

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

CONTEMPORARY LIVING SKILLS

GRADES 11and 12

Date of Board Approval: June 19, 2014

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	<u>Contemporary Living Skills</u>	SUBJECT:	<u>FCS</u>	GRADE LEVEL:	<u>11-12</u>
COURSE LENGTH:	<u>1 year</u>	DURATION:	<u>50 minutes</u>	FREQUENCY:	<u>4/wk</u>
PREREQUISITES:	<u>None</u>	CREDIT:	<u>1 credit</u>	LEVEL:	<u>N/A</u>

Course Description/Objectives:

Contemporary Living Skills encourages students to think about independent life after high school. Aspects of contemporary life such as personality development, career exploration, communication, relationships with family, friends and significant others, marriage, parenthood, decision-making, crisis management, budgeting, and personal finance are explored. Practical learning activities enhance student preparation for adult life.

Texts: *Today's Teen*, Glencoe-McGraw Hill, 2000 by Joan Kelly Plate, Ed.D. and Eddy Eubanks, Ph.D.
Food for Today, McGraw-Glencoe, 2004 by Helen Kowtaluk and Alice Orphanes Kopan

Curriculum Writing Committee: Theresa Dixon and Jennifer Wiegand

COURSE TIME LINE

Unit 1: Personal Growth

- Personality Development
- Personal Timeline
- Developing Self-Concept
- Personality Assessment

12 days

Unit 2: Career Identification

- Job Application
- Personality and Career Connection
- Job Type
- Job Advertisement and Research

16 days

Unit 3: Stress and Crisis Management Skills

- Resource Management
- Stress Management
- Problem Solving

10 days

Unit 4: Career Development

- Cover Letter and Resume
- Professional Interviews
- Job Security
- Resource Assessment

24 days

Unit 5: Money Management

- Becoming a Savvy Consumer
- Consumer Report Analyses
- Personal Finance
- Investments and Insurance

24 days

Unit 6: Relationship Skills

- Compatible Partner
- Communication Skills
- Family Dynamics
- Heredity

13 days

Unit 7: Parenting and Care Giving Skills

- Roles and Responsibilities
- Parenting Styles
- Stages of Development
- Childcare Options

16 days

Unit 8: Housing and Transportation

- Interior Design
- Housing Decisions
- Vehicle Decisions
- Insurance Options

13 days

Unit 9: Nutrition and Food Preparation

- My Plate
- Nutrition
- Food Preparation
- Diet Analysis

8 days

Unit 10: Clothing and Fashion

- Hand Sewing
- Sewing Terminology
- Simple Clothing Repair
- Clothing Construction
- Pattern Interpretation

8 days

TOTAL: 144 days

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 12 days

UNIT #1: Personal Growth (Important)

GRADE: 11-12

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science-Grades 9-12:

- 11.2.12.A • Justify solutions developed by using practical reasoning skills
- 11.2.12.B • Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.
- 11.2.12.C • Analyze teamwork and leadership skills and their application in various family and work situations.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.6.11-12.H • Draw evidence from informational texts to support analysis, reflection, and research.
- CC.3.5.11-12.B • Determine the central ideas or conclusions of a text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler but still accurate terms.

Pennsylvania Academic Standards for Business, Computer and Information Technology-Grades 9-12:

- 15.3.12.X • Identify the diversity within a work group and the strategies for effective communication.
- 15.3.12.L • Evaluate characteristics of positive role models and their contribution to the development of a professional image.
- 15.4.12.A • Apply the creative and productive use of emerging technologies for educational and personal success.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 12 days

UNIT #1: Personal Growth (Important)

GRADE: 11-12

UNDERSTANDINGS

Students will learn to express their goals and values, and consider how personality influences behavior and decisions.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Develop a flexible life plan, from current age to 25 years old.

KNOW

- Identify the steps in the decision making process.
- Explain how heredity influences personality.
- Describe the relationship between past behaviors and future decisions.
- Explain the difference between personal and universal values.
- Describe the value of using a personality assessment to determine ones strengths and weaknesses.
- Describe how action plans are created from goals.
- List methods for improving ones self-esteem.

DO

- Create a personal time line-past, present, future.
- Describe a life story in a scrapbook.
- Interpret personality type through on-line personality assessment.
- Apply the decision making process to real life situations.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 16 days

UNIT #2: Career Identification (Essential)

GRADE: 11-12

STANDARDS:	
Pennsylvania Academic Standards for Family and Consumer Science-Grades 9-12:	
11.2.12.A	<ul style="list-style-type: none"> • Justify solutions developed by using practical reasoning skills.
11.2.12.B	<ul style="list-style-type: none"> • Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.
11.2.12.C	<ul style="list-style-type: none"> • Analyze teamwork and leadership skills and their application in various family and work situations.
Pennsylvania Academic Standards for Career Education and Work-Grades 9-12:	
13.1.11.A	<ul style="list-style-type: none"> • Relate careers to individual interests, abilities and aptitudes.
13.1.11.B	<ul style="list-style-type: none"> • Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
13.1.11.E	<ul style="list-style-type: none"> • Justify the selection of a career.
13.1.11.F	<ul style="list-style-type: none"> • Analyze the relationship between career choices and career preparation opportunities.
13.1.11.H	<ul style="list-style-type: none"> • Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.
13.2.11.C	<ul style="list-style-type: none"> • Develop and assemble, for career portfolio placement, career acquisition documents.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 16 days

UNIT #2: Career Identification (Essential)

GRADE: 11-12

UNDERSTANDINGS

Personality and career choices relate to one another. By exploring career clusters, one can learn how to prepare for jobs that are in high demand.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Complete a job application for a fictitious position that best suits a specific personality type.

KNOW

- Define: salary, hourly wage, commission, tips, fringe benefits, social security, high priority occupation
- List the information needed to complete a job application.
- Explain how job experience can influence career outlook.
- Define: skilled labor.
- Define the abbreviations in an employment advertisement.
- Explain the purpose of a personality screening as it relates to career development.
- Identify the elements needed for an occupation to be classified as high priority.

DO

- Complete a variety of job applications.
- Identify high priority occupations listed in the classified section of a newspaper.
- Relate personality types to various job types.
- Differentiate between hourly and salary pay.
- Analyze benefit packages and retirement plans.
- Research three personality compatible career areas, the training required, compensation ranges, typical benefits and employment opportunities.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 10 days

UNIT #3: Stress and Crisis Management (Important)

GRADE: 11-12

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science-Grades 9-12:

- 11.2.12.F • Assess the relationship of family functions to human developmental stages.
- 11.2.12.H • Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.
- 11.2.12.A • Justify solutions developed by using practical reasoning skills.
- 11.2.12.B • Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.
- 11.2.12.C • Analyze teamwork and leadership skills and their application in various family and work situations.
- 11.2.9.F • Compare past and present family functions and predict their probable impact on the future of the family.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.5.11-12.B • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.3.5.11-12.I • Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 10 days

UNIT #3: Stress and Crisis Management (Important)

GRADE: 11-12

UNDERSTANDINGS

Community organizations provide a variety of mental health intervention services. Effective management of life's stresses can help people avoid mental health crises and contribute to ones overall physical and emotional health.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Develop a personalized stress management plan.

KNOW

- Review the steps of the decision making process.
- Explain the difference between healthy and unhealthy stressors.
- List the physical effects of unmanaged stress.
- List the community resources one can use to help manage stressful situations and crisis situations.
- List ways to relieve or reduce stress.
- List the effects that unmanaged stress can have on the family.
- Explain how community resources can impact personal growth.

DO

- Write a reflective essay describing advice received from guest speakers from community organizations.
- Explore various community mental health organizations.
- Practice stress management techniques: yoga, deep breathing, and meditation exercises.
- Employ the decision making process to stress management case studies.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 24 days

UNIT #4: Career Development (Essential)

GRADE: 11-12

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science-Grades 9-12:

- 11.2.12.A • Justify solutions developed by using practical reasoning skills.
- 11.2.12.B • Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.
- 11.2.12.C • Analyze teamwork and leadership skills and their application in various family and work situations.

Pennsylvania Academic Standards for Career Education and Work-Grades 9-12:

- 13.2.11.A • Apply effective speaking and listening skills used in a job interview.
- 13.2.11.C • Develop and assemble, for career portfolio placement, career acquisition documents, such as but not limited to: job application, letter of appreciation following an interview, letter of introduction, post secondary/training applications.
- 13.2.11.D • Analyze, revise and apply an individualized career portfolio to a chosen career path.

Pennsylvania Academic Standards for Business, Computer and Information Technology-Grades 9-12:

- 15.2.12.H • Demonstrate appropriate behavior for an interview.
- 15.2.12.B • Analyze a specific occupation within a career cluster.
- 15.2.12.J • Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 24 days

UNIT #4: Career Development (Essential)

GRADE: 11-12

UNDERSTANDINGS

Properly preparing for a job interview greatly increases ones success at landing the job. This preparation includes developing a proper resume and cover letter, dressing appropriately for the interview, and demonstrating appropriate protocol during an interview.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Mock interview project: resume, cover letter, thank you letter, and interview.

KNOW

- Define the elements of a cover letter.
- Define the elements of a resume.
- Define the elements of a thank you letter.
- Identify the role of technology in the interview process.
- Describe the proper attire required for an interview.
- Explain the proper protocol and behavior for an interview.
- Realize that cover letters and resumes provide a first impression to potential employers.
- Define appropriate speaking and listening skills necessary for a successful interview.
- Identify community organizations that provide career development training.

DO

- Complete the Simulation: “Who Would Hire You?”
- Guest Speaker written reflections-Human Resource Managers, Career Development Specialists.
- Role-play in a mock interview: interviewer and interviewee.
- Develop appropriate questions for an interview.
- Compose a cover letter.
- Compose a resume.
- Compose a thank you letter.
- Analyze employment opportunities for retirement, health insurance and salary benefits.
- Compare and contrasts styles of dress for interview appropriateness.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 24 days

UNIT #5: Money Management

GRADE: 11-12

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.1.12.B • Analyze the management of financial resources across the lifespan.
- 11.1.12.F • Compare and contrast the selection of goods and services by applying effective consumer strategies.
- 11.1.12.D • Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.

Pennsylvania Academic Standards for Business, Computer and Information Technology-Grades 9-12:

- 15.6.12.A • Evaluate the impact of internal and external influences on financial decisions.
- 15.6.12.E • Assess the purpose, source and impact of various taxes.
- 15.6.12.G • Identify strategies for personal financial management.
- 15.6.12.L • Research major consumer credit laws and their impact on individuals in debt.
- 15.6.12.H • Evaluate payment methods for major purchases.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.6.11-12.H • Draw evidence from information texts to support analysis, reflection and research.
- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CC.3.5.11-12.B • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 24 days

UNIT #5: Money Management

GRADE: 11-12

UNDERSTANDINGS

Learning to make financial decisions is a critical component to the overall success of the family. Successful consumers get the most out of the money they earn. Essential personal finance skills include budgeting, saving, purchasing and investing.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Junior Achievement Finance Park simulation.

KNOW

- Define: bait and switch, hidden costs, impulse buying, image ad, warranty.
- Determine how the media influences purchasing.
- Explain how consumer reports help consumers make wise purchases.
- List the essential elements of a paycheck.
- Define the essential elements of a bank statement.
- List investment options.
- Explain how credit scores impact purchasing power.
- List strategies for saving money.
- Explain the difference between credit and debit cards.
- Describe the procedure for writing out a check.

DO

- Interpret information on a pay stub.
- Write a personal check for a variety of amounts.
- Develop a monthly budget. Distinguish between weekly, monthly, and yearly expenses.
- Identify and demonstrate check endorsements.
- Article research project using Consumer Reports.
- Compare and contrast a series of advertisements for bait and switch.
- Analyze a warranty agreement.
- Complete the Dollars and Sense-financial simulation for managing a budget.
- Complete the Family Financial Management-financial simulation for purchasing items needed for furnishing a home or apartment.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 13 days

UNIT #6: Relationship Skills (Important)

GRADE: 11-12

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Science-Grades 9-12:

- 11.2.12.A • Justify solutions developed by using practical reasoning skills.
- 11.2.12.B • Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.
- 11.2.12.C • Analyze teamwork and leadership skills and their application in various family and work situations.
- 11.2.12.E • Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.
- 11.2.12.F • Assess the relationship of family functions to human developmental stages.
- 11.2.12.H • Evaluate the effectiveness of using interpersonal skills to resolve conflict.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.5.11-12.B • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.6.11-12.H • Draw evidence from informational texts to support analysis, reflection and research.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 13 days

UNIT #6: Relationship Skills (Important)

GRADE: 11-12

UNDERSTANDINGS

Family dynamics is impacted through the development of appropriate relationship skills. Individuals can learn the skills to help relationships thrive and avoid being caught in unhealthy or dangerous relationships. Relationships outside of the home can have positive and negative effects on the family dynamic.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Role Play Discussion Scenarios.

KNOW

- List the elements of the communication transaction.
- Define: interpersonal and intrapersonal communication.
- Explain the components of interpersonal relationships.
- List the ways in which communication skills can be learned.
- List the signs of unhealthy and/or potentially dangerous relationships.
- List “I” and “you” statements.
- Describe the role social service agencies in assisting families with communication issues.
- Explain how support structures influence the family dynamic.
- Explain the role genetics and heredity plays in the family dynamic.
- Explain how nature and nurture affect the family dynamic.

DO

- Apply “I” and “you” statements to role play scenarios.
- Analyze a family life cycle case study.
- Demonstrate effective communication skills through role-play scenarios.
- Identify the characteristics of healthy relationships.
- Identify the characteristics of potentially dangerous relationships.
- Research the community service organizations that assist people in unhealthy and potentially dangerous relationships. Create a brochure or public service announcement advertising their services.
- Write a persuasive essay on the benefits (pro or con) of counseling and social work services to families.
- Guest Speaker Reflections: Counselors and Social Workers.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 16 days

UNIT #7: Parenting and Care-Giving Skills

GRADE: 11-12

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.4.12.A • Analyze current research on existing theories in child development and its impact on parenting(Piaget, Erikson and prior findings versus new brain development research).
- 11.2.12.B • Analyze current issues in health and safety affecting children at each stage of child development.
- 11.4.12.C • Analyze practices that optimize child development (stimulation, safe environment, nurturing care givers, reading to children).
- 11.4.12.D • Analyze plans and methods to blend work and family responsibilities to meet the needs of children.
- 11.4.12.E • Identify practices that develop the child’s imagination, creativity and reading and writing skills through literature.
- 11.4.9.D • Analyze the roles, responsibilities and opportunity for family involvement in schools.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.6.11-12.H • Draw evidence from informational texts to support analysis, reflection, and research.
- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CC.3.5.11-12.B • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 16 days

UNIT #7: Parenting and Care-Giving Skills

GRADE: 11-12

UNDERSTANDINGS

The family plays a critical role in physical, emotional, social and psychological development of children.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a parenting handbook.

KNOW

- List the roles and responsibilities of parenting.
- Define the financial costs of raising a child.
- Describe the stages of typical child development.
- List the health and safety concerns involved in parenting.
- Describe ways to stimulate a child's intellectual growth.
- List the criteria for choosing a quality day care provider.
- Define: authoritative, authoritarian and permissive parenting styles.
- List the essential skills learned at each stage of child development.
- Explain how income affects the roles and responsibilities of the family in raising children.
- Describe the components of an early childhood observation.

DO

- Compare and contrast parenting styles via case studies.
- Classify the stages of development via video observations.
- Analyze and critique various childcare options for affordability, convenience, quality, and benefits to a child's overall development.
- Observe children at play. Note the skills demonstrated by the children.
- Create a home safety plan for children age birth to five.
- Create an age appropriate lesson that incorporates the physical, intellectual, social, emotional and psychological development. Teach the lesson in the preschool lab.
- Create a spreadsheet describing the relevant costs of raising a child.
- Guest speaker reflection: Childcare Director.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 13 days

UNIT #8: Housing and Transportation (Important)

GRADE: 11-12

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.2.12.D • Based on efficiency, aesthetics and psychology, evaluate space plans (home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.
- 11.2.12.E • Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.
- 11.1.12.C • Analyze the relationship among factors affecting consumer-housing decisions (human needs, financial resources, location, legal agreements, and maintenance responsibilities).

Pennsylvania Academic Standards for Business, Computer and Information Technology-Grades 9-12:

- 15.6.12.J • Analyze the total cost of a major purchase loan agreement using fixed and variable interest rates.
- 15.6.12.H • Evaluate payment methods for major purchases.
- 15.6.12.N • Compare and contrast various suppliers of insurance products and develop criteria to evaluate individual insurance needs.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.6.11-12.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.6.11-12.H • Draw evidence form informational texts to support analysis, reflection, and research.
- CC.3.5.11-12.B • Determine the central ideas or conclusions of a text; summarize complex concepts, processes or information presented in a text by paraphrasing them in simpler but still accurate terms.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 13 days

UNIT #8: Housing and Transportation (Important)

GRADE: 11-12

UNDERSTANDINGS

Housing and vehicle choices are impacted by family size and dynamic. Housing and vehicles should reflect lifestyle and life stage needs and wants.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Family Financial Management simulation-vehicle and housing purchases.

KNOW

- List options for housing.
- Define: mortgage, lease, rent, landlord, and property owner.
- Define the types of vehicle insurance: comprehensive, full-tort, limited-tort, liability, state minimum
- Explain how size and location affect housing prices.
- List the factors to consider when making housing decisions.
- Explain how the length of the loan and the interest rate affect the total cost of the car.

DO

- Complete the Dollars and Sense-mortgage simulation.
- Compare and contrast various types of housing for affordability.
- Develop a floor plan and design various living spaces.
- Use the want ads to research the availability of affordable housing in the Carlisle area.
- Research options for transportation other than a car in the Cumberland County area.
- Compare the purchase of a new car to the purchase of an old car. Compare loan options, and compare various choices for insurance coverage. Present the findings to the class.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 8 days

UNIT #9: Nutrition and Food Preparation (Compact)

GRADE: 11-12

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.3.12.C
 - Evaluate sources of food and nutrition information.
- 11.3.12.F
 - Evaluate the application of nutrition and meal-planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.
- 11.3.9.E
 - Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.9.F
 - Hypothesize the effectiveness of the use of meal management principles (time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).
- 11.3.12.B
 - Evaluate the role of government agencies in safeguarding our food supply (USDA, FDA, EPA, and CDC).
- 11.3.9.B
 - Identify the cause, effect and prevention of microbial contamination, parasites, and toxic chemicals in food.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.6.11-12.C
 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CC.3.6.11-12.H
 - Draw evidence from informational texts to support analysis, reflection and research.
- CC.3.5.11-12.D
 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 8 days

UNIT #9: Nutrition and Food Preparation (Compact)

GRADE: 11-12

UNDERSTANDINGS

Healthy food choices and preparations affect a family's overall well-being. Long-term health and well-being is directly related to the preparation and consumption of nutrient dense foods on a daily basis. A variety of foods in the diet provide all of the essential nutrients.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a menu for one week to feed a family of four on specified budget.

KNOW

- List the components of a well-balanced meal (breakfast, lunch and dinner).
- Identify the six essential nutrients.
- Identify equipment, procedures and ingredients.
- Identify good sources for nutrition information, planning and advice.

DO

- Explore myplate.gov to design a well-balanced breakfast, lunch and dinner.
- Evaluate food labels in relation to essential nutrients.
- Working in small teams, prepare foods following steps in a recipe and teacher instructions.
- Categorize fruits and vegetables in their proper classification.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 8 days

UNIT #10: Clothing and Fashion (Compact)

GRADE: 11-12

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.2.12.E
 - Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.
- 11.1.12.F
 - Compare and contrast the selection of goods and services by applying effective consumer strategies.
- 11.2.12.B
 - Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.5.11-12.D
 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- CC.3.6.11-12.H
 - Draw evidence from informational texts to support analysis, reflection, and research.
- CC.3.5.11-12.C
 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

KNOW, UNDERSTAND, DO

COURSE: Contemporary Living Skills

TIME FRAME: 8 days

UNIT #10: Clothing and Fashion (Compact)

GRADE: 11-12

UNDERSTANDINGS

Different types of fabrics and garments required different care, maintenance, and cleaning in order to keep them looking and feeling their best.
Proper sewing and fabric preparation techniques are essential in the sewing process.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Hand sewing project:-IPAD or cell phone case.

KNOW

- Identify the names and uses of small sewing equipment.
- Identify the meanings of fabric markings.
- List steps to basic clothing construction.
- Explain how to take proper measurements of the body.
- Explain the benefits of mending clothing versus buying new.
- Define essential terms: selvage, edge, straight grain line, notches, fold line, cutting line, pattern, seam allowance, natural fiber, synthetic fiber, dry cleaning.

DO

- Demonstrate proper functions of small sewing tools.
- Demonstrate proper stain removal techniques for a variety of fabric types and stains.
- Interpret the directions and symbols in a pattern.
- Demonstrate hand-sewing stitches.
- Demonstrate the correct way to cut fabric.
- Correctly measure the body of a mannequin.

ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Objective tests/quizzes
- 2) Essay tests
- 3) Take-home / in-class essays
- 4) Research Assignments
- 5) Oral presentations:
 - Reports
 - Presentations
- 6) Various writing assignments:
 - Letters
 - Resumes
 - Job Applications
- 7) Posters/Pictures/Projects/Labs
- 8) Charts/Graphs
- 9) Skill Demonstrations
- 10) Homework
- 11) Class discussion
- 12) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Accurate information
- Logical development
- Proper format
- Clear presentation
- Focused argument/theme
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)