

Course Title: Teen Discoveries

Unit: 1	Personal Discoveries
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none">1. Describe physical and emotional changes that occur during adolescence.2. Describe the process of decision-making, problem-solving, and goal-setting.3. Explain the importance of character education for teenagers.<ul style="list-style-type: none">• Describing manners used in various settings• Identifying grooming habits that lead to a healthy appearance• Describing ways to show respect for self, others, and property4. Compare verbal and nonverbal communication skills used to improve interpersonal relationships.<ul style="list-style-type: none">• Determining barriers to teen communication5. Describe characteristics of healthy relationships with family and friends.<ul style="list-style-type: none">• Explaining the role of family members and friends• Describing the significance of family traditions• Determining qualities of a true friend6. Compare positive and negative peer pressure.<p>Examples: Positive – involving friends in community service, tutoring peers Negative – bullying, teasing, gossiping</p><ul style="list-style-type: none">• Determining causes of teen conflict
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Student will:</p> <ol style="list-style-type: none">1. Explain the physical and emotional changes of adolescence.2. Describe the good decision-making skills.3. Describe how problem-solving differs from decision-making.4. Identify personal short-term and long-term goals.5. Determine the qualities in someone who has good character.6. Explain why it is important to use good manners.7. Explain the importance of good grooming habits.8. Evaluate ways to show respect for yourself, others, and property.9. Compare verbal and nonverbal communication skills.10. Determine barriers of teen communication and two ways to improve communication.11. Evaluate characteristics of healthy relationships with family and friends.12. Determine the roles of family members and friends.13. Explain family traditions you would like to start with your family.14. Describe the qualities that you desire in a friend.15. Determine the difference between positive and negative peer pressure.
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	16. Explain causes of teen conflict.
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Essential Question(s):	What changes and challenges do adolescents face in the 21 st century?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Personal Discoveries</p> <p style="padding-left: 20px;">A. Changes that Occur During Adolescence</p> <p style="padding-left: 40px;">1. Physical</p> <p style="padding-left: 40px;">2. Emotional</p> <p style="padding-left: 20px;">B. Critical Thinking Processes</p> <p style="padding-left: 40px;">1. Decision-making</p> <p style="padding-left: 40px;">2. Problem-solving</p> <p style="padding-left: 40px;">3. Goal-setting</p>	<p>Collage: Students gather images of things they like or things that are descriptive of themselves (from magazines, photographs, etc.) and organize them on a paper silhouette of their face or using the “I” Like Project.</p> <p>Collective Notebook: A notebook is maintained by a group in which each person is expected to add an idea or observation during a specified time. Students develop their own personal scrapbook which will include things about themselves.</p> <p>Application Card: At the end of the lesson about adolescent changes, students write a real application for the knowledge they have learned from the unit.</p> <p>Games: Groups of students are given a puzzle to put together without seeing the picture of the puzzle. Have discussion about goal setting.</p> <p>Brainstorm Writing: Give students a real-life scenario and they write down their decision making process, solve the problem or explain how they will accomplish</p>	<p>Traced Outline of Each Student’s Face 8 x 11 inch paper with Letter “I” (See I Like Project) Scissors, Glue, Magazines, Markers Index Cards, Markers</p> <p>Notebooks</p> <p>Application Cards</p> <p>Six Puzzles (with 50-100 pieces each.) Take the puzzle apart, label the back of each piece to keep them separated. Put in Ziploc bag. Handouts per group. (See Puzzle Activity)</p> <p>Scenarios FCCLA Power of One CD FCCLA Dynamic Leadership CD</p>

<p>C. Character Education for Teens</p> <ol style="list-style-type: none"> 1. Manners 2. Grooming habits 3. Showing respect for self, others, and property <p>D. Communication Skills</p> <ol style="list-style-type: none"> 1. Verbal skills 2. Non-verbal skills 3. Barriers to teen communication 	<p>the goal.</p> <p>Challenge Envelopes: A statement, real-life problem, question, case study or scenario is placed in an envelope. Students draw envelopes and respond by identifying solutions to address the challenge.</p> <p>Dramatizing: Students create puppets and write a puppet show about character education and respect for others.</p> <p>Brainstorming/Discussion: Students work in groups to identify items they would choose if stranded on a deserted island. What items would they choose and why? Record all ideas.</p> <p>Video Clip: Students discuss about respect: Show the section of Finding Nemo when Nemo tells his dad, "I hate you." Discuss how these comments impact relationships.</p> <p>Creative Thinking Reading: Teams of students work together to solve assigned communication problems (using FCCLA STOP The Violence Resources).</p> <p>Games: Gossip Game, Gossip Poem: Have two students think of simple, one-sentence messages they want to send to each other and write them on cards that they hold. Divide the class in half and have each team whisper one message person to person down the row. After both messages have reached the end of the row, the last two people tell the class what was said. Discuss reasons why this communication failed. Have students offer better methods for communicating.</p>	<p>Envelopes with Case Studies, Scenarios, etc.</p> <p>Handout per Student. (See Puppet Show) Art and Crafts Supplies Scrap Material Glue, Buttons, etc.</p> <p>Lead Questions</p> <p>Video: Finding Nemo TV/VCR/DVD</p> <p>FCCLA STOP the Violence CD</p> <p>Index Cards Rules for Game</p>
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<p>E. Healthy Family and Friend Relationships</p> <ol style="list-style-type: none"> 1. Role of family members and friends 2. Significance of family traditions 3. Qualities of a true friend 	<p>Journal: Students write a journal entry about a healthy relationship they have with a family member or friend. Students write a journal entry about a family tradition that they would like to start with their family.</p> <p>Collage and Oral Presentation: Students create a collage of pictures showing roles of family members. Present to class members.</p> <p>Create a Family Scrapbook:</p> <ul style="list-style-type: none"> • Complete “About Me Survey” • Write an autobiography • Write a tribute letter • Produce the “Friendship Tree” <p>Video Clips and Discussion: Students view videos and then discuss why friendships change. Video: Fox and the Hound (The characters talk about not being friends anymore.) Video: My Girl</p> <p>Buzz Sessions: In small groups, discuss ways to strengthen family relationships.</p> <p>Research and Discussion: Using Internet http://www.pbs.org/wnet/1900house/index.html research family life in the 1900s.</p> <p>Research and Discussion: Using Internet www.pbskids.org/itsmylife (Sections on Friends, Family, School, Body,</p>	<p>Guidelines for Activity Journal Notebook</p> <p>Scissors Glue Magazines Markers</p> <p>www.dmarie.com, Scrapbook Supplies, Art Supplies Handout per Student (See Family Scrapbook Project) Handout per Student. (See Friendship Activity)</p> <p>New Friends/Old Friends from <u>The Book of Virtues</u> Video: Fox and the Hound Video: My Girl TV/VCR/DVD</p> <p>Lead Questions FCCLA Families First CD (You-Me-Us)</p> <p>Guidelines for Activity Computer Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Computer Internet</p>
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<p>F. Peer Pressure</p> <ol style="list-style-type: none"> 1. Positive 2. Negative 3. Causes of teen conflict 	<p>Emotions and Money) research how peer pressure and bullying can cause teen conflict.</p> <p>Read and Share: Students read text and discuss the impact of bullying.</p> <p>Puppet Show: Students demonstrate knowledge of good character traits by creating and demonstrating a Puppet Show.</p> <p>Scrapbook: Students create a Family Scrapbook.</p>	<p>Web sites References Lead Questions See Bonko's Body Quiz on Internet site</p> <p>Book: <u>Hooway for Wodney Wat (See Handout)</u></p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Children's Books Art Supplies Fabrics, Socks and Other Materials for Making Puppets</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Children's Books Art Supplies Scrapbook Supplies</p>
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<p>Unit Assessment:</p>	<p>Portfolios, Research, Oral Presentations, Computer Presentations, Rubric, Open-Ended Questions, Collage, Research Paper on Bullying, Teacher Observation, and Class Participation</p>
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<p>Unit/Course CTSO Activity:</p>	<p>FCCLA STAR Events (Chapter Service Project, Illustrated Talk, Interpersonal Communications, National Programs in Action) FCCLA National Programs: Dynamic Leadership, Families First, Power of One, Stop the Violence, Student Body</p>
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**Unit/Course
Culminating
Product:**

Students demonstrate knowledge of good character traits by creating and demonstrating a Puppet Show.
Students produce a Family Scrapbook.

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

Course Title: Teen Discoveries

Unit: 2	Food and Wellness Discoveries
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 7. Explain the importance of diet, exercise, and rest for teen health. 8. Prepare nutritious snacks. <ul style="list-style-type: none"> • Practicing safety and sanitation techniques in the laboratory • Using kitchen equipment in a correct manner • Comparing the nutritive value and cost of various foods 9. Demonstrate basic table setting skills.
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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 the importance of diet, exercise, and rest for teen health. 2. Demonstrate the preparation of nutritious snacks. 3. Demonstrate safety and sanitation techniques in all food lab experiences. 4. Demonstrate the safe use of kitchen equipment. 5. Evaluate nutritive values and cost of food. 6. Demonstrate knowledge of correct table setting procedures.
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Essential Question(s):	<p>How can adolescents make healthy food choices? What are the long-term benefits of maintaining physical health?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>II. Food and Wellness Discoveries</p> <p>A. Teen health</p> <ol style="list-style-type: none"> 1. Diet 2. Exercise 3. Rest 	<p>Quick Talk: Pair activity in which students have a short period of time (usually 30 seconds) to share all they know about factors that impact teen health.</p> <p>Four Corners: Students are asked to select (by standing next to their choice) from four snack options which are posted in the corners of the room. Students then defend choices and listen to others' choices.</p> <p>Lab: Prepare quick snacks.</p>	<p>Lead Questions</p> <p>Signs List of Snack Choices Empty Food Containers, Cartons, Containers, etc.</p> <p>Microwave (See Microwave Cupcake Recipe)</p>

<p>B. Nutritious Snacks</p> <ol style="list-style-type: none"> 1. Safety and sanitation techniques 2. Correct use of kitchen equipment 3. Nutritive value and cost of 	<p>Group Investigation: Divide students into groups to research teen health issues (diet, exercise, rest) and have them write and perform a rap song, public service announcement, poem, etc. encouraging teens to make healthy lifestyle choices. Video tape the presentations.</p> <p>Computer-Assisted Instruction (CAI) and Research: Students learn at their own pace with interactive computer programs (Sections on diet and exercise.) Report findings to the class.</p> <p>Guest Speaker: Invite a Personal Trainer to discuss the benefits of exercise.</p> <p>Illustrated Talk: Group students and have each group select an exercise from a calisthenics class or a videotape. Ask each group to make an illustrated chart showing how to do the exercise and explaining its benefits.</p> <p>Research: Students research articles about sleep habits and their effects on the body. Report findings to the class.</p> <p>Find the Fib: Team activity where groups of students write two true statements and one false statement about safety and sanitation techniques, and then challenge the other team to “Find the Fib.”</p>	<p>Computers Internet http://foodsafety.ucdavis.edu/html/home.html (This Web site contains food safety music and videos.) Video Camera</p> <p>Computes Internet Game: MyPyramid Blast Off Game (www.MyPyramid.gov)</p> <p>Make Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites References Rubrics TV/VCR/DVD Exercise Videos Poster Board Art Supplies</p> <p>Guidelines for Activity Computers Internet Web sites References Rubrics</p> <p>Guidelines for Activity Computers Internet Web sites References</p>
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foods

Guest Speaker:

Invite an Extension Agent to speak to the class about proper hand washing techniques.

Show Time and Discussion:

Students review the video and they discuss safety and sanitation in the kitchen.

Guess Box:

Kitchen equipment is hidden in a container (box) and students ask questions about the content of the box. They identify and describe the characteristics, functions, and purposes of each piece of equipment.

Line-Up:

Student teams are given steps in a recipe that are to be put in order. Each team member's index card lists one step. Members must line-up the index cards in the correct order to complete the recipe. Discuss the impact if steps are completed out of order.

Food Journal:

Record the foods and snacks eaten over five days. Analyze the nutrients and food values.

Nutrition Evaluation Activity:

Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans by completing a nutrition-related project from the FCCLA Student Body or Power of One (A Better You unit) programs.

Nutrition Research Report:

Assign groups one nutrient to research and present to the class. Presentation must include

Rubrics

Make Arrangements for Guest Speaker
Lead Questions

Computers
Internet
CTX Kitchen Smart DVD
Fight BAC Video

Kitchen Equipment
Box/Container

Index Card
Butcher Paper
Markers
Index Cards with Steps of Recipes

Guidelines for Activity
Food Journal

Computers
FCCLA Student Body CD
FCCLA Power of One CD

Computers
Internet
PowerPoint Software

<p>C. Table Setting Skills</p>	<p>visuals (posters, PowerPoint, etc.)</p> <p>Lecture, Demonstration, and Video: Teach lesson on basic table setting for various meal occasions.</p> <p>Phillips 66: Divide students into groups of six and give them six minutes to perform a table setting skill (set table for formal dinner, set table for banquet, etc.)</p> <p>Exit Slips: On slips of paper or note cards, students write down their reflections of what was learned in the lesson.</p> <p>Personal Wellness Plan: Students develop a personal wellness plan to include dietary needs, exercise, and rest.</p>	<p>Poster Markers Web sites References</p> <p>Table Setting Supplies for Each Group TV/VCR/DVD Video: Titanic Movie Clip/Table Setting Paper Plate To Silver Spoon DVD</p> <p>Table Settings Linens</p> <p>Index Cards</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Rubric for Lab, Oral Presentations, Computer Research, Open-Ended Questions, Teacher Observation, Group Work, Illustrated Talk and Class Participation</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, National Programs in Action FCCLA State and/or National Programs: Beef Cook-Off, Local Food Cook-Offs, Career Connection, Community Service, Power of One (A Better You Unit), Student Body project</p>
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**Unit/Course
Culminating
Product:**

Develop a personal wellness plan to include dietary needs, exercise, and rest.

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

Course Title: Teen Discoveries

Unit: 3	Consumer Discoveries
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Content Standard(s) and Depth of Knowledge Level(s):	Students will: 10. Describe ways teenagers can become wise consumers. Examples: saving, needs and wants, conserving resources and energy • Identifying the role of the media in the dissemination of consumer information 11. Describe time management tools and techniques.
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Learning Objective(s) and Depth of Knowledge Level(s):	Students will: 1. Analyze ways teenagers can become wise consumers. 2. Identify ways the media influences consumer choices. 3. Devise a twenty-four hour time chart.
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Essential Question(s):	What consumer decisions do adolescents face in today's society and in the future?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
III. Consumer Discoveries A. Teens as Wise Consumers 1. Savings 2. Needs and wants 3. Conserving resources and energy 4. Role of media	Buzz Session: Students work in small groups to discuss ways to be a wise consumer, the importance of money management, and the importance of time management. Journal: Students keep a money diary of how and where their money is spent. Evaluate if purchases were impulse purchases and why. Guest Speaker: Invite a Financial Planner to speak about saving money.	Lead Questions Journals Lead Questions Arrangements for Guest Speaker Lead Questions

Case Studies/Scenarios:

Groups are given real life situations (car breaks down, purchase of new clothes, child gets sick, etc.) that occur in families and plan a weekly budget based on various incomes.

Guidelines for Activity

Rubric
Computers
Internet
Web sites
References
Budget Sheet
Case Studies

DO IT (Define problem. Open self to new ideas. Identify best solution. Transform ideas into action.):

Students research and define problems related to conserving resources, recycling, reusing, and going green. Research various products that can be recycled and their uses. Develop a recycle and reuse project for implementation in the classroom, at home or school-wide.

Guidelines for Activity

Rubric
Computers
Internet
Web sites
References
Lead Questions

Homework:

Have students brainstorm with their family ways that their family can conserve resources or recycle products. Develop a list of items that are thrown away and determine if they could be used another way. Report information to the class.

Guidelines for Activity

Lead Questions

Five Plus One (5 + 1):

Direct instruction where the teacher presents five minutes about things that influence consumer choices and selection of products or services. Students share and reflect for one minute.

Lead Questions

Checklist:

Students develop a listing of criteria to assess consumer products. Use advertisements from magazines, TV commercials, etc. and analyze the advertisement.

Guidelines for Activity

Rubric
Computers
Internet
Web sites
References
Advertisements
Checklist Form

B. Time Management
1. Tools
2. Techniques

Hands On:
Students list commonly used items that are consumed or used by teens. Research and discuss options of where to buy goods and services (department stores, discount stores, specialty stores, mail order, Internet, E-bay, etc.) List the pros and cons. Provide sale papers and use their research to comparison shop to determine the best buy.

Going Green Project:
Students develop a Going Green Project and Presentation Board.

Recycling Project:
Students develop and implement a Recycling Project for the school.

PowerPoint Presentation:
Time Management Tools

Time Log Activity:
Students complete Time Logs. Students analyze where their time is spent. They determine how they could spend their time more wisely.

Scenarios:
Students are provided with scenarios that describe the time management behavior of an individual or family. They develop a time management plan. Share Out.

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Advertisements
Lead Questions

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions

PowerPoint Presentation
Computer
CTX
Lead Questions

Guidelines for Activity
Time Logs

Guidelines for Activity
Rubric
Computers
Internet
Web sites

		References Scenarios Lead Questions
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Unit Assessment:	Oral Presentations, Research, Journal, Homework Assignment, Scenarios, Time Log, Research on Comparison Shopping, Going Green Project, Recycling Project, 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, Illustrated Talk, Interpersonal Communications, National Programs in Action, Recycle and Redesign FCCLA State and/or National Projects: Career Connection, Community Service, Dynamic Leadership, Families First, Financial Fitness, Power of One
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Unit/Course Culminating Product:	Develop a Going Green Project and Presentation Board Develop and implement a Recycling Project for the school
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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: NA
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Course Title: Teen Discoveries

Unit: 4	Clothing Discoveries
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 12. Determine factors that influence teen clothing selection. Examples: individualism, trends, cost, maintenance 13. Practice basic sewing skills. <ul style="list-style-type: none"> • Utilizing sewing equipment in a safe and correct manner 14. Describe appropriate care of clothing. <ul style="list-style-type: none"> • Identifying laundering techniques • Explaining how to store clothes properly
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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 selection. 2. Describe how teens express individualism in their clothing selection. 3. Identify current trends in teen clothing. 4. Compare cost and maintenance of clothing. 5. Demonstrate basic sewing skills. 6. Demonstrate the safe and proper use of sewing equipment. 7. Explain how to care for teen clothing. 8. Compare stain-removal products. 9. Describe ways to store clothing.
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Essential Question(s):	What independent living skills will teens need to possess in order to purchase and care for clothing?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
IV. Clothing Discoveries A. Factors that Influence Teen Clothing Choices 1. Individualism 2. Trends 3. Cost	Journal: Describe your most recent clothing purchase. Why did you purchase the item? What influenced your decision to purchase the item? Are you satisfied with the purchase? Why or why not?	Journals Lead Questions

<p>B. Basic Sewing Skills</p> <ol style="list-style-type: none"> 1. Safe use of equipment 2. Correct use of equipment 	<p>Computer Assisted Instruction and Research: Students will research current clothing trends. Using the computer, develop a Fashion Newsletter to distribute to friends at school.</p> <p>Hands-On: Paper Doll Project (design clothing for various activities such as school, party attire, etc.)</p> <p>Research and Oral Presentation: Students are given a budgeted amount for clothing purchases. Students research (via sale papers, Internet, etc.) current prices and must decide how to spend the money. Students present to the class a poster display containing pictures of the garment, accessories, shoes, etc. with a completed budget sheet. Discuss if purchases were well thought-out.</p> <p>Hands On: Set up learning stations around the room for students to rotate through. Each station should include an instruction sheet on how to properly use the equipment. Equipment might include: tape measure, sewing gauge, seam ripper with sample seams, tracing wheel, etc. Students complete a safety test on the equipment.</p> <p>Group Work: Students develop posters and charts on how to thread sewing machines, clean sewing equipment, etc.</p> <p>Laboratory Work: Bring articles of clothing in that need repair. Make needed repairs using appropriate sewing</p>	<p>Computer Internet Computers Web sites References Printer See Fashion Newsletter Template</p> <p>Paper Doll Cut-Out Fabric Samples, Magazines Art Supplies</p> <p>Guidelines for Activity Rubric Sale Papers Computers Internet Web sites Posters Markers Art Supplies Budget Sheets</p> <p>Guidelines for Activity Sewing Equipment Safety Instructions Safety Test Set-up for Learning Stations Lead Questions</p> <p>Guidelines for Activity Sewing Equipment Posters Art Supplies</p> <p>Guide Sheets for Making Repairs Sewing Machine Serger</p>
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<p>3. Care of Clothing</p> <ol style="list-style-type: none"> a. Laundering techniques b. Storing clothes c. Maintenance 	<p>equipment and techniques.</p> <p>Hands On: Students will select a simple sewing project and make the item. Projects: Hat, Apron, Bandana Pillows</p> <p>Buzz Session: Describe to a partner everything you know about caring for clothing. Why sort clothing? Why pretreat clothing?</p> <p>Lecture and PowerPoint Presentation: History of Laundry Visit The 1900 House on PBS http://www.pbs.org/wnet/1900house/index.html</p> <p>PowerPoint Presentation: Laundry Basics Includes: Clothing care, vocabulary, stain removal, washing, drying, and ironing steps, and clothing storage</p> <p>Journal: Students write about a clothing mishap that occurred in their family.</p> <p>Homework: Students assist with the laundry at home and complete the report.</p> <p>Show Time: Students view and discuss DVDs on Laundry and Care of clothing.</p>	<p>Threads Needles and Notions, etc.</p> <p>Guidelines for Activity Sewing Machine Serger Monogramming Machine Pineapple Appeal H.P. Faber (patterns)</p> <p>Lead Questions</p> <p>See History of Laundry PowerPoint Computer Internet CTX Lead Questions</p> <p>See Laundry Basics PowerPoint Computer Internet CTX Lead Questions</p> <p>Journals Lead Questions</p> <p>Guidelines for Homework Lead Questions Handout per student: See Laundry at Home Report</p> <p>DVD: Laundry Care 101 (Nasco), DVD: Clothing Care (Learning Seed), TV/VCR/DVD Lead Questions Guidelines for Activity</p>
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	<p>Guided Practice: Launder clothing and sort in a laundry basket.</p> <p>Laboratory Work: Stain Removal Project Day 1: Give students 5x5 squares of either plain white cotton, polyester or blended fabric with color. Students then "stain" them with ketchup, ink, chocolate syrup, lipstick. They dry squares overnight. Day 2: Teacher demonstration on stain removal. Students then use oxyclean, plain detergent, clorox color bleach, and a regular bleach stain stick and apply to fabric swatches. Lay them out to dry. Day 3: Place swatches on a paper that displays what type of stain and the stain removal product used. Form conclusions of what type of stain removed the best, what type of fabric was most receptive to stain removal, and most effective stain removal product. Share Out.</p> <p>Research on Energy Guide Labels: Students research and determine the cost of drying clothes in dryer vs. hanging them up to dry. Report Out.</p> <p>PowerPoint Presentation: Clothing Labels</p> <p>Independent Practice/Homework: Students read ten clothing labels on clothes in their or their families' wardrobe and then determine how to best care for the clothing.</p>	<p>Laundry Laundry Baskets Lead Questions</p> <p>Guidelines for Project Rubric Fabric Swatches Stain Products Stain Removal Products Lead Questions</p> <p>Guidelines for Activity Rubric</p> <p>PowerPoint Presentation Computer CTX Clothing Labels Leading Questions</p> <p>Guidelines for Homework Rubric Care of Clothing Chart Lead Questions</p>
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Unit Assessment:	Sewing Projects, Safety Tests, Homework Project, Journal, Poster on Clothing Budget, Clothing Repairs, Stain Removal Project, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	FCCLA STAR Events: Applied Technology, Career Investigation, Chapter Service Project, Entrepreneurship, Fashion Design, Financial Planning, Illustrated Talk, National Programs in Action, Recycle and Redesign FCCLA State and/or National Projects: Career Connection, Community Service, Families First, Financial Fitness, Power of One
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Unit/Course Culminating Product:	Sewing Projects Journal
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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: NA
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Course Title: Teen Discoveries

Unit: 5	Child Care Discoveries
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 15. Explain responsibilities involved in babysitting related to age, safety, and health of the child. 16. Describe the importance of play to a child’s development.
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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 responsibilities of babysitters. 2. Evaluate age appropriate toys and activities for children. 3. Determine health and safety concerns of children. 4. Explain how play contributes to the physical and mental development of children.
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Essential Question(s):	What basic babysitting skills do teens need to develop 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 Discoveries</p> <p style="padding-left: 20px;">A. Responsibilities of Babysitting</p> <ol style="list-style-type: none"> 1. Age 2. Safety 3. Health of child 	<p>Survey: Survey the class to determine how many of them have babysat children before. Discuss situations they encountered while babysitting (temper tantrums, child wouldn’t eat, child got sick, etc.)</p> <p>10 + 2 Discussion: Teacher instructs for 10 minutes about childcare basics, students reflect and share for 2 minutes. Repeat cycle.</p> <p>PowerPoint Presentation: Babysitting</p>	<p>Survey Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX</p>

<p>B. Importance of Play</p>	<p>Buzz Session: Discuss the importance of knowing CPR when babysitting children.</p> <p>Guest Speaker: American Red Cross to discuss babysitting tips.</p> <p>Research and Brochure: Students research the importance of play and develop a brochure for distribution to parents in the community.</p> <p>Research and Games: Students research children's games. Teach to the class (Duck, Duck, Goose; Heads Up, Seven Up, Simon Says, etc.)</p> <p>Laboratory: Make Ice Cream in a Bag Children's Play dough</p> <p>Project and Oral Presentation: Illustrating Story STAR Event (Students are given a children's book and must illustrate the story using patterns and arts and crafts supplies. Students present the storybook to the entire class.)</p> <p>Project and Oral Presentation: Reading Story STAR Event (Students are given a children's storybook and must read the story to</p>	<p>Babysitting PowerPoint (Learning Zone Express)</p> <p>Lead Questions</p> <p>Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Activity Computer Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Computer Internet Web sites References Lead Questions FCCLA Alabama Families First Project FCCLA Alabama Children First Project</p> <p>Supplies for Ice Cream in a Bag Supplies for Homemade Play Dough</p> <p>FCCLA State STAR Event Guidelines for Illustrating Story Children's Storybooks Storybook Patterns</p> <p>FCCLA State STAR Event Guidelines for Reading Story</p>
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the class.)

Group Investigation:

Class is divided into teams. Teams select a topic to investigate, gather information, prepare report, and present findings to the entire class. Topics might include: toy recall procedures, child-proofing a home, babysitting tips, importance of age-appropriate toys, poison prevention, playground safety, etc.

Advertisement for Children's Toy:

Design an advertisement for a children's toy. Share with the class.

Research and Project:

Students will develop a babysitting manual. Research the developmental stages of children. Each page in the manual will represent a developmental stage with pictures from magazines photos, age appropriate activities for each stage of development, and a list of common safety concerns.

Homework:

Students are assigned the infant simulator to take home for an assigned period of time.

Hands-On:

In groups, students will plan a birthday party for a 5-7 year old child. Plan must include: theme, age/sex of child, imaginary name of child, items of food/decorations, and who will bring each item, and a game that will be played during the party.

Computer
Internet
Web sites
References
Guidelines for Activity
Topics for Research

Computers
Internet
Web sites
References
Guidelines for Activity
Topics for Research

Guidelines for Activity
Computers
Internet
Web sites
References
Rubric

Guidelines for Activity
Baby-Think-Over and/or Ready or Not Tots

Guidelines for Activity
Art Supplies
Posters
Computers
Internet
Web sites
References
Rubric

Unit Assessment:	Rubrics for Children's Book, Brochure on Importance of Play, Babysitting Manual, FCCLA STAR Events Score Sheets for Illustrating Story and Reading Story, Advertisement for Child's Toy, Daily Journal for Infant Simulator Activity, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	FCCLA STAR Events: Applied Technology, Career Investigation, Chapter Service Project, Entrepreneurship, Focus on Children, Illustrating Story, Illustrated Talk, National Programs in Action, Reading Story FCCLA State and/or National Programs: Career Connection, Community Service, Dynamic Leadership, Families Acting for Community Traffic Safety (FACTS), Families First: Parent Practices, Power of One: A Better You, Family Ties
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Unit/Course Culminating Product:	Students plan a child's birthday party. Students create their own Babysitting Manual.
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Course/Program Credential(s):	<input type="checkbox"/> Credential <input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: American Red Cross Babysitting Certificate
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Course Title: Teen Discoveries

Unit: 6	Housing Discoveries
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Content Standard(s) and Depth of Knowledge Level(s):	Students will: <ol style="list-style-type: none"> 17. Explain how housing meets the needs of individuals and families. <ul style="list-style-type: none"> • Describing ways to arrange or organize teen living space 18. Determine procedures for basic household maintenance and safety.
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Learning Objective(s) and Depth of Knowledge Level(s):	Students will: <ol style="list-style-type: none"> 1. Describe basic housing needs that all people have in common. 2. Design a teen living space. 3. Describe safety procedures for the home.
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Essential Question(s):	How can teens organize and maintain their living space? Why is it important for teens to understand household maintenance and safety?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
VI. Housing Discoveries A. Meeting the Needs of Individuals and Families 1. Arranging teen living space 2. Organizing teen living space	<p>10 + 2 Discussion: Teacher gives direct instruction for 10 minutes; students share and reflect for 2 minutes. (Topics: housing needs of individuals and families, influences on housing decisions, types of housing, ways to obtain housing, etc.)</p> <p>DO IT: Define problem. Open self to new ideas. Identify best solution. Transform ideas into action. Students design and develop a presentation board of a teen living space</p>	<p>Lead Questions</p> <p>Guidelines for Activity Computers Housing Design Software Internet Web sites</p>

<p>B. Household Procedures</p> <ol style="list-style-type: none"> 1. Household maintenance 2. Household safety 	<p>(bedroom) within a certain budget. Provide a collage of pictures or sketches, samples of floors, wall coverings, fabric swatches, etc.</p> <p>Case Studies/Scenarios: Students are given a family case study (Examples: single person, married couple, married couple with children, elderly couple, married couple with children and elderly parents) and must identify the unique housing needs of the family. Students must plan a living space for the family based on needs and budget.</p> <p>Think, Pair, Share: Students think individually about the definitions of key housing terms, then pair (sharing with partner each persons definitions), then share with the class.</p> <p>Quick Talk: Pair activity in which students have a short period (typically 30 seconds) to share all they know about household safety and maintenance.</p> <p>10 + 2 Discussion: Teacher gives direct instruction for 10 minutes; students share and reflect for 2 minutes. (Topic: household maintenance and safety procedures)</p> <p>Debate: Students debate the pros and cons of renting and owning housing.</p>	<p>Presentation Boards Art Supplies Graph Supplies Fabric Samples, Flooring Samples Magazines, etc. Arrange-a-room Internet site: http://www.bhg.com/decorating/arrange-a-room/</p> <p>Guidelines for Project Rubric Computers Internet Web sites References Lead Questions Case Studies See Housing Design Project Budget Sheets</p> <p>Key Housing Terms Housing Terms Chart</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Debate Computers Internet</p>
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	<p>Teen Living Space Project: Students design their “Dream Bedroom.” They draw a floor plan to scale, use furniture templates for furniture and accessories placement, collect pictures of furnishings, accessories, floor covering, wall treatments, and window treatments. They calculate the cost of the “Dream Bedroom.”</p>	Web sites References Rubric Lead Questions Guidelines for Activity Rubric Computer Internet Web sites References Lead Questions Magazines Samples of Fabrics, Paint Chips, and Floor Coverings Graph Paper Art Supplies
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Unit Assessment:	Rubric for Housing Case Studies, Design Project, Debate, Housing Term Chart, Teen Living Space Project, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	FCCLA STAR Events: Applied Technology, Career Investigation, Chapter Service Project, Entrepreneurship, Illustrated Talk, National Programs in Action, Recycle and Redesign FCCLA State and/or National Programs: Career Connection, Community Service, Families First, Financial Fitness, Power of One
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Unit/Course Culminating Product:	Teen Living Space Project
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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: NA
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Course Title: Teen Discoveries

Unit : 7	Technology and Career Discoveries
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 19. Determine ways technology improves and impacts the lives of teens. 20. Describe factors that impact choosing a career.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze how technology is used in home, school and workplace. 2. Describe how technology improves and impacts the lives of teens. 3. Demonstrate the use of technology to complete learning experiences in the classroom. 4. Explain factors that impact choosing a career.
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Essential Question(s):	<p>How does technology influence and affect the decisions of adolescents? What factors impact choosing a career?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>VII. Technology and Career Discoveries A. Impact of Technology on Teens</p>	<p>Brainstorming/Discussion: List all the technology used today.</p> <p>Computer-Assisted Instruction: See PBS Web site which is about life in the 1900s and includes lesson plans about living without technology. http://www.pbs.org/wnet/1900house/index.html Students will identify the modern technologies found in their own homes. Then they will agree to live without all of them for a day... and if they're daring, for a week! By doing so, students will get a glimpse of what daily life was like in a</p>	<p>Lead Questions</p> <p>Guidelines for Activity</p> <p>Computers Internet Web sites References Catalogs</p>

<p>B. Factors that Impact Career Choice</p>	<p>1900 home and come to understand how dependent they are on today's technology.</p> <p>Group Work: Using the computer to research, students work in small groups to develop a technology chart with inventions, inventors, and how it changed our culture. Create timeline for display around the room.</p> <p>Journal: For a 24 hour period of time, students journal the technology used at home or school.</p> <p>Research/Illustrated Talk: Students research topics related to the impact of technology such as Internet safety, controversy about cell phone usage, concern about MYSpace, medical advances, scientific and crime solving advances, etc. Students present information to the class using visuals such as charts, poster, diagrams, photographs, etc.</p> <p>Homework/Interview/Essay: Students develop a questionnaire containing questions to ask an elderly personal about technology available when he/she was a child. Students are to interview an elderly person about the technology available when they were children. Write an essay about the interview. Report Out.</p> <p>Buzz Sessions: In groups students brainstorm why people work. Present list to class. Discuss results.</p> <p>Independent Practice: Practice is done without intervention by the</p>	<p>Guidelines for Activity Computers Internet Web sites References Technology Chart Poster Art Supplies Lead Questions</p> <p>Guidelines for Activity Journals</p> <p>Computers Internet Web sites Rubric Posters Butcher Paper Art Supplies</p> <p>Guidelines for Activity Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity FCCLA Career Connection CD</p>
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	<p>teacher. Using the FCCLA Career Connection CD, students select one of six units to develop, plan, carry out, and evaluate a project that focuses on different aspects of career development. (Each unit includes information, related activity ideas, at least 14 specific project suggestions, three or four reproducible project tools, and more.) The six units are:</p> <p>Career Discoveries Activity: PLUG IN to Careers - Understand work and the Career Connection Program</p> <p>SIGN ON to the Career Connection – Link personal interests, skills, and goals to career clusters</p> <p>PROGRAM Career Steps - Prepare with education, leadership, and work experience</p> <p>LINK UP to Jobs - Learn to find and land a job</p> <p>ACCESS SKILLS for Career Success – Practice being productive on the job and promotable</p> <p>INTEGRATE Work and Life - Manage interconnected roles in families, careers, and communities</p> <p>Research/Collage Portfolio: Each student will create a Career ABC book. Research careers and information about employment potential, education required, salary, etc. Create pages for each letter of the alphabet.</p>	<p>Computers Internet Lead Questions Web sites Art Supplies Magazines References</p> <p>Computers Guidelines for Activity Rubric Internet Web sites References Art Supplies</p>
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Unit Assessment:	Group Work, Journal Entry, Essay, Interview, Rubric for ABC Book, FCCLA Career Connection Activity, Class Participation, and Rubrics
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Unit/Course CTSO Activity:	FCCLA STAR Events: Applied Technology, Career Investigation, Chapter Service Project, Entrepreneurship, Illustrated Talk, National Programs in Action FCCLA State and/or National Programs: Career Connection, Community Service, Dynamic Leadership, Families Acting for Traffic Safety (FACTS), Families First, Financial Fitness, Leaders at Work, Power of One, Student Body
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Unit/Course Culminating Product:	Career ABC Book
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: