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| **Peer to Peer: Practical Living** | | | | | | | |
| **Unit 1 (Financial and Resource Management)** | | | | | | | |
| **Estimated Unit Time Frames** | **Big Ideas** | **Essential Questions** | **Concepts**  **(Know)** | **Competencies**  **(Do)**  **Students will be able to:** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 2-3/45 min lessons | Responsible consumers use effective resource management to accomplish individual, family and community goals | How do you know if one product or service is of better quality than another? | Some products and services are better than others. | Identify factors that determine product quality. | Recognize techniques used by advertisers to sell products.  Increase awareness of product quality.  Differentiate between information and selling. | Goods  Services  Advertisement  Consumer  Better Business  Bureau  Consumer  Product Safety  Commission  Comparison  shopping | 11.1.3.F  Describe criteria needed to identify quality in consumer goods and services (e.g., food, clothing, furniture, home technology, health care, transportation, services). |
| 3-5/45 min lesson | Responsible consumers use effective resource management to accomplish individual, family and community goals | How can the practical reasoning process aid the consumer in making purchasing decisions? | Consumer goods and services can be obtained through a variety of purchasing strategies. | Identify different shopping and purchasing options for consumer goods and services. | Understand the rights and responsibilities of buyers and sellers, the process of comparison-shopping | Federal Trade  Commission  Bureau of  Consumer  Protection  Warranty  Unfair Trade  Practice | 11.1.9.F  Evaluate different strategies to obtain consumer goods and services. |
| 2-3/45 min lessons | Responsible consumers use effective resource management to accomplish individual, family and community goals | How can people obtain money? | People work to earn money. | Identify ways to earn money. | Define labor as work exchanged for money.  Understand that choice involves giving something up | Choice  Goods  Government  Labor  Services  Taxes | 11.1.3.E  Explain the relationship between work and income. |
| 2-4/45 min lessons | Responsible consumers use effective resource management to accomplish individual, family and community goals | Why does income need to be considered when making decisions about work? | Income and fringe benefits are both important when making career and employment choices. | Explain the financial impact of career decisions. | Explore a career goal and create a plan for reaching it  Discover different career and income options | Decision  Goals  Career | 11.1.9.E  Compare the influences of income and fringe benefits to make decisions about work. |
| 3-4/45 min lesson | Responsible consumers use effective resource management to accomplish individual, family and community goals | How does having a spending plan help you manage money?  What are the components of an effective savings plan? | Understanding the relationship among income, expenses and saving allows us to manage our personal finances effectively. | Identify financial resources that can be used for an individual to reach a goal.  Create a personal spending plan. | Explore the purpose of financial goals  Discover the role of decision-making in achieving goals | Finance  Budget  Income  Expense | 11.1.6.B  Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings. |
| 2-4/45 min lessons | Responsible consumers use effective resource management to accomplish individual, family and community goals | How and why do resources need to be managed? | Financially responsible individuals are accountable for their financial well-being across the life span. | Create a five-year plan for goals and needed resources for a lifestyle of your choice. | Analyze goals  Discover resources needed to reach long-term goals | Short-term goals  Long-term goals | 11.1.12.B  Analyze the management of financial resources across the lifespan. |
| **Unit 2 (Balancing Family, Work, and Community Responsibility)** | | | | | | | |
| **Estimated Unit Time Frames** | **Big Ideas** | **Essential Questions** | **Concepts**  **(Know)** | **Competencies**  **(Do)**  **Students will be able to:** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 3-4/45 min lesson | Families are the fundamental unit of society; strong families empower individuals to manage the challenges of living and working in a diverse, global society | What communication skills are needed when solving problems and making decisions?  How do teamwork and leadership skills impact the accomplishments of family goals? | The practical reasoning approach is effective when solving dilemmas. | Define critical thinking skills related to practical reasoning and decision making.  Predict short and long term consequences of decisions on self, family, and the environment. | Describe and practice critical thinking skills crucial in problem solving. \*STEM (Engineering /Creativity & Problem Solving) | Critical thinking  skills  Fact  Opinion | 11.2.9.A  Solve dilemmas using a practical reasoning approach  Identify situation  Identify reliable information  List choices and examine the consequences of each  Develop a plan of action  Draw conclusions  Reflect on decisions |
| 2-4/45 min lessons | Families are the fundamental unit of society; strong families empower individuals to manage the challenges of living and working in a diverse, global society | How and why are reasoned decisions more likely to be more effective? | Practical reasoning skills can be used to develop solutions that will result in positive consequences for self and others. | Implement decision-making process for educational, workplace, and interpersonal challenges. . | Describe the decision-making process, including acceptance of personal responsibility for the consequences of the decision  Implement the decision-making process | Decision making  Peer pressure  Life style  Need  want | 11.2.12.A  Justify solutions developed by using practical reasoning skills. |
| 3-4/45 min lesson | Families are the fundamental unit of society; strong families empower individuals to manage the challenges of living and working in a diverse, global society | How do routines and daily schedules help children grow independently? | Both short and long term goals require a plan. | Explain the difference between routines and schedules.  Distinguish the difference between short and long term goals. | Understand the difference between routines and schedules  Understand the goal setting process, compare short- and long-term goals, and set short-term and long-term goals that are consistent with personal values | Routine  Schedule  Wish  Goal | 11.2.3.B  Identify the importance of routines and schedules while differentiating between short and long term goals. |
| 5-6/45 min lesson | Families are the fundamental unit of society; strong families empower individuals to manage the challenges of living and working in a diverse, global society | What factors can interfere with making and implementing an action plan?  How can action planning help an individual and/or family? | The use of an action planning procedure maximizes the effective implementation of family, work and community decisions. | Describe, implement and apply the FCCLA Planning Process and Family and Consumer Sciences content and skills to address a specific need that makes a worthwhile contribution to families, schools or communities | Identify parts of the FCCLA planning process  Implement the planning process to create a sample project | Concern  Goal  Plan  Act  Follow up | 11.2.9.B  Know FCCLA action planning procedure and how to apply it to family, work and community decisions. |
| **Unit 3 (Child Development)** | | | | | | | |
| **Estimated Unit Time Frames** | **Big Ideas** | **Essential Questions** | **Concepts**  **(Know)** | **Competencies**  **(Do)**  **Students will be able to:** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 2-3/45 min lessons | Children grow and learn in understandable observable patterns that can be recognized through consistent and stable family and community environments | How do children grow and change? | Development progresses in stages. | Identify and define basic concepts of growth development. | Understand that all humans have a life cycle that includes being born, developing into an adult, reproducing, and eventually dying  Observe the changes that occur during the growth and development of humans | Reproduction  Birth  Infant  Toddler  Teenager  Adult  Elderly | 11.4.3.A  Identify characteristics in each stage of child development.  -Infancy/birth to 1 year  -Early childhood  1 to 6 years  -Middle childhood  6 to 9 years  -Late childhood  9 – 13 years  -Adolescence  13 – 18 years |
| 5-6/45 min lesson | Children grow and learn in understandable observable patterns that can be recognized through consistent and stable family and community environments | How are developmental theories used in working with young children? | New research continues to expand our understanding of child development and parenting. | Analyze current and emerging research about child growth and development including research on brain development. | Analyze the important things caregivers do to promote healthy brain development | Dendrites  Cell body  Axons  Activity  stimuli | 11.4.12.A  Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson and prior findings versus new brain development research). |
| 2-3/45 min lessons | Children grow and learn in understandable observable patterns that can be recognized through consistent and stable family and community environments | What community literacy resources are available for young children locally? | Children learn with the help of others. | Name or list people and objects in the home and community that help people learn to read. | Create a list of people and places in the home that help people learn to read  Create a list of places in the community that help people learn to read | Library  Daycare  Preschool  Elementary  school | 11.4.3.E  Explain how the home and community help a person learn to read, write and compute. |
| 2-3/45 min lessons | Children grow and learn in understandable observable patterns that can be recognized through consistent and stable family and community environments | What are the characteristics of a quality book? | Research has identified characteristics of quality literature and literacy enhancing activities. | Identify criteria to judge the appropriateness of a book for a specific age. | Understand pre-reading influences on children  Describe the parts and types of children’s books  Demonstrate story-telling techniques | Literacy  Rhyming  Board books  Picture books  Chapter books | 11.4.6.E Identify characteristics of quality literature for children and other literacy enhancing activities. |
| 2-4/45 min lessons | Children grow and learn in understandable observable patterns that can be recognized through consistent and stable family and community environments | What is the relationship between reading to children and the development of vocabulary and language skills? | Literature develops children’s imagination and creativity through reading and writing. | Explain how reading to a child helps develop language skills. | Analyze how children learn language | Literacy  Phonemic  awareness | 11.4.12.E  Identify practices that develop the child’s imagination, creativity and reading and writing skills through literature. |
| **Unit 4 (Child Development - Babysitting)** | | | | | | | |
| **Estimated Unit Time Frames** | **Big Ideas** | **Essential Questions** | **Concepts**  **(Know)** | **Competencies**  **(Do)**  **Students will be able to:** | **Lessons/ Suggested Resources** | **Vocabulary** | **Standards/ Eligible Content** |
| 3-4/45 min lesson | Children grow and learn in understandable observable patterns that can be recognized through consistent and stable family and community environments | What are precautions to take to keep children healthy and safe at different ages? | Ways to keep children healthy and safe at each stage need to be identified. | Identify health and safety practices at each stage of development. | Define the rules of safety and immunizations, and will experience and apply their new knowledge for future interactions with children | Immunization | 11.4.6.B  Identify ways to keep children healthy and safe at each stage of child development. |
| 5-6/45 min lesson | Children grow and learn in understandable observable patterns that can be recognized through consistent and stable family and community environments | What practices can a caregiver utilize to ensure that a child is stimulated for learning? | Current global health and safety issues impact children at various developmental stages. | Suggest how to manage physical space to maintain a learning environment that is safe, healthy and encourages physical activity. | Understand the role toys play in child development.  Analyze what toys to select (DAP)and safety features in toys | Dot markers  Geo boards | 11.4.12.B  Analyze current issues in health and safety affecting children at each stage of child development. |
| 3-4/45 min lesson | Children grow and learn in understandable observable patterns that can be recognized through consistent and stable family and community environments | What does a caregiver provide? | Caregivers play a key role in the learning environment. | Describe the roles and responsibilities of the caregiver in providing a variety of opportunities for play and learning. | Identify aspects related to the care and development of children. | Discipline  Physical needs  Emotional needs  Guidance | 11.4.6.C  Identify the role of the caregiver in providing a learning environment (e.g., babysitting, daycare, preschool). |
| 2-3/45 min lessons | Children grow and learn in understandable observable patterns that can be recognized through consistent and stable family and community environments | What makes a stimulating learning environment for children? | Research has identified characteristics of an effective learning environment. | Suggest and experiment ways to adapt toys, equipment, and activities for a child with special needs, gifts and talents. | Adapt toys to become appropriate for children with special needs | Special needs  Gifts  Talents | 11.4.9.C  Evaluate various environments to determine if they provide the characteristics of a proper learning environment. |
| 5-6/45 min lesson | Children grow and learn in understandable observable patterns that can be recognized through consistent and stable family and community environments | What environmental situations prior to birth can affect child development? | Stable family and community environments optimize child development. | Implement learning activities in all curriculum areas that meet the developmental needs of children. | Student created lessons to teach children with special needs in the area of nutrition | Lesson plan  Objective | 11.4.12.C  Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children). |