

Course Title – MD LIVING SKILLS	
Implement start year – 2018-2019	
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Unit # 2 , topic – Safety	
Transfer Goal – Students will be able to independently use their learning to make informed decisions on household matters.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <ul style="list-style-type: none"> • 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. • 9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment. 	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p>___ Global Awareness ___ Financial, Economic, Business and Entrepreneurial Literacy ___ Civic Literacy <input checked="" type="checkbox"/> Health Literacy ___ Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> ___ Information Literacy ___ Media Literacy ___ ICT (Information, Communications and Technology) Literacy</p>

	<p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Proper preparation and storage of food minimizes the likelihood of cross-contamination and reduces the risk of foodborne illness. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Households need continued maintenance and repair to keep them in good working condition. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Appliances and electronics need to be used for their intended use and in the appropriate manner. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Everyday household cleaners and products are best used, stored and disposed of by following the directions on the label and heeding warning labels to minimize injury. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Reading the “Drug Facts” labels on medicines and personal hygiene products minimizes the risk of physical harm. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can the knowledge of proper sanitation practices prevent foodborne illnesses/cross-contamination? • When are leftovers not safe to eat? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What daily or weekly cleaning chores are needed to keep your house in good working condition? • Who would you call for a household repair? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How could the understanding the specific household equipment/appliances minimize accidents? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What could happen if household products are stored incorrectly? • What should you do if you are injured using a household product? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • What can happen if you don’t read everything on a “Drug Facts” label?

<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The “Danger Zone” temperature range. • Sources of cross-contamination. • Food storage guidelines. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • When household tasks need to be completed. • Household tools and techniques for cleaning, maintenance and repair. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Names and usage of household appliances. • Different types of hazards when using household appliances/electronics. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Hazardous vocabulary/symbols found on products/items. • When to use and how to dispose of household cleaners/products. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Where to find “Drug Facts” label on medicine and/or hygiene products. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Prepare foods while practicing foodborne illness safety rules. • Store and prepare foods in a manner that prevents cross-contamination. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Identify specific cleaning products for given rooms. • Identify household maintenance and repairs options. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Correctly use household appliances and electronics. • Identify the Do’s and Don’ts when using appliances/electronicis. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Explain hazardous vocabulary words and the physical effects. • Sort products by disposal locations. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Analyze and determine the appropriate use for a given medicine or personal hygiene product based on the “Drug Facts” label.
<p>Stage 2 – Assessment Evidence</p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> • Written and Practical (hands-on) Safety/Sanitation Test: must obtain 85% proficiency prior to operating/using any kitchen appliance/equipment. 	

- Tests/Quizzes
- Question and Answer discussions
- Vocabulary Quizzes
- Structured teacher observations

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Kitchen Safety and Sanitation Video (<https://www.youtube.com/watch?v=6sWxa1vR0zU>) (A)
- Cross-contamination Activity using GLOW GERM –(powder/gel) with UV Lamp to see transfer of foodborne illness. (M)
- Food Safety Awareness Posters: “Clean, Separate, Chill and Cook“ Design posters to be placed in classrooms and/or life skills kitchenettes. (M)
- Food Safety “Danger ZONE” Lab – Choose a recipe with a meat and side dish made with dairy. Practice using food thermometer: starting temp, cooking temp and COOKED temp. Then leave leftovers out and test temperature rises into the “Danger Zone”. (M,T)
- FIGHT BAC! Complete and discuss “Clean, Separate, Chill and Cook” packet from USDA
<http://www.fightbac.org/food-safety-basics/the-core-four-practices/> (M)
- Take the “Can your Kitchen Pass the Home Safety Test? “ Results determine sanitary practices in their households.
<https://edis.ifas.ufl.edu/pdf/files/FY/FY92600.pdf> (M)
- Home Safety Posters –Design various posters representing the Do’s and Don’ts of using specific appliance or electronics in the home.(M)
- Create Household Resource Binder: Should Contain appliance manuals, utility providers and their contact information, repairmen and their contact information. (A,M,T)
- Design a Household Registry of required household tools and equipment using the Internet. (M)
- Matching Game – Match pictures of household tools and equipment with given task or repair. (M)
- Use household tools to complete given task (hammer and screwdriver etc.) (A,T)
- Household Hazards Scavenger Hunt – Identify products in the home that have hazardous warnings, vocabulary and symbols. (T)
- Hazard Vocabulary and Symbols BINGO- Match symbols to hazard vocabulary word.(A)
- Drug Facts Labels- Find three items within your home that have a DFL ; take a picture then present and explain each of label’s components to the class. (M,T)
- Students will demonstrate practical application of these skills through various field trips, including but not limited to restaurants, retail/grocery stores and municipal services and the mall. (T)