# Jasper City Schools Curriculum Map-CAREER TECH-Course Title:  Education and Training

| Unit: 1 | Foundation |
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| **Content Standard(s) and Depth of Knowledge Level(s):** | Students will:<br>1. Apply mathematical, reading, writing, critical-thinking and problem solving skills to effectively perform in the educational setting.<br>2. Describe standards, policies, and procedures for an educational setting to ensure safe and healthy environments, including managing, reporting, and documenting emergency situations.<br>3. Explain the impact of goal-setting, teamwork, and technical skills in the field of education.<br>   • Recognizing the importance of FCCLA programs to the field of education<br>4. Interpret the Alabama Quality Teaching Standards and the Alabama Code of Ethics for professional guidance.<br>5. Determine professional organizations that impact the education profession. |
| **Learning Objective(s) and Depth of Knowledge Level(s):** | Students will:<br>1. Integrate academic, critical thinking and problem-solving skills to effectively perform.<br>2. Explain standards, policies, and procedures for a safe and healthy environment.<br>3. Describe the standards, policies, and procedures for managing, reporting, and documenting emergency situations.<br>4. Explain the impact of goal setting, teamwork, and technical skills as required skills in the field of education.<br>5. Determine the importance of FCCLA programs to the field of education.<br>6. Analyze the Alabama Quality Teaching Standards for their impact on teaching and learning in Alabama.<br>7. Explain the Alabama Code of Ethics in relationship to and educator's professional behavior.<br>8. Analyze the impact of professional organizations on the education profession. |
| **Essential Question(s):** | Why should teachers have content knowledge and skills in math, reading, writing, critical-thinking, and problem-solving to perform effectively in the classroom?<br>How do educators ensure safe and healthy environments for students?<br>What is the impact of the Alabama's Quality Teaching Standards on teaching?<br>How does a code of ethics impact the teaching profession?<br>How can professional organizations impact the field of education? |

| Content Knowledge | Suggested Instructional Activities<br>Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
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| I.  Foundation<br>   A.  Performing Effectively | **10 + 2 Discussion:**<br>The teacher discusses reports that state students' | Lead Questions<br>Headlines from Newspapers or Journals |

1. Math skills
2. Writing skills
3. Critical thinking skills
4. Problem solving skills

performance on academic achievement tests continue to fall below expectations in many states and in local education agencies.

**Read, Think, and Share:**
Students research articles on student performance in today's schools. They critique five articles and present their findings to the class. Report Out.

Guidelines for Critique
Rubric for Critique
Computers
Internet
References
Journals
Web sites
Lead Questions

**PowerPoint Presentation:**
Item specifications for testing basic skills in Alabama. The teacher identifies a few of the specifications so that students see how academic content is addressed in Alabama

- Alabama High School Graduation Exam (AHSGE)
- Alabama Science Assessment (ASA)
- Stanford Achievement (SAT 10)
- Alabama Reading and Mathematics Test (ARMT)
- National Assessment of Education Progress (NAEP)

PowerPoint Presentation
SDE Web site: www.alsde.edu
Scroll: Sections: Student Assessment
Scroll: Publications
Scroll : AHSGE
Scroll: ASA
Scroll: SAT 10 & ARMT
Scroll: NAEP
Lead Questions

**Quick Talk:**
State Departments of Education set standards for teachers to become certified. Many standards relate to literacy.

Lead Questions

**Read, Think, and Share:**
Teacher distributes standards related to the academic core in the *Alabama Teacher Education Program Approval Standards*. Students read the standards and discuss how they should be used to enhance student learning.

SDE Web site: www.alsde.edu
Scroll: Sections: Teacher Education and Certification
Scroll: Publications
Scroll: Alabama Administrative Code
Scroll: Chapter 290-3-3 8.10/2007
Scroll: Standard 3 - Literacy, page 258

| | | Research Paper on Academic Content Knowledge: | Guidelines for Paper |
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| | | **Research Paper on Academic Content Knowledge:** Students write a paper on the importance that educators and administrators have the content knowledge and skill in mathematics, reading, writing, critical-thinking, and problem-solving to perform effectively in the classroom. Report Out. | Guidelines for Paper Rubric for Paper Computers Internet References Journals Web sites Lead Questions |
| B. Safe and Healthy Educational Settings 1. Standards 2. Polices 3. Emergency situations a. Managing b. Reporting c. Documenting | | **10 + 5 Discussion:** School safety has been and continues to be a critical issue facing students, educators, parents, families, and community members. In 1999, the Governor of Alabama mandated that each school in the state must develop and submit a school safety plan. Also, in 2003, the President issued a Homeland Security Presidential Directive/HSPD-5, Management of Domestic Incidents. This system provides a network to prepare for, prevent, respond to, and recovery from domestic incidents. The superintendent and school principals provide the leadership for developing the safety plan. | *Alabama Safe School Handbook* SDE Web site: www.alsde.edu, Scroll to Sections – Support and Prevention Scroll to Publications Scroll to School Safety Plan Alabama Safe School Handbook |
| | | **PowerPoint Presentation:** The Alabama School Safety Plan and HSPD-5 (Teacher shares components of his/her school's plan in the presentation.) | PowerPoint Presentation Computer CTX School's Safety Plan Lead Questions |
| | | **Read, Think, and Share:** Divide students into teams. Have each team read a section of the *Alabama School Safety Plan*? Have them determine standards and polices for safe schools. Share Out. | SDE Web site: www.alsde.edu, Scroll to Sections – Support and Prevention Scroll to Publications Scroll to School Safety Plan Alabama Safe School Handbook Lead Questions |
| | | **School Safety Plan Handbook Project:** Students research Student Handbooks used in schools from other districts in Alabama. They then share standards and polices addressed in the | Guidelines for Project Rubric Computers Web sites |

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| Student Handbooks. As a class, students develop standards and policies for a safe school. | Internet<br>District School Directory<br>Various School Student Handbooks<br>Lead Questions |
| **Quick Talk:**<br>The classroom teacher is also responsible for a safe and healthy classroom. As you will notice in all classrooms there are charts on the walls that address safety practices during inclement weather, fire safety, as well as other types of emergencies. Teachers must know how to manage, report, and document the response to a crisis. | Lead Questions<br>Emergency Charts |
| **Emergencies in the Classroom Project:**<br>Students work in groups to research a crisis that a teacher could face in the classroom. They describe the crisis, identify steps that need to be taken to manage the safety of students, how they report on how the crisis was handled, and how they documented the safety of all students. Students create a poster to display their plan of action for reacting in a safe way to the crisis. They may contact agencies or organizations to obtain information on how to handle the crisis as well as use any resources available. Share Out. Posters are placed on the classroom walls. | List of School Crises<br>Computers<br>Internet<br>Web sites<br>Art Supplies<br>Agencies and Organizations Web sites<br>Lead Questions |
| **Scenarios on Classroom Emergencies:**<br>Students work in teams. They are provided with situations that a teacher may encounter in the classroom. Based on their research and project findings, they respond to the situation in a manner that ensures safety of students and faculty. | Scenarios<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions |
| **School Classroom Project:**<br>Students are assigned certain classrooms in the school district. They post emergency posters in the classrooms, if they are not already posted. | Approval from Principal<br>Principal Makes Room Assignments<br>Teacher Informs Teachers about the Project<br>Guidelines for Project |

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| C. Other Important Skills<br>    1. Goal setting<br>    2. Team work<br>    3. Leadership<br>    4. Service | **10 + 5 Discussion:**<br>The importance of goal setting and teamwork in the educational setting is discussed. The teacher shares examples of how administrators, teachers, and professional support services personnel work together to set goals and work as a team in accomplishing goals set. Goals give direction and purpose for providing education at the district, school, and classroom levels. Teamwork is when all interested faculty and staff work together to achieve school goals. It is also important for students to have goals and work together as a team in the classroom and school. | Lead Questions |
| | **Teamwork Activity:**<br>Students divide into teams. Each team is given a bag that contains the same items: (drinking straws, rubber bands, paper clips, pipe cleaners, and popsicle sticks). They are given 15 minutes to build a school. After the activity, students discuss what was the group's goal in the design of the school? Who accepted the role as leader for the project? How did the team work together on the project? | Rules for the Activity<br>One Bag per Team that Includes:<br>10 Drinking Straws<br>5 Rubber Bands<br>10 Paper Clips<br>15 Popsicle Sticks<br>8 Pipe Cleaners<br>Stop Watch<br>Lead Questions |
| | **Brainstorming Session:**<br>Students brainstorm ways they have seen administrators, teachers, professional support services personnel and students work together to set goals and work as a team. They also share when they have set goals and worked as a team member. | Lead Questions |
| | **Quick Talk:**<br>It is important that throughout their educational experience students have opportunities to develop leadership skills and serve their community. There are various ways at school and in the community that students can become | Lead Questions |

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| | leaders and serve. | |
| | **Brainstorming Session:**<br>Students brainstorm opportunities they have had to become leaders and serve in their community. | Lead Questions |
| D.  Career and Technical Education<br>   Student Organizations<br>   1.  FCCLA<br>   2.  FTA | **Guest Speakers:**<br>Have an FCCLA State Officer or FCCLA local chapter member to discuss the goals of FCCLA, share FCCLA national and state projects, discuss leadership opportunities, and identify ways FCCLA members can provide service to their community. | Guest Speaker(s)<br>Lead Questions<br>FCCLA Resources |
| | **Guest Speakers:**<br>Have an FTA State Officer or FTA local chapter member to discuss the goals of FTA, share FTA state projects, discuss leadership opportunities, and identify ways FTA members can provide service to their schools and the community. | Guest Speaker(s)<br>Lead Questions<br>FCCLA Resources |
| E.  The Education Profession<br>   1.  Alabama Quality Teacher<br>      Standards<br>   2.  Quality Standards for<br>      Instructional Leaders<br>   3.  Alabama Code of Ethics<br>   4.  Professional Organizations | **10 + 5 Discussion:**<br>Teaching is a profession and teachers are professionals.  The terms profession and professional are discussed.  A professional educator exhibits a high degree of specialized knowledge and skills and they use this knowledge and skills daily.  In Alabama there are several documents that define standards for educational professionals. | Lead Questions |
| | **Read, Think, and Share:**<br>Students read the *Alabama Quality Teacher Standards*.  As a whole class activity, they discuss the standards. | Copies of *Alabama Quality Teacher Standards*<br>Lead Questions |
| | **Quick Paper on Teaching Standards:**<br>Students write a paper on:  How do the *Alabama Quality Teacher Standards* impact teaching and learning. | Guidelines for Paper<br>Rubric |

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| | **Read, Think, and Share:** Students read the *Quality Standards for Instructional Leaders*. As a whole class activity, they discuss the standards. | Copies of *Standards for Instructional Leaders* Lead Questions |
| | **Research Paper on Instructional Leaders:** Students write a paper on: How the *Quality Standards for Instructional Leaders* impact teaching and learning. | Guidelines for Paper Lead Questions |
| | **Quick Talk:** Teachers, administrators, and professional support services personal use a set of values to guide their behavior. These values are reflected in a professional code of ethics. | Lead Questions |
| | **Read, Think, and Share:** Students read the *Alabama Code of Ethics*. Students discuss the code. | Copies of *Alabama Code of Ethics* Lead Questions |
| | **Quick Paper on Code of Ethics:** Students write a paper on how the code of ethics affects the behavior of teachers, administrators, and professional support services personnel. | Guidelines for Paper Rubric |
| | **10 + 5 Discussion:** The teacher discusses the benefits associated with teachers, administrators, and professional support services personnel belonging to professional organizations. There are more than 500 professional organizations in the field of education. There are general educational and subject-matter specific organizations. | Lead Questions |
| | **Professional Organizations Project:** Students select a slip of paper with the name of a professional organization written on it. They research the organization and develop a brochure that describes the goals/purposes, the membership categories, member criteria, certification and licensure available, dues, | Computers Internet Web sites References Association Names Association Resources Guidelines for Project |

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| | membership benefits, resources, meetings and conventions, and member services. Share Out. | Rubric<br>Lead Questions |
| | **Whole Class Activity**:<br>Students as a class develop a chart describing the major professional organizations in the field of education. | Lead Questions<br>Organizational Charts |
| | **Quick Paper on Being a Member of a Professional Organization:**<br>Students write a paper on: Why they think it is important to belong to professional organizations. They select three organizations that they would join as a teacher, administrator, or professional support services personnel. They explain their answers. | Guidelines for Paper<br>Rubric |

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| **Unit Assessment:** | Research Paper on Academic Content Knowledge, Safety and Health School Project, Emergencies in the Classroom Project, Scenarios on Classroom Emergencies, School Classroom Project, Quick Paper on Teaching Standards, Research Paper on Instructional Leaders, Quick Paper on Code of Ethics, Professional Organizations Project, Quick Paper on Being a Member of Professional Organization, Class Participation, and Rubrics |

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| **Unit/Course CTSO Activity:** | FCCLA Stop the Violence Project Activity<br>TEACH ALABAMA Video Contest<br>TEACH ALABAMA Poster Contest |

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| **Unit/Course Culminating Product:** | Students make a graphic organizer to summarize structures and funding of education.<br>Students create a chart to compare and contrast past and present issues in education.<br>Students develop a School Safety Handbook. |

**Course/Program Credential(s):** ☐ Credential ☐ Certificate ☒ Postsecondary Degree ☒ University Degree
☒ Other: AAFCS Pre-Professional Assessments - Early Childhood Education and/or Education Careers

| Unit: 2 | Field of Education |
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| | Students will: |
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| **Content Standard(s) and Depth of Knowledge Level(s):** | 6. Analyze the organizational structure and funding sources for education in the Untied States at the national, state, and local levels. <br> 7. Identify the history, current trends, initiatives, and issues in education in the United States at the national, state, and local levels. <br>     Examples: character education, reading, financial literacy, school safety <br> 8. Evaluate the impact of the physical, emotional, social, and intellectual development of learners of various ages on the teaching and learning processes. <br>     Examples: preschool, elementary, intermediate, middle school, high school, college, adult learners |

| | Students will: |
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| **Learning Objective(s) and Depth of Knowledge Level(s):** | 1. Describe the organizational structure for education in the United States at the national, state, and local levels. <br> 2. Explain the funding sources for education in the United States at the national, state, and local levels. <br> 3. Trace the history of education in the United States at the national, state, and local levels. <br> 4. Determine current trends in education in the United States at the national, state, and local levels. <br> 5. Analyze initiatives in education in the United States at the national, state, and local levels. <br> 6. Describe issues in education in the United States at the national, state, and local levels. <br> 7. Explain the physical, emotional, social, and intellectual development of learners at all stages of the life span. <br> 8. Analyze the impact of human development on the teaching and learning processes at each stage of the life span. <br> 9. Assess the impact of human development on the teaching and learning processes at various levels of education. |

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| **Essential Question(s):** | How is the educational system in the United States organized? <br> How is education funded in the United States? <br> How has history impacted education in today's society? <br> What current trends are impacting education in the United States? <br> What initiatives are been addressed in today's educational settings? <br> What issues are being addressed in education today? <br> How does human development impact the teaching and learning processes? <br> How does human development impact the teaching and learning processes at all levels of education? |

| Content Knowledge | Suggested Instructional Activities <br> Rigor & Relevance Framework (Quadrant) | Suggested Materials, Equipment and Technology Resources |
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| II. Field of Education <br>    A. Organizational Structure | **10 + 5 Discussion:** <br> The teacher discusses that all children in the | Lead Questions |

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| 1. National level<br>2. State level<br>3. Local level | United States have the right of a free public education. The goals and purposes of education are determined at the local, state, and national levels.<br><br>**PowerPoint Presentation:**<br>Organizational Structure of Education<br>• National Level<br>• State Level<br>• Local Level<br><br>**Organizational Structure Project:**<br>Students research the organizational structure of education in the United States. Students draw organizational charts of the governance of education at the national, state, and local levels. They identify personnel on the charts from the U. S. Department of Education, the Alabama Department of Education, and their local school district. Students address and describe the roles and responsibilities of education at the national, state, and local levels:<br>• How does the Federal Government influence education?<br>  . Executive, Legislative and Judicial branches<br>  . The impact of Presidential polices<br>  . U.S. Department of Education<br>• What powers and influences do states have in governing schools?<br>  . The role of State Government in Education (legislature, courts, governor)<br>  . State Board of Education<br>  . State Department of Education<br>  . Chief State School Officer<br>• What is the role of the local community in school governance?<br>  . Local School District<br>  . School Board | PowerPoint Presentation<br>Computer<br>CTX<br>Lead Questions<br><br><br>Guidelines for Project<br>Rubric<br>Computers<br>Internet<br>Web sites<br>Constitution of the United States<br>*Alabama Administrative Code*<br>Local School Polices Handbook<br>References<br>Lead Questions |

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| | . Superintendent of Schools<br>. The role of parents<br>Report Out. | |
| | **Pair and Share:**<br>Students will group into pairs. Each pair will compare the structure of their local school district with another district in the state. Report Out. | Local Systems' Polices Handbook<br>State Education Directory<br>Computer<br>Internet<br>Web sites<br>References<br>Lead Questions<br>Guidelines for Report<br>Rubric for Report |
| | **Local Board Meeting Activity:**<br>Students attend a local board meeting and record the activities and actions of the board. Share Out. | Permission from Superintendent for Students to Attend Meeting<br>Date of Meeting<br>Observational Record<br>Lead Questions<br>Permission Slips |
| B. Funding Sources<br>   1. National level<br>   2. State level<br>   3. Local Level | **10 + 5 Discussion:**<br>The teacher discusses how schools are funded at the national, state, and local levels. | Lead Questions |
| | **PowerPoint Presentation:**<br>How Schools are Financed in the United States | PowerPoint Presentation<br>Computer<br>CTX<br>Lead Questions |
| | **Funding Project:**<br>Students research the total amounts of funding for education at the national level, in Alabama, and in their local school district. They identify sources of funding and any restrictions as to how funding is used. Students define the following terms and concepts in relation to educational funding: Expenditure per pupil, property tax, Block grants, Entitlements, categorical aid, and the voucher system. | Guidelines for Project<br>Rubric<br>Computers<br>Web sites<br>Internet<br>References<br>National Education Budget<br>Federal Grants<br>Alabama 1995 Accountability Legislation |

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| | **Guest Speaker:** Local school Finance Director speaks to the class on federal, state, and local funding the school system receives and how it is spent. | Guest Speaker Lead Questions |
| C. Education in the U.S.<br>    1. History<br>    2. Current trends<br>    3. Initiatives<br>    4. Issues | **10 + 5 Discussion:** The teacher discusses the impact of history on today's education. | Lead Questions |
| | **PowerPoint Presentation:** Historical Periods and Educational Change<br>• Revolutionary Period (1750-1820)<br>    . Benjamin Franklin<br>    . Thomas Jefferson<br>• State –Supported Common Schools (1820-1865)<br>    . Horace Mann<br>    . McGuffey's Readers<br>    . Land-Grant Schools<br>• Compulsory Education (1865-1920)<br>    . Higher Education<br>    . Kindergarten<br>    . Professionalism of Teaching<br>• Progressive Era (1920-1945<br>    . John Dewey<br>    . Montessori<br>• Modern Post War Era (1945-2000)<br>    . 1950s Defense Education<br>    . School Desegregation<br>    . 1960s War on Poverty and the Great Society<br>    . 1970s Accountability and Equal Opportunity<br>    . 1980s *Nation at Risk*<br>    . 1990s Basic Skills Attainment<br>    . 2000s *No Child Left Behind-* Student Achievement, Accountability, School Choice<br>    . 2 1st Century Learning | PowerPoint Presentation Computer CTX References Lead Questions |

| | | **History of Education Project:**<br>Students research the history of education. They create a time-line that identifies significant events and individuals that impacted education at the various periods of educational development. Students select one event or one individual and write a paper about the impact of the event or individual on today's education. They create a PowerPoint Presentation to present their time table and report. | Guidelines for Project<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions<br>CTX |
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| | | **PowerPoint Presentation:**<br>Teaching in the 21st Century: The Six Essential Elements<br>• Core Subjects<br>• 21st Century Context<br>• Learning and Thinking Skills<br>• Life Skills<br>• ICT Literacy<br>• Authentic Assessment | PowerPoint Presentation<br>Computer<br>CTX<br>References<br>Lead Questions |
| | | **10 + 5 Discussion:**<br>Teacher discusses trends, initiatives, and issues that are impacting education today.<br>• *No Child Left Behind*<br>• Character Education<br>• School Violence<br>• Charter Schools<br>• Reading Initiatives<br>• Science in Motion<br>• Alabama Reading, Math and Science Imitative<br>• Bullying<br>• ELL<br>• Response to Intervention/Instruction<br>• Competency-Based Learning<br>• Project-Based Learning<br>• Financial Literacy<br>• Writing | Lead Questions |

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| | • The Arts<br>• Distance Learning<br>• Technology in the Classroom | |
| | **Trends, Initiatives, and Issues Project:**<br>Students select a trend, initiative, or issue that is being addressed in the education system in today's society.  They research the topic, describe the topic, identify major components of the topic, determine how the topic is funded, at which level(s) of education it impacts, restrictions for funding use, the impact on the field of education, and examples of implementation.  Report Out. | Fishbowl<br>Trends. Initiatives, Issues<br>Guidelines for Project<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions |
| | **Share, Think and Write:**<br>Students share their trends, initiatives or issues with class. Information is recorded on a Trend, Initiatives, and Issues Chart. | Trend, Initiatives, and Issues Chart<br>Lead  Questions |
| D.  Teaching and Learning Processes at Various Ages<br>   1.  Physical development<br>   2.  Emotional development<br>   3.  Social development<br>   4.  Intellectual development | **10 + 5 Discussion:**<br>In the task of understanding learners and how to most effectively promote learning in all students; teachers, administrators, and professional support services personnel must have an understanding of human development and how human development impacts the teaching and learning processes at various levels of education. | Lead Questions |
| | **PowerPoint Presentation:**<br>Stages of Human Development<br>• Preschool Years (2-6)<br>    Pre-Kindergarten<br>    Kindergarten<br>• School-Age (6-12)<br>    Elementary School<br>• Adolescence (12-19)<br>    Junior High<br>    High School<br>• Young Adulthood (20- Until) | PowerPoint Presentation<br>Computer<br>CTX<br>References<br>Lead Questions |

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| | College<br>• Middle Adulthood<br>• Older Adulthood | |
| | **Preschooler Project:**<br>Using a Growth and Development Chart, students research the growth and development patterns of preschoolers. They identify milestones of growth and development at each age within the span that relates to the physical development, emotional development, social development, intellectual development, and personality development. | Guidelines for Project<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions<br>Growth and Development Chart |
| | **Field Trip:**<br>Students visit a Pre-K or Kindergarten and observe the behavior of children and actions of the teacher. Students enter their observations in their Observation Record. | Permission for Field Trip<br>Make Field Trip Arrangements<br>Lead Questions<br>Observation Records |
| | **Interview Activity:**<br>Students develop an interview survey on student learning and behavior and how this impacts the teaching and learning processes. They interview a preschool teacher. They summarize their interview. Share Out. | Guidelines for Interview Survey<br>Names of Teachers to Interview<br>Lead Questions |
| | **Reaction Paper:**<br>Based on the information obtained in their research and observation in the classroom, students explain how the growth and development at the preschool stage impacts teaching and learning. | Guidelines for Paper<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions |
| | **School Age Child Project:**<br>Using a Growth and Development Chart, students research the growth and development patterns of school-age children and identify milestones of growth development at each age within the span that relates to physical | Guidelines for Project<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites |

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| development, emotional development, social development, intellectual development, and personality development. | Lead Questions<br>Growth and Development Chart |
| **Field Trip:**<br>Students visit first, second, third, fourth, fifth, and sixth grade classrooms at an elementary school. They observe the behavior of children and the actions of the teachers in each grade. Complete Observation Record | Permission for Field Trip<br>Make Field Trip Arrangements<br>Lead Questions<br>Observation Record |
| **Interview Activity:**<br>Students develop an interview survey from their observations. They interview an elementary school teacher. They summarize their interview. Share Out. | Guidelines for Interview Survey<br>Names of Teachers to Interview<br>Lead Questions |
| **Reaction Paper:**<br>Based on the information obtained in their research and observation in the classrooms, students explain how the growth and development of school-age children impact teaching and learning in the elementary grades. | Guidelines for Paper<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions |
| **Pre-Adolescence Student Project:**<br>Using a Growth and Development Chart, students research the growth and development patterns of pre-adolescents and identify milestones of growth development at each age within the span that relates to the physical development, emotional development, social development, intellectual development, and personality development. | Guidelines for Project<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions<br>Growth and Development Chart |
| **Field Trip:**<br>Students visit seventh, eighth, and ninth grade classrooms at a middle school/junior high school. They observe the behavior of students and actions of teachers in each grade. They enter their findings in their Observation Record. | Permission for Field Trip<br>Make Field Trip Arrangements<br>Lead Questions<br>Observational Record |

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| | **Interview Activity:**<br>Students develop an interview survey based on their observations. They interview a middle school/junior high school teacher. They summarize their interview. Share Out. | Guidelines for Interview Survey<br>Names of Teachers to Interview<br>Lead Questions |
| | **Reaction Paper on Observations:**<br>Based on the information obtained in their research and observation in the classrooms, students explain how the growth and development of pre-adolescence students impact the teaching and learning in the middle school/junior high school. | Guidelines for Paper<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions |
| | **Adolescence Student Project:**<br>Using a Growth and Development Chart, students research the growth and development patterns of adolescents and identify milestones of growth development at each age within the span that relates to physical development, emotional development, social development, intellectual development, and personality development. | Guidelines for Project<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions<br>Growth and Development Chart |
| | **Classroom Visit:**<br>Students visit tenth, eleventh, and twelfth grade classrooms in their high school. Students observe behavior of students and actions of teachers in each grade. Complete Observation Record. | Permission to Visit Classrooms<br>Names of Teachers<br>Observational Record<br>Lead Questions |
| | **Interview Activity:**<br>Students develop an interview survey based on their observations and interview a high school teacher. They summarize responses to their survey. Share Out. | Guidelines for Interview Survey<br>Names of Teachers to Interview<br>Lead Questions<br>Rubric |
| | **Reaction Paper on Observations:**<br>Based on the information obtained in their research and observation in the classrooms, students explain how the growth and development of adolescent students impact | Guidelines for Paper<br>Rubric<br>Computer<br>Internet<br>References<br>Web Sites |

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| | teaching and learning in high school. | |
| | **Quick Talk:**<br>Adulthood brings into account tasks that individuals are striving to achieve. These tasks also impact the teaching and learning processes. (Havinghurst Developmental Task) | Lead Questions |
| | **Read, Think, and Share:**<br>Students are provided with a copy of Havinghurst Developmental Tasks. Each stage is discussed. | Havinghurst Developmental Task<br>Lead Questions |
| | **Young Adulthood Project:**<br>Using a Task Chart, students research the growth and development patterns of young adults and identify milestones of growth development at each age within the span that relates to physical development, emotional development, social development, intellectual development, and personality development. | Lead Questions<br>Guidelines for Project<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Task Chart |
| | **Interview:**<br>Using the Interview Reporting Form, students interview five young adults. They summarize responses to their survey. Share Out. | Guidelines for Interview Survey<br>Lead Questions |
| | **Guest Speaker:**<br>A college instructor or professor discusses his/her approach to teaching young adults. | Guest Speaker<br>Lead Questions |
| | **Reaction Paper on Observations:**<br>Based on the information obtained in the interviews, students explain how the growth and development of young adults impact the teaching and learning processes. | Guidelines for Paper<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions |

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| | **Middle Adulthood Project:**<br>Using a Task Chart, students research the growth and development patterns of middle-aged adults and identify milestones of growth development at each age within the span that relates to physical development, emotional development, social development, intellectual development, and personality development. | Guidelines for Project<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions<br>Task Chart |
| | **Interview:**<br>Using the Interview Reporting Form, students interview five middle-aged adults.  They summarize responses to their survey.  Share Out. | Guidelines for Interview Survey<br>Lead Questions<br>Interview Reporting Form |
| | **Guest Speaker:**<br>A Personnel Director or Human Resources Director from a business or company in the community discusses how they meet the learning needs of their employees. | Arrangements for Guest Speaker<br>Guest Speaker<br>Lead Questions |
| | **Reaction Paper on Observations:**<br>Based on the information obtained in the interviews, students explain how the growth and development of middle-aged adults impact the learning and teaching processes. | Guidelines for Paper<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions |
| | **Older Adulthood Project:**<br>Using a Task Chart, students research the growth and development patterns of older adults and identify milestones of growth development at each age within the span that relates to physical development, emotional development, social development intellectual development, and personality development. | Guidelines for Project<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions<br>Task Chart |
| | **Interview:**<br>Using the Interview Reporting Forms, students interview five older adults.  They summarize responses to their survey.  Share Out. | Guidelines for Interview Survey<br>Names of Teachers to Interview<br>Lead Questions<br>Interview Reporting Forms |

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| | **Guest Speaker:**<br>A Director of an assisted living facility or nursing home shares how he/she meets the learning needs of older adults. | Arrangements for Guest Speaker<br>Guest Speaker<br>Lead Questions |
| | **Reaction Paper on Observations:**<br>Based on the information obtained in the interview, students explain how the growth and development of older adults impact the learning and teaching processes. | Guidelines for Paper<br>Rubric<br>Computers<br>Internet<br>References<br>Web sites<br>Lead Questions |
| | **Student Aha! Minute:**<br>Based on their research, observations, and interviews, students determine what age group they would like to focus on in completing assignments and observing. | Lead Questions |

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| **Unit Assessment:** | Organizational Structure Project; Funding Project; History of Education Project; Trends, Initiatives, and Issues Project; Preschooler Project; Observational Log Entries; School-Age Child Project; Reaction Papers; Pre-Adolescence Student Project; Interviews; Adolescence Student Project; Young Adulthood Project; Middle Adulthood Project; Older Adulthood Project; Class Participation; and Rubrics |

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| **Unit/Course CTSO Activity:** | FCCLA Stop the Violence Project<br>Students participate in other STAR Events - Career Investigation, Applied Technology, Entrepreneurship, Focus on Children, Interpersonal Communications, Job Interview, and Life Event Planning. |

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| **Unit/Course Culminating Product:** | Students make a graphic organizer to summarize structures and funding of education.<br>Students create a chart to compare and contrast past and present issues in education and research.<br>Portfolio Entries<br>Portfolio Presentation |

**Course/Program Credential(s):** ☐ Credential  ☒ Certificate  ☐ Postsecondary Degree  ☒ University Degree
☒ Other:  AAFCS Pre-Professional Assessments - Early Childhood Education and/or Education Careers

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| **Four Corners:**<br>A different type of housing option is listed on four posters. Students are assigned to one corner of the classroom. They list on the posters the advantages and disadvantages of living in the option assigned. Students move to each corner and add advantages and disadvantages. In the last round, one student reports out on the advantages and disadvantages of the option represented in his/her corner. | Guidelines for Activity<br>Poster Board with Option Listed<br>Markers<br>Lead Questions |
| **Read, Think, and Share:**<br>Using newspapers and other media sources, students read the sales ads for ten houses in the community. They explain how the housing options are described in the ads. They compare the cost of the housing options in the ads and determine which option is the best buy. | Lead Questions |
| **Quick Talk:**<br>Since buying a home is a major expenditure for individuals or families, it is very important to consider what they can afford before they begin looking for a home. After a figure has been determined other factors need to be considered. These factors include the cost per square footage, the amount of living space and storage space, and other amenities the family wants in a home. | Lead Questions |
| **Guest Speaker:**<br>A real estate agent discusses the process of buying and selling a home, what customers are looking for in a home, and how the financial market impacts the selling and buying prices. | Make Arrangements for Guest Speaker<br>Lead Questions |
| **Floor Plan Evaluation:**<br>Students are provided with case studies that describe characteristics of a family or individual. The case studies identify what the individual or family is looking for in a home and the amount of money available to spend on the house. Cost | Guidelines for Activity<br>Rubric<br>Case Studies<br>Computers<br>Internet<br>Web sites |

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| | per square footage in the neighborhood is also identified.  Using magazines and/or the Internet, students select three different floor plans and evaluates the pros and cons of each floor plan based on what the family wants in a home, cost of the home, amount of living space and storage space.  Report Out | Floor Plans<br>Magazines<br>References<br>Lead Questions |
| | **PowerPoint Presentation:**<br>• Elements  of Art and Principles of Design<br>• Color Scheme | PowerPoint Presentation<br>Computer<br>CTX<br>Lead Questions<br>Internet<br>Web sites |
| | **Elements of Art and Principles of Design Activity:**<br>Students are provided with pictures of different home interiors.  They describe how the elements of art and principles of design are used in the interior spaces and what type of color schemes are used in the interiors.  They make recommendations of what they would do to the interior if it was their own space. | Guidelines of Activity<br>Rubric<br>Computers<br>Internet<br>Web sites<br>Pictures of Interiors<br>Lead Questions |
| B.   Selection of Furniture, Accessories, Equipment | **Quick Talk:**<br>Furnishing a home can be a fun and an exciting experience.  Furnishings, accessories, and equipment are big expenses for the consumer.  It is important that consumers make informed decisions when making these purchases. | Lead Questions |
| | **PowerPoint Presentation:**<br>• Factors to Consider when Selecting and Buying Furniture<br>• Factors to Consider when Selecting and Buying Accessories<br>• Factors to Consider when Selecting and Buying Equipment | PowerPoint Presentation<br>Computer<br>CTX<br>Internet<br>Web sites<br>References<br>Lead Questions |

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| | | **Case Study on Selection of Furniture, Accessories, and Equipment:** Students work in pairs. They are provided with case studies that describe a family or individual, the space within the home, the individual's or families' need for furniture, accessories, and equipment. The students are given a certain amount of money that has been budgeted for furniture, accessories, and equipment. Students select the furniture and equipment for the specific space in the home based on the needs of the family. Students collect pictures of the furnishings and equipment, describe specifications of the furniture and equipment, list the cost of each item, and describe why the items meet the needs of the family or individual. Information is recorded on the Selection of Furniture, Accessories, and Equipment Chart. Share Out. | Guidelines of Activity Rubric Case Studies Computers Internet Web sites References Catalogs Magazines Lead Questions Furniture, Accessories, and Equipment Chart |
| C. | Placement of Furniture, Accessories, and Equipment | **10 +5 Discussion:** When considering the placement of furniture, accessories, and equipment, it is much easier to place items if a floor plan is drawn to scale that includes where walls, doors, windows and other interior features are located in the room. | Lead Questions |
| | | **PowerPoint Presentation:** <br> • Creating a Floor Plan <br> • Factors to Consider in Furniture, Accessories, and Equipment Placement <br> • Using Design Principles <br> • Traffic Patterns | PowerPoint Presentation Computer CTX Internet Web sites References Lead Questions |
| | | **Furniture Arrangement Activity:** Students are provided with different floor plans and furniture templates. Using case studies describing the family or individual that occupies the space of the floor plan, they collect pictures | Guidelines for Activity Rubric Computers Internet Web sites References |

| | of the furnishings and accessories to be used in the space. color scheme, floor coverings, and window coverings for the floor plan space.  They explain why these specific items and color scheme(s) were selected.  Using the templates they arrange the furniture and accessories on the floor plan.  Students display and present their work to the class.

*(Teachers are encouraged to use available software packages that provide floor plans and templates.)* | Software or Floor Plans and Templates
Lead Questions
Art Supplies.
Floor Plans
Case Studies |
| --- | --- | --- |

| **Unit Assessment:** | Floor Plan Evaluation;  Elements and Principles of Design Activity;  Case Study on Selection of Furniture, Accessories, and Equipment, Furniture Arrangement Activity;  Rubrics; and  Class Participation |
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| **Unit/Course CTSO Activity:** | Participation in STAR Events - Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning, Entrepreneurship, Interior Design |
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| **Unit/Course Culminating Product:** | Furniture Arrangement Activity where students design a room providing ample living and storage space and using the elements and principles of design to decorate the room and place furniture and accessories. |
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**Course/Program Credential(s):**   ☒ Credential   ☐ Certificate   ☐ Postsecondary Degree   ☒ University Degree
☒ Other:   AAFCS Pre-Professional Assessments - Broad Field in Family and Consumer Sciences and/or Housing, and Interior Design

| Unit: 4 | Cuisine |
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| **Content Standard(s) and Depth of Knowledge Level(s):** | Students will:<br>1. Analyze recipes and menus from other countries for nutritional values.<br>2. Demonstrate food preparation techniques used in national and international cuisines. |
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| **Learning Objective(s) and Depth of Knowledge Level(s):** | Students will:<br>1. Analyze foods and nutritional values of recipes from various regions of the world.<br>2. Prepare foods from various regions of the world. |
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| **Essential Question(s):** | What factors influence food choices in other parts of the world?<br>How are certain food preparation techniques different from other regions of the world? |
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| **Content Knowledge** | **Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)** | **Suggested Materials, Equipment and Technology Resources** |
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| IV. . Cuisine<br>    A. Nutritive Value of Recipes and Menus from Other Countries | **Brainstorming Session:**<br>Students brainstorm foods they associate with the following areas of the world:<br>• Latin American<br>• Africa and the Middle East<br>• Europe<br>• Asia and the Pacific<br>• Regional Foods of the East, Midwest, and South<br>• Regional Foods of the West and Canada<br><br>**Research Report on International Cuisine:**<br>Students select a county to research the country's cuisine. They describe factors that impact the | Student Discussion<br>Lead Questions<br><br><br><br><br><br><br><br><br><br>Guidelines for Activity<br>Rubric<br>Computers<br>Internet |

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| B. Food Preparation Techniques<br>   1. National cuisines<br>   2. International cuisines | foods eaten in the country, food items available, and menus of foods eaten. They describe how the geography, climate and culture as well as traditions influence the country's cuisine. Students develop a PowerPoint Presentation on their country. They identify three recipes, one that they will prepare in lab, and evaluate the nutritive value of the foods. Report Out. | Web sites<br>References<br>Lead Questions |
| | **10 + 5 Discussion:**<br>Ask students who have visited or lived in other countries to describe the geography, climate and culture of the area. Discuss how these characteristics influenced food traditions of the area. | Lead Questions |
| | **International Cookbook:**<br>Students share recipes from the countries studied and compile them in a cookbook. The cookbook contains nutritive values of the recipes. The cookbook is printed and sold in the community. | Guidelines for Activity<br>Rubric<br>Computers<br>Web sites<br>Internet<br>References |
| | **Research Report on National Cuisine:**<br>Students are assigned a region of the county to research the region's cuisine. They describe factors that impact the foods eaten in the region, food items available, and menus of foods eaten. They describe how the geography, climate and culture as well as traditions influence the region's cuisine. Students develop a PowerPoint Presentation on their region. They identify three recipes, one that they will prepare in lab, and evaluate the nutritive value of the foods. Report Out. | Guidelines for Activity<br>Rubric<br>Computers<br>Internet<br>Web sites<br>References<br>Lead Questions |
| | **10 + 5 Discussion:**<br>Ask students who have visited or lived in another region. They describe the geography, climate and culture of the region. Discuss how these characteristics influenced food traditions of the | Lead Questions |

region.

**Regional Cookbook:**
Students share recipes from the regions studied and compile them in a cookbook.  The cookbook contains nutritive values of recipes.  The cookbook is printed and sold in the community.

**International Cookbook:**
Students share recipes from the countries studied and compile them in a cookbook.  The cookbook is printed and sold in the community.

**Teacher Demonstration/Labs:**
The teacher demonstrates food preparation techniques for preparing foreign and regional dishes.  After each demonstration, students will prepare food items for the foreign and regional cuisines.  The student that researched the country and or region will be responsible for a Tablescape that depicts the country or region studied.

- International Cuisines
    - Central America
    - South America
    - Africa
    - Middle East
    - Europe
    - Asia and the Pacific
    - Canada
- National/Regional Cuisines
    - Northeast
    - Southeast
    - Midwest
    - West Coast

Recipes
Food Items
Supplies
Equipment
Checklists of Lab
Planning Forms

**Comparing and Contrasting Activity:**
Using recipe books, Web sites, or other information sources involving food, students find examples of bean dishes served in several countries from different continents.  How are they similar and different?  Report Out.

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions

| Unit Assessment: | Research Report on International Cuisine, International Cookbook, Research Report on National Cuisine, Regional Cookbook, Labs, Comparing and Contrasting Activity, Class Participation, and Rubrics |
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| Unit/Course CTSO Activity: | FCCLA members create brochure identifying "What is diversity?" Send brochures home with elementary students asking parents to inform themselves and their child about diversity issues in today's society. List a "child friendly" international recipe on brochure for families to cook together at home. |
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| Unit/Course Culminating Product: | Portfolio-Create portfolio of one region or country of the world, research recipes and analyze the recipes in dietary analysis software. Using recipes create a three day menu with low fat substitutions, re-analyze recipes in software. Prepare one dish, documenting the process of preparation.<br>Research Reports<br>International Cookbook<br>Regional Cookbook<br>Labs |
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**Course/Program Credential(s):** ☐ Credential ☐ Certificate ☒ Postsecondary Degree ☒ University Degree
☒ Other: AAFCE Pre – Professional Assessment – Nutrition and Food Science and/or Broad Field Family and/or Consumer Sciences