Level Comprehensive Guide CD - STOP the Violence Section - Bulletin Board Ideas</p> <p>Case Studies</p> <p>“Choice” Situations Around the Room</p>
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C. Socially Acceptable Behavior of Teenagers

1. Practicing manners
2. Etiquette
3. Grooming habits

the choices, and then stand next to their choice. Students selecting the same choice then discuss reasons for their decision, advantages, and disadvantages for their choice. Lead discussion about how choices made are often influenced by personal values and goals.

Collaborative Learning:

Using the FCCLA Planning Process, students identify a concern, set a goal, form a plan, act, and follow up.

Group Investigation:

The class is divided into six teams. Teams are assigned one of the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring, citizenship) to investigate, gather information, prepare a report, and then present their findings to the entire class.

Each team should make a “pillar” banner, sign, or poster to display around school.

KWHL:

Activity where students indicate what they “Know, Want to know, How to find out, Learn” regarding socially acceptable behavior of teenagers.

Ten Plus Two (10+2):

Teacher presents for ten minutes about manners, etiquette and grooming habits. Student share and reflect for two minutes. Repeat cycle.

Games:

Student play games related to manners and etiquette.

Application Cards:

Students make grooming signs for display around the school. Topics might include tooth

FCCLA Middle Level Comprehensive Guide CD

FCCLA Dynamic Leadership CD - Lesson 4 - Stepping into Leadership

Computers

Internet

Books on Character Education

Poster Board

Markers

Art Supplies

Reference Book: Emily Post Teen Etiquette

Games Available Through NASCO or SAX Catalogs

See Grooming Sign Project

E. Family Structures

1. Types of structures
2. Roles and responsibilities that contribute to the family's well-being
3. Changes and challenges throughout the family life cycle

brushing, hair washing, etc.

Music:

Play the song "The Circle of Life" and discuss the meaning of the song and how it relates to the importance of family.

Hands On:

Complete the Circle of Life project. Students will create a visual auto- biography of their life. For homework, students should ask parents about significant events or milestones that occurred at various ages. Bring to class the completed handout. In class, students will transfer the life event on a circle cut-out on construction paper. Once all circles are filled in, they connect the circles into a wreath. Upon completion of the project, discuss the changes and challenges they personally experienced growing up.

Hands On:

Write numbers for each decade on the board from the 1970's to present. Under each decade, have students write as many TV and movie families from the era that they can remember. Lead discussion of the differences in families today and then. Brainstorm characteristics of strong families and how family member roles have changed through the years.

Independent Activity:

Students complete the Time Capsule Project. This project gives students an opportunity to learn details about family members. They will learn about family types, historical events that occurred the year each family was born, etc.

Collage:

Students will make a Family Quilt. Using paper and colored pencils or markers students draw a

Song: "The Circle of Life"

See Circle of Life Project
Circles made from Colored Construction Paper
Markers
Pens
Glue

Computer
Internet
See Family Time Capsule Project

Paper
Colored Pencils
Markers

<p>F. Developing Time Management Skills</p>	<p>border (represents holding the family together). They choose a design for the inside of the quilt (ex. footballs). If they have five family members, they draw five different footballs and list each family member's name in the ball. Then, they create a background pattern for the quilt. Discuss the importance of families.</p> <p>Buzz Session: Students brainstorm why time management is important and create a list of time management techniques.</p> <p>Independent Work: Students keep an hourly record of activities for four days. On the fifth day, students should evaluate the time schedule and determine ways to better manage their time.</p> <p>Independent Work: Using the FCCLA Power of One program, students create a plan to reach a personal goal related to the following areas: A Better You-improve on a personal trait; Family Ties-get along better with family members; Working on Working-explore and prepare for careers; Take the Lead-develop leadership qualities; Speak Out for FCCLA-tell others about the organization.</p>	<p>FCCLA Power of One Program (See FCCLA Web site, Programs, Power of One)</p>
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<p>Unit Assessment:</p>	<p>Performance Tasks, Rubrics, Opened-Ended Questions, Power of One Form</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA STAR Events: Applied Technology, Career Investigation, Chapter Service Project, Entrepreneurship, Focus on Children, Illustrated Talk, Interpersonal Communication, National Programs in Action, Recycle and Redesign. FCCLA State and/or National Programs: Career Connection, Community Service, Dynamic Leadership, Families First, Power of One, STOP the Violence, Student Body</p>
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**Unit/Course
Culminating
Product:**

Students will complete all five units of FCCLA Power of One program.

Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other:

<p>Computer-Assisted Instruction: Visit the www.mypyramid.gov Web site. Go to “For Kids” Go to “Mypyramid for Kids Worksheet” Students evaluate what they ate the day before and set a goal for what to eat in the future.</p> <p>Games: Students play games related to the Food Guide Pyramid.</p> <p>Guest Speaker: Invite guest speaker (Extension Agent, school nurse, doctor, dietitian, exercise trainer) to address food, wellness and/or exercise.</p> <p>Teacher Instruction/Student Activities: Using the FCCLA Middle Level Comprehensive Guide CD: FCCLA Student Body program, show the Student Body PowerPoint, then teach the following lessons: Lesson 1: Puzzled about Eating Healthy? Students will learn about nutrition needs, the food guide pyramid, and dietary guidelines. Lesson 2: Be Fit. Students will learn what it takes to maintain a healthy weight. Lesson 3: Making Healthy Choices. Students will learn to make lifestyle choices to keep healthy. Lesson 4: Nutrition Fact or Fiction? Students will conduct Internet research examining several sources of nutrition information to determine if the information is reliable.</p> <p>Student Body Project: Students complete an FCCLA Student Body Project to include: Eat Right - Explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, and more</p>	<p>Computers Internet www.mypyramid.gov Mypyramid for Kids Worksheet</p> <p>Computers Internet MyPyramid Challenge I (NASCO) Food Pyramid Bingo (See handout)</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>FCCLA Middle Level Comprehensive Guide CD: FCCLA Student Body Program Computers Internet</p> <p>FCCLA Middle Level Comprehensive Guide CD: FCCLA Student Body Program Computer s</p>
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<p>B. Selecting, Storing, Preparing, and Serving Nutritious Foods</p> <ol style="list-style-type: none"> 1. Safe use and correct use of kitchen equipment 2. Safety and sanitation procedures 3. Table setting 	<p>Be Fit - Take action related to lifelong exercise habits, obesity, sports training, and other topics Make Healthy Choices - Choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress; building self esteem; and practicing good character.</p> <p>Three-Two-One (3-2-1): Writing activity where students write: Three terms they have just learned about diet, health, nutrition, or exercise, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</p> <p>QAR (Question-Answer-Relationships): Show various pieces of equipment from the kitchen. Ask students to name the equipment and determine its purpose. Have students brainstorm safety issues to consider with each piece of equipment.</p> <p>Ten Plus Two (10 + 2): Teacher presents for 10 minutes about safety and sanitation procedures in the kitchen. Students share and reflect for two minutes. Repeat cycle.</p> <p>Video: Show and discuss a video about Safety and Sanitation in the Kitchen.</p> <p>Experiments/Laboratory: Plan and prepare nutritious foods.</p> <p>Instructional Technology: View and discuss videos on etiquette and table setting.</p>	<p>Kitchen Equipment</p> <p>TV/DVD/VCR DVD Examples: Kitchen Smart, Fight Bac, Kitchen Safety and Sanitation</p> <p>Kitchen Equipment Recipes Ingredients See Food Lab Suggestions Handout</p> <p>TV/DVD/VCR Video/DVD: Titanic Movie Clip/Table Setting</p>
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	Do It: Set a table for various meal occasions. Implement napkin folding	DVD: Paper Plate to Silver Spoon See Napkin Art Handout
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Unit Assessment:	Rubrics for Labs, Safety Tests on Equipment
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Unit/Course CTSO Activity:	Local Food Cook-Offs FCCLA STAR Events: Applied Technology, Career Investigation, Chapter Service Project, Entrepreneurship, Financial Planning, Focus on Children, Illustrated Talk, Interpersonal Communications, National Programs in Action, Recycle and Redesign FCCLA State and/or National Programs: Career Connection, Community Service, Dynamic Leadership, Families First, Financial Fitness, Leaders at Work, Power of One, Student Body
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Unit/Course Culminating Product:	Students complete an FCCLA Student Body project. Students participate in food lab experiments and demonstrations.
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Course/Program Credential(s):	<input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Course Title: Teen Connections

Unit: 3	Consumer Connections
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<p>Content Standard(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 9. Explain the importance of money management for teens. <ul style="list-style-type: none"> • Creating a budget for teen expenditures and savings 10. Critique factors that influence individual and teen consumer decisions, including needs and wants, budget limitations, and quality of products. <ul style="list-style-type: none"> • Describing store policies affecting teen consumers • Explaining ways to resolve teen consumer problems 11. Describe strategies for comparison shopping among teens.
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<p>Learning Objective(s) and Depth of Knowledge Level(s):</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze money management strategies. 2. Create a personal budget. 3. Describe factors that influence teen consumer decisions. 4. Compare and contrast individual needs vs. wants and their impact on consumer purchases. 5. Describe how a limited budget affects consumer purchasing habits. 6. Evaluate the quality of consumer products. 7. Identify store policies affecting teen consumers. 8. Describe ways to resolve teen consumer problems. 9. Explain ways to comparison shop.
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<p>Essential Question(s):</p>	<p>What consumer decisions will adolescents face today and in the future? Why is it important for teens to learn about money management?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Consumer Connections</p> <p>A. Money Management for Teens</p> <ol style="list-style-type: none"> 1. Importance to teens 2. Creating a budget for teens 	<p>Buzz Session: Students describe why money management is important and ways to save money.</p> <p>Independent Work: Students keep a weekly record of money they spend. Categorize the expenses. Students create their own budget based on real experiences or case study scenarios.</p>	<p>Lead Questions</p> <p>Guidelines for Activity</p>

<p>B. Factors Influencing Teen Consumer Decisions</p> <ol style="list-style-type: none"> 1. Needs and wants 2. Budget limitations 3. Quality of products 4. Store policies affecting teen consumers 5. Ways to resolve teen consumer problems 	<p>Ten Plus Two (10 + 2): Teacher instructs for 10 minutes about factors that impact teen spending. Students reflect for 2 minutes. Repeat the cycle.</p> <p>Guest Speaker: Invite a bank representative to speak to the class about banking services available to assist teens in saving money.</p> <p>Instructional Technology: View and discuss The Young Spenders video (NASCO).</p> <p>Computer Assisted Instruction: See Web site www.practicalmoneyskills.com (“At school” tab) for student activities, handouts, and presentations on the following: Lesson 1: Making Decisions Lesson 2: Making Money Lesson 3: The Art of Budgeting Lesson 4: Living on Your Own Lesson 5: Buying a Home Lesson 6: Banking Services Lesson 7: Credit Lesson 8: Credit Cards Lesson 9: Cars and Loans Lesson 10: The Influence of Advertising Lesson 11: Consumer Awareness Lesson 12: Saving and Investing Lesson 13: In Trouble Lesson 14: Consumer Privacy</p> <p>Games: Students play games related to money management. www.practicalmoneyskills.com Cash Puzzler Ed’s Bank Road Trip to Saving</p>	<p>Lead Questions</p> <p>Arrangements for Guest Speaker</p> <p>Guidelines for Activity</p> <p>TV/VCR/DVD Video Computers Internet</p> <p>Computers Internet</p>
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<p>C. Comparison Shopping Among Teens</p>	<p>Computer Assisted Instruction: See Web site www.practicalmoneyskills.com (Go to “At home” tab, “Learning Centers”, “Smart Shopping”) to conduct research on smart shopping techniques, including advertising schemes and comparison shopping.</p> <p>Computer Assisted Instruction: Using the FCCLA Middle Level Comprehensive Guide CD: Financial Fitness section, teach Lesson 1: Tricks of the Trade Lesson 2: Scam Spotters Lesson 3: Are You Financially Fit? Students create a Financial Fitness project related to one of the following five units: Banking Basics - Conquer bank accounts, credit, and investments Cash Control - Track and plan personal spending Making Money - Sharpen on-the-job financial fitness Consumer Clout - Become a savvy spender Financing Your Future - Apply financial skills to real life.</p> <p>Group Project: In groups, students create a commercial advertising a product that is used by teens. Students must incorporate a commonly used advertising technique. Students evaluate the effectiveness of the commercials.</p>	<p>Computers Internet</p> <p>FCCLA Middle Level Comprehensive Guide CD</p> <p>Video Camera</p>
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<p>Unit Assessment:</p>	<p>Budget Evaluation, Rubrics, and Tests</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA STAR Events: Applied Technology, Career Investigation, Chapter Service Project, Entrepreneurship, Financial Planning, Focus on Children, Illustrated Talk, Interpersonal Communications, National Programs in Action FCCLA State and/or National Programs: Career Connections, Community Service, Dynamic Leadership, Families First, Financial Fitness, Leaders at Work, Power of One</p>
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**Unit/Course
Culminating
Product:**

Consumer Commercial Project
FCCLA Financial Fitness Projects

Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other:

Course Title: Teen Connections

Unit: 4	Clothing Connections
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 12. Describe influences of style, fads, and fashion trends in clothing selection of teenagers. 13. Demonstrate basic sewing construction skills to complete a project. <ul style="list-style-type: none"> • Utilizing sewing equipment in a safe and correct manner 14. Explain ways to maintain and care for clothing. <ul style="list-style-type: none"> • Demonstrating simple clothing repairs
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Evaluate factors that influence teen clothing decisions. 2. Demonstrate basic sewing skills. 3. Demonstrate safe sewing techniques in the sewing lab. 4. Use sewing equipment in the appropriate manner. 5. Demonstrate ways to care for clothing. 6. Make clothing repairs.
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Essential Question(s):	What independent living skills will teens need to possess in order to care for clothing?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>IV. Clothing Connections</p> <p>A. Factors Influencing Clothing Selections of Teenagers</p> <ol style="list-style-type: none"> 1. Style 2. Fads 3. Fashion trends 	<p>Buzz Session: Students discuss current fashion styles, fads and trends.</p> <p>Computer Assisted Instruction: Students research current fashion trends on the computer.</p> <p>Independent Work/Collage: Students collect pictures and/or photos of current fashion trends and put in a notebook. Students should evaluate each outfit for the effects of color, and the elements and principles of design.</p>	<p>Lead Questions</p> <p>Computer s Internet</p> <p>Magazines Pattern Books Glue</p>

B. Basic Sewing Skills

1. Basic construction techniques
2. Safe and correct use of sewing equipment

Game:

Bingo - Have the students take out a blank sheet of paper and a pen or pencil. On this sheet of paper, the students are to create a blank bingo card with 25 squares-5 across and 5 down. Once they have created this card, have them write the word "FREE" in the center square. If they don't have a center square then they have not made their cards correctly and will need to make the necessary changes. When each student has successfully created his/her bingo card, put the list of terms up on the overhead projector. Have students choose terms from that list to fill in the blank squares of their bingo cards. Each term can be used only once and there are more terms than there are squares. Once students have filled in their cards with the terms, go over the specific instructions for the game. The students will be shown the actual pieces of equipment (by pointing to them on the sewing machine or serger). They need to identify that particular piece of equipment and look for the coordinating term on their bingo cards. If they have the term on their bingo cards that matches the picture you are showing them, they can mark that box on the bingo cards. When they have achieved 5 terms in a row, students should call out BINGO. When a student calls out "bingo", have them go through the terms that they have marked on their card to achieve their "bingo". Check their terms with the answer key in order to ensure that they are correct. If they are not correct, continue on with the game until someone calls bingo again. Some type of reward can be given to those that successfully achieve bingo. Two or Three bingo's can be rewarded per round.

Demonstration/Laboratory:

Students complete individual sewing projects: pajama pants, sports bags, mesh bags, tote bags, locker organizers, monogram embellishments,

See Bingo Game Handout
Serger
Sewing Machines
Embroidery Machine
Other Sewing Equipment

Serger
Sewing Machines
Embroidery Machine
Other Sewing Equipment

<p>C. Care for Clothing</p> <ol style="list-style-type: none"> 1. Maintaining clothing 2. Simple clothing repairs 	<p>pillow case, etc.</p> <p>Ten Plus Two (10 + 2): Teacher will instruct the class for 10 minutes on the routine care needed of clothing. Students will reflect for 2 minutes. Repeat the cycle.</p> <p>Instructional Technology: View videos on laundry care techniques.</p> <p>Demonstration: The teacher will demonstrate clothing repair techniques. Discuss how this is a cost saving measure.</p> <p>Independent Work: Students will bring in clothing items and repair them.</p>	<p>Pineapple Appeal (patterns) H. P. Faber (patterns) NASCO (patterns)</p> <p>Lead Questions</p> <p>TV/VCR/DVD Laundry Care (NASCO) Clothing Care (Learning Seed)</p> <p>Serger Sewing Machines Embroidery Machine Other Sewing Equipment</p> <p>Serger Sewing Machines Embroidery Machine Other Sewing Equipment</p>
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<p>Unit Assessment:</p>	<p>Fashion Trends Project, Sewing Projects, and Rubrics</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA STAR Events: Applied Technology, Career Investigation, Chapter Service Project, Entrepreneurship, Financial Planning, Illustrated Talk, National Programs in Action, Recycle and Redesign FCCLA State and/or National Projects: Career Connection, Community Service, Dynamic Leadership, Families First, Financial Fitness, Leaders at Work, Power of One</p>
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<p>Unit/Course Culminating Product:</p>	<p>Sewing Projects</p>
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<p>Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:</p>

Course Title: Teen Connections

Unit: 5	Child Care Connections
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 15. Compare stages of child development. <ul style="list-style-type: none"> • Identifying age-appropriate child care skills • Developing a list of responsibilities for a caregiver • Analyzing ways to guide the behavior of children 16. Explain ways to handle emergencies, including first aid techniques for children.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify the stages of child development. 2. Demonstrate age-appropriate child care skills. 3. List the responsibilities for an effective caregiver. 4. Demonstrate child guidance practices. 5. Describe emergency strategies when caring for children.
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Essential Question(s):	What basic child development skills do teens need to successfully care for children?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>V. Child Care Connections</p> <p>A. Stages of Child Development</p> <ol style="list-style-type: none"> 1. Age-appropriate childcare skills 2. Responsibilities of a caregiver 3. Ways to guide behavior of children 	<p>Ten Plus Two (10 + 2): Teacher presents for 10 minutes on the stages of child development. Students share and reflect for 2 minutes. Repeat cycle.</p> <p>Independent Activity: Students will read the story about Cathy and identify at least 20 mistakes she made while babysitting.</p> <p>Pair Problem Solving: Students will practice positive guidance techniques using the handout Limited Choices.</p>	<p>Lead Questions</p> <p>See Handout Confused Cathy</p> <p>See Handout Limited Choices</p>

<p>B. Handling Emergencies for Children</p>	<p>Think-Pair-Share: Using the handout Positive Child Guidance, students think individually, then pair and discuss with partner, then share ideas with class.</p> <p>Guest Speakers: Red Cross Nurse or Daycare Center Owner to discuss stages of child development or techniques for caring for children.</p> <p>Computer Assisted Instruction: Students write a Children’s Story Book.</p> <p>Simulation: Each student will be assigned a designated time to “parent” the Baby-Think-It-Over and/or Ready or Not Tots.</p> <p>Pair-Share: Students pair up and tell of an emergency or first aid situation that occurred in their family.</p> <p>Independent Activity/Research: Using the computer, conduct research on Emergency and First-aid techniques. Then develop a resource book with information sheets on how to handle emergencies. See handout First Aid Procedures or Web site for procedures: http://www.healthy.net/scr/MainLinks.asp?Id=170</p> <p>Challenge Envelopes: Students select an envelope with an emergency situation and discuss the emergency procedures that should occur.</p>	<p>See Handout Positive Child Guidance</p> <p>Guest Speaker</p> <p>See Handout Children’s Storybook Computer Internet Printer</p> <p>Baby-Think-It-Over and/or Ready or Not Tots</p> <p>Lead Questions</p> <p>Computers Internet Printer See Handout First Aid Procedures</p> <p>Handout Emergency Situations</p>
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<p>Unit Assessment:</p>	<p>Rubric for Children’s Story Book, Rubric for Emergency Resource Book, and Tests</p>
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Unit/Course CTSO Activity:	FCCLA STAR Events: Applied Technology, Career Investigation, Chapter Service Project, Entrepreneurship, Focus on Children, Illustrated Talk, Illustrating Story, Interpersonal Communications, National Programs in Action, Reading Story FCCLA National and/or State Projects: Career Connection, Community Service, Dynamic Leadership, Families Acting for Community Traffic Safety (FACTS), Families First, Financial Fitness, Leaders at Work, Power of One, STOP the Violence
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Unit/Course Culminating Product:	Children's Story Book, Emergency Resource Book
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:

Course Title: Teen Challenges

Unit: 6	Housing Connections
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 17. Demonstrate methods to maintain a clean home. <ul style="list-style-type: none"> • Identifying home sanitation, safety and security practices • Developing a first aid, fire, and weather home-safety plan 18. Demonstrate strategies used for the selection and arrangement of furniture and accessories in a teenager’s living space.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe ways to maintain a clean, safe and secure home. 2. Create a home safety plan to include first aid procedures, fire plans, and weather plans. 3. Develop a teen living space to include furniture and accessories.
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Essential Question(s):	<p>Why is it important for teens to understand household maintenance and safety? How can teens organize and maintain their living space?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>VI. Housing Connections</p> <p>A. Methods to Maintain a Home</p> <ol style="list-style-type: none"> 1. Home sanitation, safety, and security practices 2. Home-safety plans <ol style="list-style-type: none"> a. First aid b. Fire c. Weather 	<p>Four Corners:</p> <p>Label the four corners of the room with “Disagree, Strongly Disagree, Agree, and Strongly Agree.” Read a quote about the home and have the students move to the section of the room representing their point of view. Discuss outcome. Examples of quotes are:</p> <p>“Home is where the heart is.”</p> <p>“There is no place like home.”</p> <p>“Home is where you can say anything you like because nobody listens to you anyway.”</p> <p>“Home is a place you grow up wanting to leave, and grow old wanting to get back to.”</p> <p>“Home is the nicest word there is.”</p> <p>See Web site for more quote examples: http://www.quote garden.com/index.html</p>	<p>Signs for Four Corners of Room</p> <p>Computers</p> <p>Internet</p>

<p>Buzz Session/Compare and Contrast: In small groups have students compare and contrast a “house” verses a “home.” What is the difference between the two?</p> <p>Buzz Session: Read newspaper headlines related to home safety. Example: “Children playing with matches appear to have been the cause of a fire that killed a 6-year-old boy in the home he shared with his mother and five siblings, authorities said Sunday.” Students discuss how to prevent accidents in the home.</p> <p>Guest Speakers: Invite local firemen, paramedics, etc. to speak about home safety and emergency plans.</p> <p>Computer Assisted Instruction: See Fire Safety Lessons at www.educationworld.com. In the search section, type in Fire Safety. The U.S. Fire Administration offers lesson plans and activities on: Escape Planning, Home Fire Safety, and Smoke Alarms. See Web site for crossword puzzles, word searches, matching games, and a Hazard House. http://www.usfa.dhs.gov/kids/flash.shtm</p> <p>Discussion: Read and discuss the Fact Sheet on Home Fire Prevention: http://www.usfa.dhs.gov/downloads/pdf/FSWY11.PDF</p> <p>Independent Work: Students develop a home fire escape plan using the Web site information from http://www.ci.phoenix.az.us/FIRE/escfire.html</p> <p>Reading/Listening: Read aloud The Cow That Destroyed Chicago. When you've finished reading the story, ask the following questions to test students' listening comprehension. In</p>	<p>Newspaper Headlines</p> <p>Guest Speaker</p> <p>Computers Internet</p> <p>Handout Home Fire Safety</p> <p>Computers Internet</p> <p>See Handout The Cow That Destroyed Chicago</p>
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which city did this story take place? (Chicago) In which month of the year did the Great Chicago Fire happen? (October) What was the O'Leary's house made of? (wood) When Mrs. O'Leary went out to the barn, what did she carry with her? (a lantern) How do many people think the fire started? (They think Mrs. O'Leary's cow kicked over the lantern.) Why did the fire spread so quickly? (Everything was very dry because it hadn't rained much.) How long did it take to stop the fire? (more than 24 hours; from about 9:00 p.m. Sunday until almost midnight Monday) How much of the city of Chicago was destroyed by fire? (more than 2,000 acres, or about 3-1/2 square miles) What finally happened to help firefighters get the fire under control? (It started to rain.) Why is Fire Prevention Week held in October? (to remember one of the most destructive fires of all time)

B. Teen Living Space

1. Selection of furniture
2. Arrangement of furniture
3. Accessories

Learning Log Entry/Journal:

Students will write a paragraph beginning with "My bedroom is . . ." Describe how you feel about your bedroom. If there are things you do not like about it, explain a solution to the problem that would make your life better.

Collage:

Collect and make a collage of pictures of rooms you like that use the color schemes discussed in class.

Independent Activity:

Students will plan and draw a floor plan of their ideal bedroom. Give each student a copy of the Blueprint Symbols Handout. Go over each symbol together as a class, answering questions as they arise. Explain that the symbols have been drawn to 1/4-inch scale; so the symbols or furniture that they draw should be these same sizes. Give each student the Bedroom Floor Plan Handout assignment sheet and a blank sheet of paper. Before you go over the assignment sheet, have students roughly sketch their bedroom layout on the blank sheet of paper. Once the sketches are complete, go over all

Notebook
Journal
Paper
Pencils

Magazines
Art Supplies

Blueprint Symbols Handout
Bedroom Floor Plan Handout
Graph Paper
Templates

	<p>the directions on the assignment sheet as a class, answering questions as they arise. Have students make a list on their bedroom sketches of each item they need to specifically measure in order to complete this project: wall length, door length, window length, closet space, outlet location, vents, light switches, and light fixtures. Have students write the measurements right on their rough bedroom sketches. Distribute graph paper for students to use to complete the project. Once sketches are completed, cut out pictures from magazines to illustrate how they would like the room to look.</p> <p>Computer Activity: Web site allows you to plan a living space and arrange furniture. www.bhg.com/decorating/arrange-a-room/</p>	Computers Internet
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Unit Assessment:	Home/Fire Escape Plans Rubric, Collage Rubric, Bedroom Floor Plan Rubrics, and Class Discussion
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Unit/Course CTSO Activity:	FCCLA STAR Events: Applied Technology, Career Investigation, Chapter Service Project, Entrepreneurship, Financial Planning, Focus on Children, Illustrated Talk, Interpersonal Communications, National Programs in Action, Recycle and Redesign FCCLA National and/or State Projects: Career Connection, Community Service, Dynamic Leadership, Families First, Financial Fitness, Leaders at Work, Power of One
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Unit/Course Culminating Product:	Bedroom Floor Plan
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:
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Course Title: Teen Connections

Unit: 7	Technology and Career Connections
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Content Standard(s) and Depth of Knowledge Level(s):	Students will: 19. Describe the impact of technology on individuals and families. 20. Describe career skills needed for the workplace, including time management and teamwork. Examples: interview skills, completion of job applications
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Learning Objective(s) and Depth of Knowledge Level(s):	Students will: 1. Explain how technology is used in the school and in the home. 2. Demonstrate workplace skills. 3. Explain time management techniques used by teens. 4. Demonstrate teamwork.
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Essential Question(s):	What career skills will help students become employable in a global society? How does technology influence and affect the decisions of adolescents?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
VII. Technology and Career Connections A. Impact of Technology on Individuals and Families B. Career Skills Needed for the Workplace 1. Time management 2. Teamwork	Table Talk: Students brainstorm how technology has changed the way we work and live. Buzz Session: Students discuss why people work. Independent Activity/Computer Assisted Instruction/Student Portfolio: Students begin to think about what career they would like to have in the future. Students complete the Exploring Careers handout. Students research careers, education requirements, experience requirements, salaries, benefits, etc. Use the following resources: O*NET Home Page: www.doleta.gov/programs/onet	Lead Questions Lead Questions Computers Internet Exploring Careers Handout

Occupational Outlook Handbook
Occupational Outlook Quarterly
Guide for Occupational Exploration
Career Guide to Industries
Military Career Guide
 Foods Careers: www.culinaryprograms.com/food2.htm
 Clothing Careers:
www.careers.iptv.org/people_detail.cfm?pplID=320&occlD=141
 Careers in Childcare:
www.gov.mb.ca/fs/childcare/careers.html

Obtain job applications from local businesses. Have the students fill out the application as completely as possible. Students put the application in their portfolio.

Students will find examples of appropriate and inappropriate clothing to be worn to a job interview. These pictures can come from current fashion magazines, pattern books, store advertisements or clothing catalogs such as Land Ends, Chadwicks, JC Penney's, Dilliards, Belk, etc.

Students develop their own career resource book/portfolio containing the job research they have conducted. Portfolio should contain:

- Research on various careers
- Job application
- Job Interview clothing apparel samples

PowerPoint Presentation:
 Students complete the Employment Skills handout as they view the Employment Skills: Job Application Interview and Work Skills PowerPoint.

Guest Speaker:
 Invite the manager/director of a local child care center to come to class and share qualities that they look for in job applicants.

Sample Job Applications

Magazines
 Clothing Catalogs
 Art supplies

Computers
 Internet
 Web sites
 Resource Book/Portfolio

Computer
 CTX
 Employment Skills Handout

Arrangements for Guest Speaker
 Lead Questions

	<p>Brainstorming/Discussion: Discuss the importance of managing your time and how job performance may be impacted.</p> <p>Independent Activity: Students keep a time management log for 24 hours. Complete Time Management handout.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Time Management Handout</p>
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<p>Unit Assessment:</p>	<p>Rubrics for Career Research Portfolio</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA STAR Events: Applied Technology, Career Investigation, Chapter Service Project, Entrepreneurship, Financial Planning, Focus on Children, Illustrated Talk, Interpersonal Communications, National Programs in Action, Recycle and Redesign FCCLA National and/or State Projects: Career Connections, Community Service, Dynamic Leadership, Families First, Financial Fitness, Leaders at Work, Power of One</p>
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<p>Unit/Course Culminating Product:</p>	<p>Career Research Portfolio</p>
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<p>Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input type="checkbox"/> Other:</p>
