VIRTUAL MIDDLE LEVEL FAMILY AND CONSUMER SCIENCE CURRICULUM

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Abstract

This capstone details an eighth grade virtual family and consumer science curriculum. This curriculum was developed after reviewing literature on online education as well as several curricular frameworks. It was determined that the Understanding by Design framework, also referred to as backwards design, created by Jay McTighe and Grant Wiggins would be the most practical option for the main framework of this unique curriculum. In order to plan for all types of online learners some aspects of the Universal Design for Learning framework have been incorporated into this curriculum as well. These adaptations should allow for easy accommodations and natural differentiation within the curriculum. While there are several areas of study within fcs, the particular units for this curriculum were chosen based on the units required by the Southeastern Pennsylvania school district this curriculum was designed for. Each of the four units is aligned with the Pennsylvania State FCS standards and National FCS Standards with some of the units containing Common Core standards creating cross curricular connections.

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Chapter 1: Introduction

This capstone project is an eighth grade virtual family and consumer science curriculum. It was developed utilizing the Understanding by Design framework for curriculum design while incorporating some of the principles of the Universal Design for Learning framework to ensure all learners have equitable access to this course. Family and consumer science is a hands-on course therefore a large portion of this curriculum will be written in a way that allows flexibility within the virtual format. Building in a level of flexibility is key because not all students will have access to the same supplies as they do in a brick and mortar classroom environment. This curriculum will allow this course to simultaneously be both virtual and hands-on.

Problem Statement

Middle level family and consumer science curriculum is rarely taught in a virtual setting because it's a hands-on class that requires a lot of supplies and teacher assistance. However, due to the Covid-19 pandemic and the current educational environment, a large portion of students are switching to fully or partially virtual education, creating a need for a larger range of online courses and curriculum. In order for this subject to keep in line with the current educational trends, a virtual option must be available.

Significance

The goal of this capstone project is to create a curriculum for an eighth grade virtual family and consumer science course that allows a hands-on class to fully function in a virtual environment. It will create a base of materials that other teachers can use in their family and consumer science courses. FCS is a class that focuses solely on teaching students skills that they will need to be successful in life regardless of the career path they head toward, making this subject a crucial part of a student's course of study. Since the Covid-19 pandemic, more students

are switching to online learning making the need for a fully virtual FCS classroom greater than it has been in the past.

Definition of Terms

Family and Consumer Science (FCS): FCS is a course of study that focuses on teaching students how to live and work successfully in our current society (American Association of Family and Consumer Sciences, 2022).

Understanding by Design (UbD): UbD, created by Jay McTighe and Grant Wiggins, encourages the educator or curriculum designer to first look at the end results or big ideas; the specific knowledge or understanding that students should know upon exiting the course and then build the rest of the course based on those big understandings. This forces educators to work backwards when designing a course giving the framework the nickname backwards design (Wiggins & McTighe, 2005).

Universal Design for Learning (UDL): UDL is a framework that incorporates strategies to design learning for students that learn differently with the intent of these adjustments benefitting all students (Mrachko & Vostal, 2020). UDL was created as a way for teachers to intentionally design their instruction with diverse learner needs (Flanagan & Morgan, 2021) such as those from diverse cultural backgrounds, those with learning disabilities, gifted students, et cetera (Mrachko & Vostal 2020).

Chapter 2: Literature Review

During March of 2020 many family and consumer science (FCS) courses that normally operate 100% in-person due to the hands-on format were forced to make a hasty switch to operating fully virtually as a result of the Covid-19 pandemic (Betz-Hamilton, 2021). At the graduate level, online FCS courses are becoming more common, however, very few virtual FCS courses are offered at the undergraduate level as it's reported that online learning is more challenging for undergraduate students due to a lack of having been exposed to this type of learning format (Betz-Hamilton, 2021). This demonstrates an even greater need for the development of a virtual middle school FCS course since typically an online course of this nature would not be offered at such a young level and the pandemic continues to persist.

To start this process, identifying a curricular framework that is both flexible and functional is key as a hands-on online course is extraordinarily unique. It is also important to read research on current online learning trends to determine how to structure the course in order to ensure student success. FCS is a unique yet crucial subject that is completely centered around life skills making it an integral part of the education system because every student will benefit from what they learn regardless of the field they pursue after high school. Therefore, it should be offered in a virtual format so that as many students as possible have the opportunity to experience FCS.

Online Learning

Over the past several years, full-time online learning options for students in kindergarten through twelfth grade have grown expeditiously (Borup & Stevens, 2017) with a dramatic increase in the last two years as a result of the Covid-19 pandemic (Mbandlwa, 2021; Li, Jun, Edirisingha, & Zhang, 2021; Jena, 2020). Covid-19 is a virus that causes a variety of diseases

from a simple common cold to respiratory issues that can be fatal and can be easily transmitted by both animals and humans (Mbandlwa, 2021). Due to the necessity of preventing the spread of the virus, social distancing restrictions have been put into place, affecting the ability to safely operate schools (Li et al., 2021). Pandemic school closures have occurred in nearly 120 countries (Mbandlwa, 2021), affecting approximately 1.5 billion students, (Li et al., 2021) or over 91% of students worldwide (Jena, 2020; Li et al., 2021). Therefore, the methods of teaching have had to change drastically (Mbandlwa, 2021) with full-time online learning becoming the best solution during this worldwide crisis (Jena, 2020).

Online learning presents several advantages and disadvantages for students and teachers. While switching from traditional in-person education to fully online education was the safest solution to prevent both a loss of valuable learning time and the spread of a deadly virus (Li et al., 2021), the hasty transition occurred with virtually no planning or preparation time allotted to both educators and students (Ilomäki & Lakkala, 2020). This lack of ability to plan has caused some disadvantages to online learning that in the future will hopefully be avoided. Younger students often struggle with low motivation, focusing, the self-discipline to learn independently, poor time management skills, and overall lack of maturity when participating in online courses (Li et al., 2021). Li et al. (2021) posits that all of these skills can be taught to students, ultimately giving them the ability to be more successful in virtual courses.

While the media has been primarily focusing on the disadvantages of virtual learning, Jena (2020) postulates that online learning has a plethora of advantages that are overlooked. In rural areas students frequently do not have the same educational opportunities as those provided to students in more urban areas (Jena, 2020) because there are not enough students to fill a variety of classes (Ilomäki & Lakkala, 2020). Online learning provides opportunities for rural

students to be educated in less common content areas by connecting them with students from all over the country (Jena, 2020). Online learning also provides flexible scheduling, is cost-effective, and allows education to continue during extreme circumstances (Jena, 2020). Many students reported feeling isolated during online learning (Li et al., 2021) however, it is suggested that online learning can still provide some stress relief just by seeing classmates through live video communication (Jena, 2020). Lastly, online education has the potential to provide students and teachers with more resources which if used correctly could increase the quality of teaching and learning (Mbandlwa, 2021).

While the realm of online education has been explored quite extensively in the higher education setting, there are significant holes in research about online learning at the secondary level (Li et al., 2021). Betz-Hamilton's (2021) study revealed that at the collegiate level, upperclassmen report experiencing a very different learning outcome than underclassmen, suggesting that the younger the student the more likely they'll undergo difficulties in online education that older students simply do not have to confront. Three recent studies have attempted to rectify this gap in information, each one contributing something new to the research of secondary virtual education. Yet all three studies contain some of the same underlying themes such as: the importance of a strong and caring relationship between student and teacher, the need for students to interact with each other, and a student-centered structure to keep them engaged and interested (Borup & Stevens, 2017; Ilomäki & Lakkala, 2020; Li et al., 2021).

A study conducted by Borup and Stevens (2017) interviewed ten students from Mountain Heights Academy, a cyber high school located in the United States, about their perceptions of teacher practices at their school. The results revealed numerous techniques and strategies that should be incorporated into fully virtual courses. Students emphasized the importance of having

a nurturing and caring relationship with their teachers. They appreciated when teachers tried to get to know them personally through activities, surveys, and simply starting a nonacademic conversation with them. In addition to teachers taking the initiative to learn about their students, the interviewees also wanted to learn more about their teachers. They enjoyed when teachers would post videos because it showed students both their personalities and gave them a little insight into their home life. Students stated that building relationships in these ways created a level of trust between teachers and students that made their teachers seem more approachable and less intimidating to contact when they had a question. These more personalized connections made students feel as though their teachers cared about them as people, ultimately having a positive impact on their engagement in the course. Students disclosed that it was beneficial when teachers reached out to them first and encouraged them to reach out with any questions or concerns. This opened the line of communication between teachers and students from the beginning, resulting in students being more likely to contact their teachers (Borup & Stevens, 2017).

The students from Borup and Stevens (2017) study emphasized their appreciation when teachers used a variety of activities because it kept them interested and engaged. Students mentioned that while enjoying videos, especially those made by the teacher in which they seemed excited about the content, too many videos made it challenging to stay focused. Assignments that encouraged students to be more creative made learning more exciting and engaging. Students requested that busy work should be removed from courses because it was viewed as irrelevant and time consuming. Lastly, students stated that they were more likely to stay focused on the course if they knew their teachers were monitoring them closely. They felt as though they were both being held accountable and that they were cared for when teachers

reached out to them offering extra support after monitoring their online participation (Borup & Stevens, 2017).

According to the Borup and Steven (2017) study, another important feature of online education is the design and organization of the course. Uniformity, such as the course work in the learning management system being laid out, having all assignments due at the same time each week, and being provided with a weekly pacing guide helped students spend less time navigating the course, made the weekly content seem manageable and helped keep students organized (Borup & Stevens, 2017). A second study completed in Finland by Ilomäki and Lakkala (2020) also emphasized both the importance of strong online course structure and the significance of building relationships virtually.

Ilomäki and Lakkala (2020) completed a study to learn how secondary students' feel about taking virtual courses with the intent of providing a research base to help improve online education. Two separate school settings were observed in this study; the first setting was a school that closed for renovations requiring students to take online courses, the second consisted of students from rural areas that chose to take online courses because their schools did not have enough students to run certain classes. Students were given questionnaires to fill out after taking the online classes; 162 students completed the questionnaire. The results revealed several techniques that can improve online learning for secondary students in addition to providing insight as to what supports to give teachers that are administering virtual courses (Ilomäki & Lakkala, 2020).

In the Ilomäki and Lakkala (2020) study, students reported that they were pleased with the organization of the courses, the mean in the course structure scale was 4.1 with a standard deviation of .704. All courses were organized uniformly in a format that made accessing the

materials simple. The teachers of these online courses spent a lot of time explaining both the assignments and guiding them through the use of all required digital tools. It is imperative for online course creators to spend time preparing the course material so that all is presented in the same meticulous manner to students (Ilomäki & Lakkala, 2020).

Online classes require both self-discipline and motivation in order for a student to be successful (Ilomäki & Lakkala, 2020). These aren't skills that all secondary students naturally have, a large quantity of students need to be taught techniques in order to be able to implement self-discipline strategies into their education. It is crucial that teachers provide guidance to their students about how to learn effectively online and constantly provide feedback so that they know how to improve (Ilomäki & Lakkala, 2020). In an online class it is much more challenging to create a safe and engaging space for students. The sense of community that is often present in a traditional classroom does not always exist online. Therefore, opportunities for students to interact with both each other and the course instructor must be built into the course content. Secondary students also still need to build a trusting relationship with their teachers even if they never meet them in person (Ilomäki & Lakkala, 2020).

The 2021 study by Li, Jin, Edirisingha, and Zhang focused on the level of Chinese student engagement in online learning during the Covid-19 pandemic. The goal of this study was to look at engagement through an emotional, cognitive, and behavioral lens as well as determine what factors made online learning effective and sustainable. Five teachers and 23 students (between the ages of 13 and 18) participated in this study, none of which have had any prior experience with online learning (Li et al., 2021). While this study has a low participation number, the results echo those of the other studies presented thus far making it a valuable

resource to use. The researchers in this study both observed classes and interviewed the participants, however, the interviews were the main data source (Li et al., 2021).

In the Li et al. (2021) study, students reported going through stages of emotional engagement in school during the pandemic. Students explained that initially they were really excited to be taking classes again and have the opportunity to interact with others after being home with just family for so long, although after a while students began to become bored and felt isolated again. Students felt as though they were so close to being able to truly interact with their peers but were not actually able to, which elicited frustration that was then transferred to feeling negatively about school. Students also reported that their emotional engagement was linked to their success in school. Some students were able to reverse this and teach themselves how to self-motivate but not all could, this suggests that teachers must teach students how to motivate themselves (Li et al., 2021).

In regard to cognitive engagement, students disclosed that they struggled to maintain concentration during online classes and often drifted off resulting in missing important content. Teachers stated that they were able to notice that some of their students weren't paying attention but without the option to look at their screens it was difficult to do anything about it (Li et al., 2021). Students mentioned this as well and said that since teachers were not able to discipline them, they didn't feel as though they had to follow all the rules. Quite a few students divulged that they struggled with math and physics because the problems couldn't be written out and explained the same way that they would in a physical classroom (Li et al., 2021).

In reference to behavioral engagement, the data displayed that there was a difference from how students act in face-to-face classes as opposed to online classes (Li et al., 2021). Around half of the students confessed that they didn't have heavy parental supervision while in

class and often ate snacks, laid in bed, played with pets, and played games on their phones during instruction. Teachers admitted that they felt powerless in both preventing this behavior and disciplining students when it did happen (Li et al., 2021). Younger students tend to have less self discipline and are more at risk for being distracted during online classes. The study recommends that teachers should run online classes using student-centered task-based learning; this enables students to be actively engaged in the learning process. In this model the teacher would take the role of a facilitator. This will help students engage more emotionally, cognitively and behaviorally because they are forced to seek out information versus just passively listening to it (Li et al., 2021).

While the focus is primarily on online education with secondary students, one collegiate study proved to be worth analyzing as it contained some of the same themes in the secondary studies while looking at the causation behind those topics using a simple acronym to explain it. The 2021 study administered by Jones, Krost, and Jones examined the effects of incorporating the MUSIC model of motivation in a southeastern United States collegiate course. The MUSIC Model of Motivation is an acronym that stands for eMpowerment, usefulness, success, interest, and caring. It asserts that students will be motivated and engaged in their virtual classes if they have some autonomy over their learning, can see the relevance of the assignments to their lives, feel as though they are capable of doing well in the class, are interested in the types of assignments provided, and feel as though their teacher has a stake in their class performance. This suggests that the components of this model should be incorporated into online teaching curricula. The study concludes that while each piece of the MUSIC model of motivation is important, student success was significantly more dependent upon having an instructor that cared about their well-being (Jones et al., 2021) a theme that persists throughout each study mentioned

thus far. In addition to this study, another article written by three collegiate art educators about online learning is worth viewing because it shows some techniques that are important to consider while building an online course that incorporate hands-on learning.

Three art educators, Song, Lim, and Kwon (2021) had to switch from teaching in-person to teaching virtually during the Covid-19 pandemic. Switching from in-person to online with little to no preparation was challenging for most teachers (Ilomäki & Lakkala, 2020) but art teachers had an entirely different battle to fight since their courses are hands-on (Song, Lim, & Kwon, 2021). Through both research and trial and error these three educators discovered some strategies that were effective for teaching a hands-on class online. They used a variety of methods to distribute information to keep students engaged. For art assignments students had to take pictures of their projects both during and after to submit for a grade, in order to prevent plagiarism the teachers required students to take a selfie with their art project. Students also had to record themselves displaying several art techniques for a grade. The teachers provided several demonstration videos to assist students in the completion of certain portions of their projects. Teachers also provided a lot of feedback on each assignment and focused on building a trusting relationship with their students. They also required them to respond to discussion boards, post pictures of their work, and participate in peer review activities. This made students feel as though they were part of a learning community and less isolated (Song et al., 2021).

Online education is becoming more prevalent in our society than ever before (Borup & Stevens, 2017) and will most likely continue to grow as technology develops. While the immediate switch from in-person to virtual learning had several negative results due to the lack of the ability to plan (Ilomäki & Lakkala, 2020) studies are showing that online learning can be effective and sustainable provided that several measures are taken into consideration. Most

importantly is the necessity of frequently checking-in with students on their mental health (Betz-Hamilton, 2021). Teachers building a strong relationship with all students is critical in their success throughout an online course (Borup & Stevens, 2017; Jones et al., 2021). In addition, online educators should encourage students to interact with each other to build a positive learning community (Ilomäki & Lakkala, 2020; Li et al., 2021), create a student-centered learning environment to keep them engaged, differentiate activities and instruction, and maintain a uniform format of materials to make the course simple to navigate (Borup & Stevens, 2017; Ilomäki & Lakkala, 2020). Lastly, preceptors should disseminate content in a variety of ways in order to keep students engaged (Borup & Stevens, 2017; Song et al., 2021).

Understanding by Design

Grant Wiggins and Jay McTighe (2005) explain that many students succeed in school because they have the ability to memorize information, however, they often do not comprehend what they are memorizing. A test question on the National Assessment of Educational Practice asks students to determine how many buses the army needs to transfer a specified number of soldiers to an army base and provide the number of people that each bus was capable of holding. The students were able to determine that this problem required division and were even able to compute the answer correctly but responded with the correct answer including the remainder versus rounding up the bus number. It is important for schools to move away from teaching rote memorization and have students actually able to understand the information being presented. Understanding is described as being able to take information and transfer it to another setting for realistic use. The goal set by Wiggins and McTighe was to design a curricular framework that incorporated both good design, student mastery, and true understanding. In other words, they

wanted to create a curriculum design that forced true understanding to occur (Wiggins & McTighe, 2005). A curriculum that focuses on students truly understanding the material would be a viable framework for a class that entirely consists of learning about life skills because the skills taught must be transferred to other settings.

Wiggins and McTigue (2005) created a curricular framework called Understanding by Design (UbD) which is often referred to as backwards design. Backwards design has the educator or curriculum designer first look at the end results or big ideas; the specific knowledge or understanding that students should know upon exiting the course. Then educators should work backwards to design lessons and choose content that will help students to reach the comprehension of those big ideas. This structure forces teachers to choose content that will directly relate to the big idea or will scaffold information with that idea in mind as opposed to choosing content and creating lessons based on that content with no end goal insight (Wiggins & McTighe, 2005). It's sort of like going to the grocery store; traditional teaching methods would have you go to the store and pick up ingredients that look good with no clear idea of what will actually be made with each item. Whereas UbD would have the recipes chosen first and then would make a list of the ingredients that are needed to make those specific foods. Wiggins and McTighe (2005) explain that this approach helps teachers focus their lessons to help students to both understand the content and why they're learning it.

McTighe and Willis (2019) examined the UbD curricular framework from a neurological lens. Students are often asked just to memorize information. Memorization can be crucial at times, but how students memorize information and how teachers ask students to recall it is important. If students are simply asked to recall the same bit of information over and over in the same way there is not as much growth in students' neural networks. The information won't have

any meaning attached to it making it challenging for students to apply the information in other situations. UbD focuses on having students complete activities that naturally have them making connections and growing their neural networks. UbD also has educators design assessments in a way that enables students to apply their knowledge to real world situations which naturally forces more neurons to fire. UbD focuses on relating what students are learning in class to how that relates to real life (McTighe and Willis, 2019). FCS is a course that aims to teach students skills to help them succeed in life, a curricular framework that enforces those connections is a prudent option. Despite the evidence dictating that UbD is an effective framework, studies that actually test the efficacy of the framework should be taken into consideration as well.

An English as a foreign language (EFL) course is a class that is taught in English in a country where English is not the native language. The goal of the study completed by Ontaneda and Sánchez (2019) was to determine whether or not backwards design increased performance in EFL classes as compared to traditional instruction. According to this Ecuadorian study, traditional instruction consists of teachers solely utilizing their educator textbooks as the driving force behind all instruction. The hypothesis of the authors of this study is that when backwards design and performance assessments, which are typical when following this framework, are implemented then student performance will increase because they are engaging in the real world application of their class concepts. There were 72 students that participated in this study, the students were broken into two groups or classes: 36 in each group. The control group was taught in the same way the class had been taught for years; direct instruction that was guided by the educator edition of the textbook. The experimental group utilized the backwards design framework. The authors found that their hypothesis was correct, and they discovered that teachers preferred this model as well because it forced them to think about the end result and

then design lessons that would get their students to that point (Ontaneda & Sánchez, 2019). A study completed by Mills, Wiley, and Williams (2019) came to the same conclusion as Onetaneda and Sánchez (2019) in regard to the effectualness of UbD.

Mills, Wiley, and Williams (2019) completed a study involving the librarians at Belmont University's Bunch Library in Nashville, Tennessee specifically focusing on one of their information literacy courses. The First Year Writing course focuses primarily on how to search for content when researching and then filter out the less helpful articles.The librarians noticed that after teaching their students several techniques to improve their searching habits, students returned back to their original search methods and didn't appear to retain any of the information relayed to them initially. The librarians tried a couple of different approaches, but nothing seemed to work. They were then trained on the backwards design framework and tried that approach in their First Year Writing courses. After initially asking students if they would be willing to participate in the study, they ultimately chose 100 out of the 178 students that agreed to partake. Students were given a group activity along with a follow-up assignment, both of which were graded using a rubric. In addition to the rubrics, qualitative data was collected from interviewing the librarians. All forms of data collection showed that there was a significant increase in the performance level of the students from using this new approach (Mills, Wiley, & Williams, 2019).

The UbD framework forces teachers to take a step back, decide what they want students to walk away from their class being able to do, then design lessons, units, and activities that will get students to that point. This design process is different from what is considered the traditional method of teaching (Wiggins & McTighe, 2005). However, both studies and neuroscience has shown that this method of curriculum design is efficient and effective for both students and

teachers making it a practical choice to utilize for an online FCS course because it has proven to be successful in multiple courses taught in various styles. While UbD is an incredible curricular framework, it's not the only one that would be effective for FCS, it's worth incorporating concepts from another efficient framework, universal design for learning.

Universal Design for Learning

Universal design for learning (UDL) is a framework that incorporates strategies to design learning for students that learn differently with the intent of these adjustments benefitting all students (Mrachko & Vostal, 2020). There are three basic principles that UDL focuses on incorporating into lessons; multiple means of student engagement, information/direction representation, and student expression (Flanagan & Morgan, 2021; Mrachko & Vostal, 2020). UDL was created as a way for teachers to intentionally design their instruction with diverse learner needs (Flanagan & Morgan, 2021) such as those from diverse cultural backgrounds, those with learning disabilities, gifted students, et cetera (Mrachko & Vostal 2020).

Flanagan and Morgan (2020) state that online learning presents a host of challenges for students with diverse learning needs, making it crucial to incorporate UDL into online instruction to assist reaching all students. A lot of online learning requires students to guide their own learning which is often challenging because they have less assistance in navigating learning barriers. Teachers can make slight adjustments to their learning platforms to ease some of these barriers such as; utilizing a consistent format throughout the learning management system, larger plain font, and employing several different modes of instruction. Lastly, it's important to give students options for how to express their knowledge while also providing templates and examples as needed (Flanagan & Morgan, 2020).

Mrachko and Vostal (2020) explain that embedding choice within instruction allows learners to take autonomy over their own learning, increasing their motivation and engagement. When incorporating choice into a lesson it is crucial that the learning goal is determined first, a teacher then must work backwards in order to make sure each provided choice is working towards the specified goal. There are two types of choices that can be integrated into lessons: within-task choices and across-task choices. Within-task choices are simple decisions that students can make while still achieving the same goal in the end. For example, giving students the ability to complete an activity by hand or on the computer is considered a within-task choice. Across-task choices enable students to choose a topic that is interesting to them or choosing to demonstrate their knowledge in a format of their choosing. Both types of choices allow students to engage in the material in a unique way that benefits their learning style. Encompassing choices within lessons also help students develop their decision making abilities in a safe, low risk space. Decision making is a life skill and being able to successfully determine the option that is best for themself is beneficial (Mrachko & Vostal, 2020).

Conclusion

As a result of the Covid-19 pandemic schools were forced to switch from holding classes in-person to holding them virtually. This abrupt shift in education has caused a need for more courses to be offered in a virtual format. FCS is not a course that is traditionally taught virtually due to the hands-on nature of the class, therefore, there is a need for a middle level virtual FCS curriculum to be created. A review of the literature suggests that a virtual FCS course should encourage both teacher to student and student to student communication in order to build strong trusting relationships and a positive learning community. Virtual courses should be student centered and information should be presented in a variety of formats to motivate and keep

students engaged. UbD will be an effective format for this curriculum because it focuses on developing a deep understanding of the content that allows students to apply what they know to other contexts, which is crucial in a course that's centered around teaching life skills. This course also requires students to utilize a variety of supplies, some of which they may not not be able to obtain, requiring a level of flexibility to be built into the course. Incorporating UDL principles into an online FCS course will help make this flexibility possible in addition to allowing students to have autonomy over their own learning and it will naturally build in modifications for students with disabilities.

Chapter 3: Curriculum Overview

In this chapter the conceptual framework used in the creation of this curriculum will be defined along with a summary of the overall curriculum with a bulleted list of the scope and sequence throughout each unit. To ensure this is an effective curriculum that is ready to be used, a curriculum evaluation guide will be applied to assess the various components of the proposed curriculum. Lastly, potential challenges of implementing this curriculum will be laid out in order to be fully transparent.

Conceptual Framework

This curriculum takes a constructivist approach to FCS because it encourages students to take control of their own learning with the teacher acting more as a facilitator as opposed to directly instructing. It primarily utilizes the Understanding by Design framework while incorporating elements from Universal Design for Learning. This curriculum is designed to be flexible in order to accommodate student differences. Due to the need for the course content to be flexible, the backwards design format is the best choice because it forces the curriculum and/or course writer to focus specifically on the skills that students need to leave with and build lesson options around those concepts.

Curriculum Summary

This curriculum is intended to provide a viable option for a virtual version of an eighth grade FCS curriculum specifically for a suburban school district in southeastern Pennsylvania. FCS is an important class as it focuses solely on life skills. The skill set that students leave the course with will benefit them regardless of their chosen career path, however, it is not often offered in a virtual format because it is hands-on. As online learning becomes increasingly popular as a result of the Covid-19 pandemic, there is a need for an adapted version of FCS, in

order to prevent this crucial class from fading out of American education. This curriculum is divided into four units based on the four units that are taught in the brick-and-mortar middle schools in the author's school district.

Scope and Sequence

This curriculum is divided into four units; foods, sewing, time management and organization, and financial management. These units were pulled from the curriculum used in the brick-and-mortar version of this course and adapted to fit a virtual format. They utilize Pennsylvania state FCS standards, National FCS standards, and some Common Core math standards. The outline is as follows:

- Unit 1: Foods
    - Measuring
    - Safety
    - Equipment
    - Cooking terms
    - Six essential nutrients
- Unit 2: Sewing
    - Sewing notions
    - Threading a needle and tying a knot
    - Sewing a button
    - Basic hand-sewing stitches
    - Small sewing projects
- Unit 3: Financial management
    - Methods of payment

    - Writing a check
    - Calculating a budget
    - Job applications
    - Job interviews
- Unit 4: Time management and organization
    - Personal day/week/month planner
    - Organize your digital space
    - Organize a physical space

Curriculum Evaluation

The effectiveness of the curriculum will be evaluated utilizing the digital curriculum evaluation rubric designed by Apex Learning (2012). Before putting this curriculum to use in the classroom the instructional design and instructional materials section of the rubric would be completed and the curriculum would be adjusted as needed. The last nine categories would need to be completed by the teacher that is teaching the course as student data would vary. The evaluation also takes the environment of the school into consideration, therefore, if this curriculum is used in a district other than the one intended it may need to be adapted to fit the unique needs of that particular school environment (Apex Learning, 2012).

Potential Challenges

FCS is a hands-on class and therefore requires several supplies in order to participate in the course. Not all students may be able to attain the supplies due to the pandemic, lack of availability, financial hardships, or guardians simply not having the time to get supplies. Therefore both the curriculum and course content must be written in a way that both allows and encourages flexibility so that students are able to take the course and not fall behind.

Chapter 4: Curriculum

Course Title: 8th Grade Cyber Family & Consumer Science
Duration of Course: Full year / .33 credits
Course Description: The 8th grade cyber FCS course includes units on kitchen safety, the basics of how to follow a recipe, food science, and nutrition. Students will complete food labs at home and projects that incorporate real life skills while an emphasis is placed on executing recipes accurately and effectively managing time. Other units include hand sewing basics such as repairing a hole and sewing a button. An introduction to budgeting and finance is also covered, with an exploration into credit cards, debit cards, earning money from your first job, and consumerism in the 21st Century. Finally, students will explore different planning and organizing methods to help their school, personal, and extra-curricular life stay on track; culminating in a large organization project to be completed in their home.

Stage 1 Desired Results

Transfer Goal

(Formerly "Course Concepts")
Students will be able to independently use their learning to…

- Make informed decisions related to nutrition and confidently execute a recipe
- Repair a hole in a piece of fabric and sew a button
- Understand the job application process and how to budget money for different purposes
- Identify and choose a time management system that works for each student
- Plan a daily or weekly schedule in advance and organize a problematic space at home

Meaning

OVERARCHING UNDERSTANDINGS *(Formerly 'Big Ideas')* *Students will understand that…*	OVERARCHING ESSENTIAL QUESTIONS (Formerly 'Essential Questions')
● Foods ○ Nutrition, eating habits, and preparation choices impact overall health and wellness ○ Successfully following a recipe includes interpreting and applying both measurements and directions ○ Safety and sanitary practices are crucial in the success of a kitchen ● Sewing ○ Hand sewing skills are relevant to self-sufficiency in life ● Finance ○ Money management includes setting goals and developing a plan for how to spend, save, and acquire financial resources	● Foods ○ What changes can you make in your diet to improve your overall health and wellness? ○ What actions can a person take to be safe and sanitary in the kitchen? ● Sewing ○ How can hand sewing skills be used to repair clothing and household items? ● Finance

○ A job application is usually required to obtain a part time position and interviewing for a job may be necessary ● Time Management & Organization ○ Time management is crucial to helping keep school and personal lives on track ○ Staying organized in certain areas of life (school, friends, family, activities) will benefit them long term	○ What are the different methods of payment to use and how do we budget wisely? ○ What does it take to fill out a job application and prepare for a job interview? ● Time Management & Organization ○ How will time management keep your school and personal life organized? ○ Why is organization important to become more efficient?

Unit/Module # 1 Title: Foods and Nutrition

Duration of Unit/Module: 15.5 weeks / 1 synchronous meeting per week

Standards Based Performance Task Assessment Window: N/A

Unit/Module Summary: In the Foods and Nutrition Unit, students will focus on learning how overall health and wellness relates to understanding the six essential nutrients. Students will be able to safely execute a recipe, use correct tools, measurements, and safety/sanitation practices.

Stage 1 Desired Results

ESTABLISHED GOALS	***Transfer Goal (Pulled Directly From Course Level)***
PA State FCS Standards 11.2.6.C Classify the components of effective teamwork and leadership.	(Formerly 'Unit Concepts') *Students will be able to independently use their learning to…* ● Make informed decisions related to nutrition and food preparation sufficiently ● Confidently use kitchen equipment and tools to successfully execute a recipe ● Exhibit critical thinking and problem solving skills when faced with challenges related to reading recipes and working in the kitchen

11.3.6.B. Describe safe food handling techniques (e.g., storage, temperature control, food preparation, conditions that create a safe working environment for food production).

11.3.6.C. Analyze factors that affect food choices.

11.3.9 B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

National FCS Standards

8.5.1. Demonstrate skills in knife, tool, and equipment handling.

8.5.3. Utilize weights and measures to demonstrate proper scaling and measurement techniques

Common Core Math Standards

CC.2.1.5.C.2. Apply and extend previous

Meaning (Pulled Directly From Course Level)

OVERARCHING UNDERSTANDINGS
(Formerly 'Big Ideas')
Students will understand that…

- Nutrition, eating habits, and preparation choices impact overall health and wellness
- Cooking terms correlate with specific kitchen utensils
- Successfully following a recipe includes interpreting and applying both measurements and directions
- Safety and sanitary practices are crucial in the success of a kitchen

OVERARCHING ESSENTIAL QUESTIONS
(Formerly 'Essential Questions')

1. What are the essential nutrients and why are they important for good health?
2. What changes can you make in your diet to improve your overall health and wellness?
3. What specific kitchen utensil is linked to the terminology in the recipe?
4. What actions can a person take to be safe and sanitary in the kitchen?

Acquisition (Should Be Unit Specific)

(Formerly 'Student Learning Objectives') and should be written as a numbered list in 'SWBAT' Format
Students will be able to…

understandings of multiplication and division to multiply and divide fractions.	1. Adhere to safety standards while working in the kitchen 2. Identify and explain the six essential nutrients, why they are necessary, and how they function in the body 3. Prepare several recipes while demonstrating their knowledge of recipe measurements and steps 4. Write their own recipes based off of cooking term videos
Stage 2 - Evidence	
Evaluative Criteria	**Summative Assessment Evidence**
● For the cooking labs, cooking terms project, and six essential nutrients project: a rubric will be used to evaluate the main concepts of the project/lab. Common errors will be reviewed and discussed in class. ● Students will achieve 70% or higher in these assessments.	SUMMATIVE PERFORMANCE TASK(S): 1. Safety Assessment 2. Six Essential Nutrients Project 3. Food labs 4. Cooking terms project
	OTHER EVIDENCE: ● Weekly performance in class ● Formative Assessments: Schoology Quizzes, Quizlet, Interactive Nearpod Lessons with immediate feedback for students, Flipgrid
Stage 3 – Learning Plan	
Summary of Key Learning Events & Instruction	
● Introduction Activities ● Measuring Unit ○ Teacher measuring demonstration ○ Student measuring demonstration	

- Measuring lab
- Safety Unit
  - Safety lesson/Nearpod
  - Safety assessment to review content
  - Safety lab
- Equipment Unit
  - Groups review all equipment
  - Equipment Lab
  - Equipment Assessment
- Cooking Terms Unit
  - Introduction to cooking terms activity
  - Identify cooking terms videos
  - Creating recipes using cooking terms and kitchen tools
- Six essential nutrients
  - Research the functions of each nutrient
  - Essential nutrients activity/assessment
  - Essential nutrients lab
- Digital citizenship will be reinforced based on the guidelines taught during advisory.

Stage 4 – Resources

List of Unit/Module Resources

- All resources will be created by teacher

Unit: Foods

Topic: Measuring

Objective(s):
- Students will be able to identify which measuring tool is necessary to accurately measure a variety of cooking ingredients.
- Students will be able to accurately measure both dry and wet ingredients.

Materials:
Students will need:
- Liquid measuring cup
- Dry measuring cups
- Measuring spoons
- Wet and dry ingredients
- An electronic device that allows them to record a video

Activity:
1. Students will watch the measuring basics video created by the instructor. https://youtu.be/lcdq8x2DKbM
2. Students will record themselves on Flipgrid measuring with both dry and wet ingredients while demonstrating the proper way to use a dry measuring cup, liquid measuring cup, and measuring spoons.

Assessment:
- Students will complete a recipe that requires the use of a dry measuring cup, liquid measuring cup, and measuring spoons.

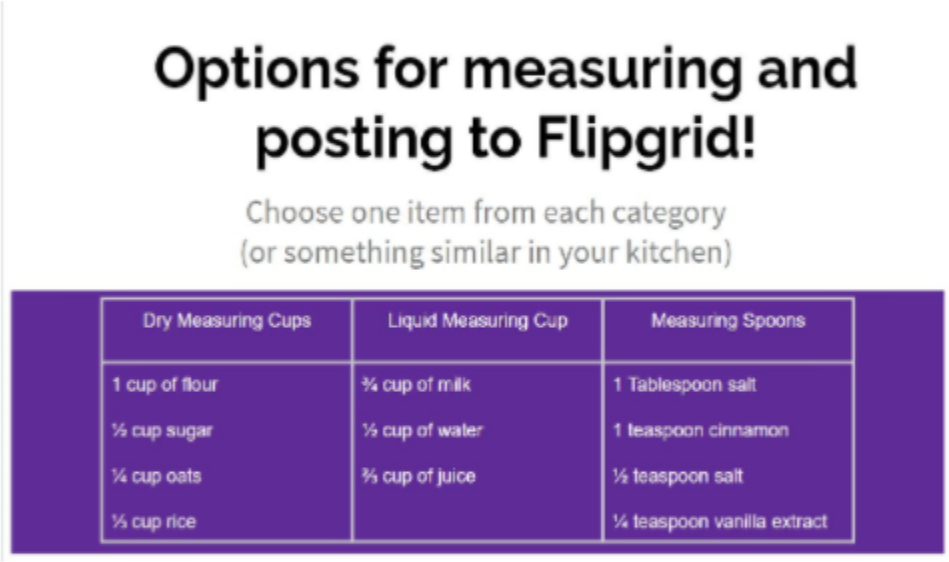
Measuring Flipgrid Assessment

Instructions

Now it's time for you to show us YOUR measuring skills! Find dry measuring cups, measuring spoons, and a liquid measuring cup in your kitchen, along with ingredients you can practice measuring with. If you need ideas of what to measure, take a look at the image below. Remember, you do not have to choose one of these options. They are just suggestions.

Once you have your measuring tools and ingredients ready to practice, click on the Flipgrid link below to record and post a video of yourself measuring with each tool.

Don't forget to check out some of your classmates' videos too, and comment on them!



Measuring Practice Flipgrid

Posted Wed Aug 18, 2021 at 10:59 am

Criteria	Grading Scale		
Dry Measuring Cups Student measured properly with appropriate tool and technique	5 Excellent	3 Satisfactory	1 Needs Improvement
Liquid Measuring Cups Student measured properly with appropriate tool and technique	5 Excellent	3 Satisfactory	1 Needs Improvement
Measuring Spoons Student measured properly with appropriate tool and technique	5 Excellent	3 Satisfactory	1 Needs Improvement

Total pts: 15

Food Lab Assessment

Question 1

/2

What is the name of the recipe you made?

_____

_____

_____

Question 2

/2

What was the goal or objective for this lab?

_____

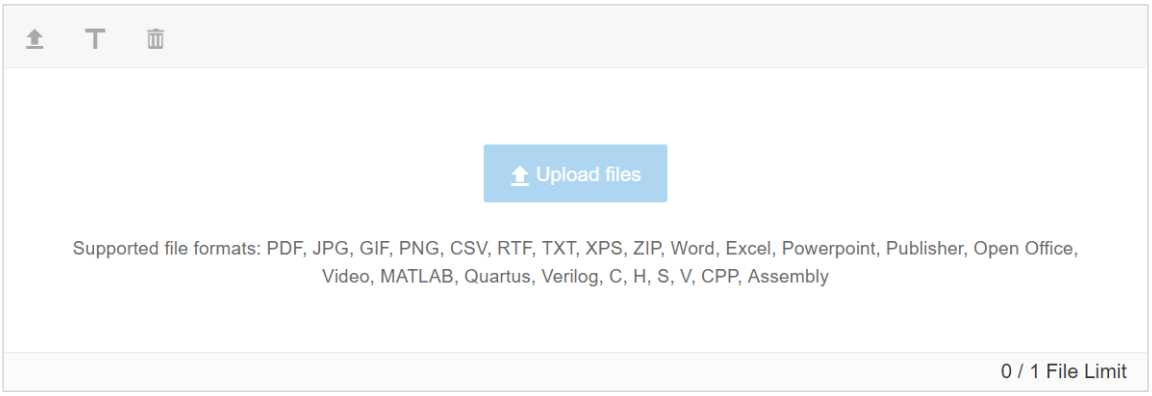
_____

_____

Question 3

/4

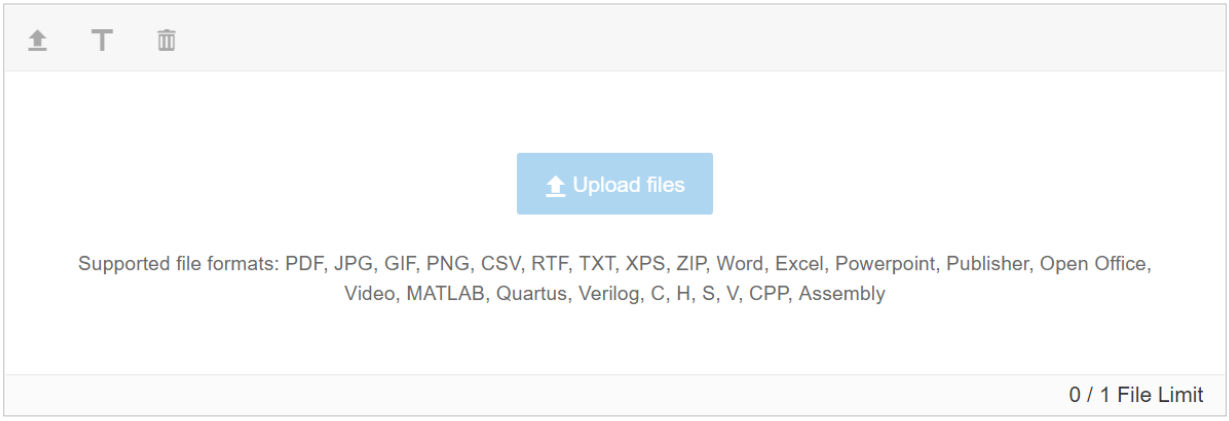
Post a picture of YOU with your ingredients.



Question 4

/4

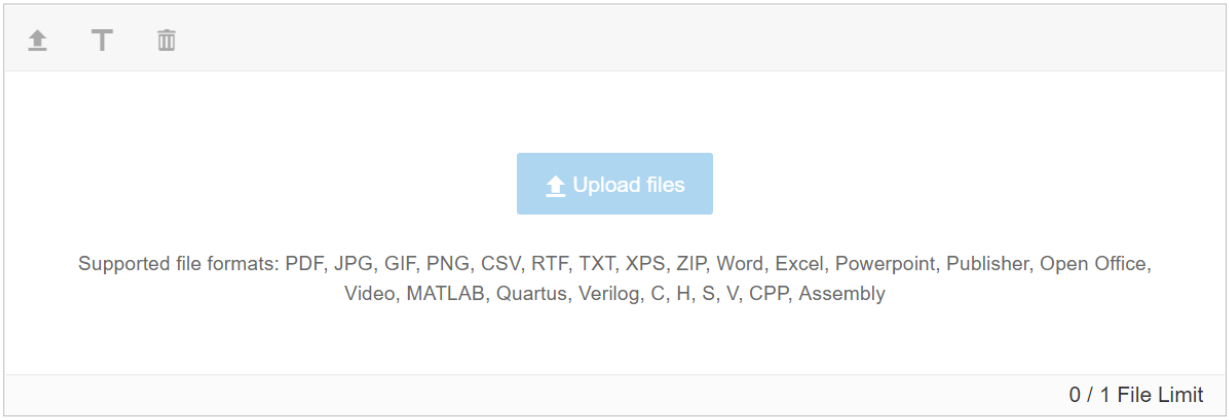
Post a picture of YOU with your final product.



Question 5

/4

Post a picture of YOU cleaning up.



Question 6

/2

On a scale of one to five with one being terrible and five being fabulous, how would you rate your project?

A. 1
B. 2
C. 3
D. 4
E. 5

Question 7

/2

Where did you get your recipe from?

A. Teacher
B. Family Recipe
C. Cookbook
D. Website

Safety Assessment

Choose three of your most important lessons or takeaways from the Kitchen Safety Nearpod. Once you have chosen your three tips, create a video of yourself demonstrating those safety tips in the correct manner.

You may also design a paper slides video if you don't want to be on camera. When you are finished, upload your video to the media album.

You will receive five points per safety tip for a total of 15 points.

Posted Wed Aug 18, 2021 at 10:59 am

Criteria	Grading Scale		
Safety Tip #1	5 Excellent	3 Good	0 Needs Improvement
Safety Tip #2	5 Excellent	3 Good	0 Needs Improvement
Safety Tip #3	5 Excellent	3 Good	0 Needs Improvement

Total pts: 15

Six Essential Nutrients Rubric

Criteria	Grading Scale				
Cover Page	1 Excellent	.75 Good	.5 Satisfactory	.25 Needs Improvement	0 Missing
Water Page	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement	0 Missing
Carbohydrates Page	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement	0 Missing
Protein Page	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement	0 Missing
Fat Page	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement	0 Missing
Vitamins Page	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement	0 Missing
Minerals Page	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement	0 Missing

Total pts: 25

Cooking Terms Assessment

I love watching Tasty videos online; they always make cooking look simple and easy! Your job is to watch a Tasty video of your choosing, write a recipe for it, then follow your recipe and make it! Add a picture of your finished product to your written recipe and upload it for a grade, good luck!

Click here to go to Tasty's YouTube channel. Scroll through the videos and choose one that looks good to you! If you are overwhelmed with all the choices I linked a couple videos below to recipes that I thought looked good.

Buffalo Chicken Potstickers

Chicken Lo Mein

Mini Key Lime Pies

Cinnamon Roll Breakfast Muffins

Write down the ingredients and their amounts first, then move onto the step-by-step directions. You can always take a look at the recipes we've made in class and format yours similarly.

Posted Mon Nov 1, 2021 at 12:03 pm

Criteria	Grading Scale				
Recipe Directions are clear, concise, and easy to follow	15 Excellent	13 Good	11 Satisfactory	7 Needs Improvement	0 Missing
Picture of Completed Recipe	5 Excellent	4 Good	3 Satisfactory	0 Missing	

Total pts: 20

Unit/Module # 2 Title: Sewing

Duration of Unit/Module: 8 weeks / 1 synchronous meeting per week

Standards Based Performance Task Assessment Window: N/A

Unit/Module Summary: In the Sewing Unit, students will focus on practical hand sewing skills that will give them the skills they need to perform basic textile repairs.

Stage 1 Desired Results

ESTABLISHED GOALS

National FCS Standards

16.4.1- Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.

16.4.5 - Demonstrate basic skills for producing and altering textile products and apparel.

Common Core Math Standards

CC.2.4.5.A.1 - Solve problems using conversions within a given measurement system.

Transfer Goal (Pulled Directly From Course Level)

(Formerly 'Unit Concepts')
Students will be able to independently use their learning to…

- Make basic textile repairs using a hand sewing needle and thread
- Exhibit critical thinking and problem solving skills when faced with challenges

Meaning (Pulled Directly From Course Level)

OVERARCHING UNDERSTANDINGS
(Formerly 'Big Ideas')
Students will understand that…

- Hand sewing skills are relevant to self-sufficiency in life
- Following pattern directions is essential to correctly create a finished product
- Using critical thinking skills are necessary to solve problems on their own

OVERARCHING ESSENTIAL QUESTIONS
(Formerly 'Essential Questions')

1. How can hand sewing skills be used to repair clothing and household items?
2. How can critical thinking skills be used to solve problems during a hands-on project?

Acquisition (Should Be Unit Specific)

(Formerly 'Student Learning Objectives') and should be written as a numbered list in 'SWBAT' Format
Students will be able to…

1. Identify and utilize sewing notions
2. Follow step-by-step directions to complete a project

	3. Sew a button and mend fabric with basic stitches and hand sewing needle
Stage 2 - Evidence	
Evaluative Criteria	**Summative Assessment Evidence**
● For the sewing projects: a rubric will be used to evaluate the main concepts of the project and synchronous time will be used to reteach if necessary. Common errors will be reviewed and discussed in class. ● Students will achieve 70% or higher on the sewing assessment.	SUMMATIVE PERFORMANCE TASK(S): 1. Sewing notions assessment 2. Cumulative sewing project grade 3. Sewing assessment
	OTHER EVIDENCE: ● Weekly performance in class ● Formative Assessments: Schoology Quizzes, Quizlet, Interactive Nearpod Lessons with immediate feedback for students, Kahoot, Project Rubric
Stage 3 – Learning Plan	
Summary of Key Learning Events & Instruction	
● Sewing notions ● Threading a needle and tying a knot ● Sewing buttons ● Basic hand-sewing stitches ● Small sewing projects ● Sewing assessment ● Digital citizenship will be reinforced based on the guidelines taught during advisory.	
Stage 4 – Resources	
List of Unit/Module Resources	
● All resources will be created by teacher ● Students will be asked to supply their own, needle, thread, button, and small piece of fabric	

Unit: Sewing

Topic: Sewing a Button

Objective(s):
- Students will be able to sew a button onto a garment.

Materials:
Students will need:
- Scrap piece of fabric
- Button
- Needle and thread
- An electronic device that allows students to take a picture and upload it to a learning management system

Activity:
1. Students will watch the "sewing a button for beginners" video created by the instructor. https://www.youtube.com/watch?v=GEbp6SFwImc
2. Students will practice sewing a button along with the video.

Assessment:
- Students will sew a button onto a piece of fabric and take a picture of it to submit for a grade.

Sewing Notions Assessment

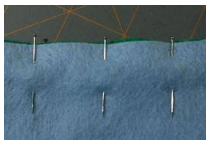
Question 1

/4

Match the sewing notion to its proper name.
Put responses in the correct input to answer the question. Select a response, navigate to the desired input and insert the response. Responses can be selected and inserted using the space bar, enter key, left mouse button or touchpad. Responses can also be moved by dragging with a mouse.

A. 

B. 

C. 

D. 

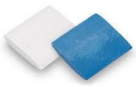
1. Shears 2. Pins 3. Thread 4. Tape Measure

Question 2

/5

Match the sewing notion to its proper name.
Put responses in the correct input to answer the question. Select a response, navigate to the desired input and insert the response. Responses can be selected and inserted using the space bar, enter key, left mouse button or touchpad. Responses can also be moved by dragging with a mouse.

A.

B. 

C. 

D. 

E 

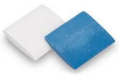
1. Pin Cushion 2. Safety Pin 3. Tailor's Chalk 4. Seam Ripper 5. Needles

Question 3

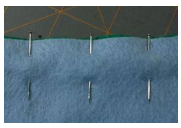
0/4

Match the sewing notion to its function.
Put responses in the correct input to answer the question. Select a response, navigate to the desired input and insert the response. Responses can be selected and inserted using the space bar, enter key, left mouse button or touchpad. Responses can also be moved by dragging with a mouse.

A.



B. 

C. 

D. 

1. This tool is used to cut fabric.
2. This tool is used to hold fabric together.
3. This tool is used to take out stitches when you make a mistake.
4. This tool is used to draw lines on fabric.

Question 4

/4

Match the picture to the item description.
Put responses in the correct input to answer the question. Select a response, navigate to the desired input and insert the response. Responses can be selected and inserted using the space bar, enter key, left mouse button or touchpad. Responses can also be moved by dragging with a mouse.

A.

B.

C.

D.

1. This tool is used to pull the thread through the fabric.
2. This tool is used to hold pins.
3. This tool is used to measure fabric.
4. This tool is used to hold fabric together.

Question 5

/3

When you sew, typically you choose thread that matches (color) your fabric.

A. True
B. False

Threading a Needle & Tying a Knot Rubric

Criteria	Grading Scale			
Needle is threaded	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement
Knot is Tied	4 Excellent	3 Good	2 Satisfactory	1 Needs Improvement
Running stitch was attempted	2 Excellent	1 Good	0 Missing	0 Missing

Total pts: 10

Sewing a Button Rubric

Criteria	Grading Scale		
Threaded Needle, Tied Knot	3 Excellent	2 Satisfactory	1 Needs Improvement
Button fastened securely to fabric	4 Excellent	3 Satisfactory	2 Needs Improvement
Tied off knot underneath	3 Excellent	2 Satisfactory	1 Needs Improvement

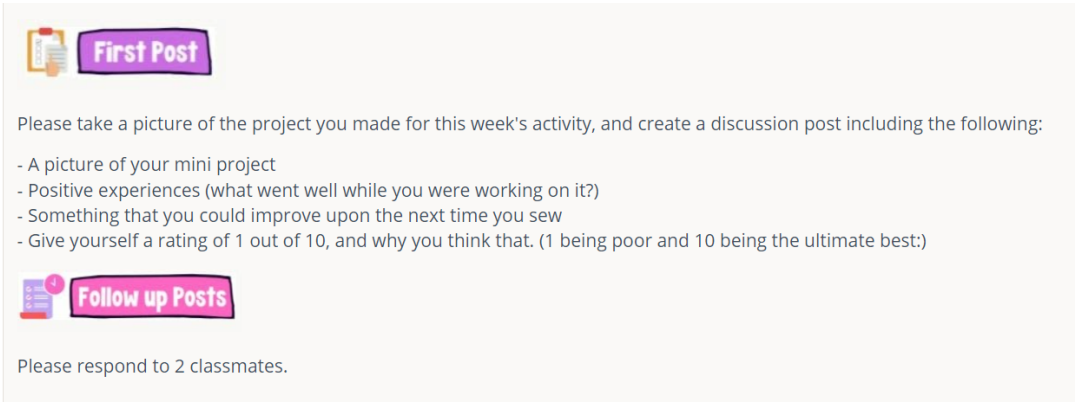
Total pts: 10

Hand-Sewing Stitches Rubric

Criteria	Grading Scale		
Attempted Hand sewing stitch type #1 Chose either the Hemmng stitch, Overcast, Blanket stitch, or Backstitch	5 Excellent	3 Good	1 Needs Improvement
Hand Sewing stitch type #2 Chose either the Hemmng stitch, Overcast, Blanket stitch, or Backstitch	5 Excellent	3 Good	1 Needs Improvement

Total pts: 10

Small Sewing Projects Discussion Post



Sewing Assessment

Question 1

/10

Please drag and drop the correct order in which you would complete the steps of sewing on a two hole button.

Cut thread
from spool

Thread needle
and tie knot

Push the needle up from the
underside of the fabric

Use the needle to tie off the thread at the back of the
button, cut thread when finished

Slide button
onto thread

Continually go up and down through the holes of the
button 4 -5 times until secure

Question 2

/3

Identify this item:

A. Bobbin
B. Needles
C. Spool of thread
D. String

Question 3

/10

Please describe in your own words three things you have learned in this sewing unit. You may discuss new skills you have acquired, whether related to sewing or otherwise, and state how you think they will help you later in life.

_____

_____

_____

Question 4

/6

Match the item from the sewing room with its definition.

1. Seam Ripper
2. Needles
3. Shears
4. Pins

A. Pen shaped tool has a small hook-like blade on the end for removing unwanted stitches.
B. Used to hold two or more pieces of fabric together before sewing
C. Large scissors that have a raised handle for ease when cutting
D. Used for hand-sewing thread goes through the eye at the top

Question 5

/3

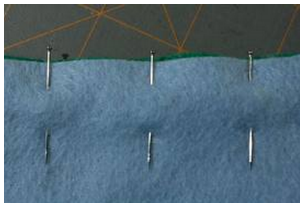
Identify this item:

A. Paracord
B. Seam ripper
C. Hook
D. Thread

Question 6

/3

Identify this item:



A. Needles
B. Shears
C. Seam ripper
D. Pins

Question 7

/3

Identify this item:

A. Scissors
B. Pins
C. Seam ripper
D. Shears

Question 8

/3

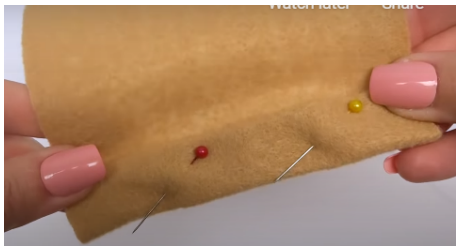
What type of stitch is this?

A. Backstitch
B. Blanket stitch
C. Overcast stitch

Question 9

/3

What is shown in this picture?



A. Sewing with needles
B. Using pins to hold fabric together
C. Using needles to hold fabric together

Question 10

/3

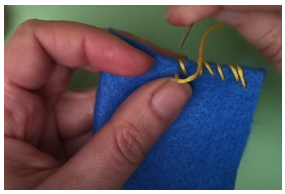
What type of stitch is this?

A. Overcast stitch
B. Blanket stitch
C. Backstitch

Question 11

/3

What type of stitch is this?



A. Running stitch
B. Overcast stitch
C. Blanket stitch

Unit/Module # 3 Title: Financial Management

Duration of Unit/Module: 9 weeks / 1 synchronous meeting per week

Standards Based Performance Task Assessment Window: N/A

Unit/Module Summary: In the Financial Management Unit, students will focus on the basics of finance including banking, employment, and budgeting.

Stage 1 Desired Results

ESTABLISHED GOALS
(List Standards Here)

PA state FCS Standards

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.

11.1.6.E. Explain the principles of child labor laws and the opportunity cost of working by evaluating the advantages and disadvantages of holding a job while a teenager.

National FCS Standards

3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources

Transfer Goal (Pulled Directly From Course Level)

(Formerly 'Unit Concepts')
Students will be able to independently use their learning to…

- Make informed decisions about using different forms of payment and personal banking
- Understand the process of budgeting money for different purposes
- Understand the job application process

Meaning (Pulled Directly From Course Level)

OVERARCHING UNDERSTANDINGS
(Formerly 'Big Ideas')
Students will understand that…

- Money management includes setting goals and developing a plan for how to spend, save, and acquire financial resources
- There is a difference between credit and debit
- A job application is usually required to obtain a part time position
- The application process may vary depending on the type of job
- Interviewing for a job may be necessary and requires a certain etiquette and preparations

OVERARCHING ESSENTIAL QUESTIONS
(Formerly 'Essential Questions')

1. What is money and how do we budget wisely?
2. What are the different methods of payment to use?
3. What does it take to get a job?
4. How does one fill out a job application?
5. How does one prepare for a job interview?

	Acquisition (Should Be Unit Specific)
	(Formerly 'Student Learning Objectives') and should be written as a numbered list in 'SWBAT' Format *Students will be able to…* 1. Learn the parts of a check and how to correctly write it 2. Compare and contrast different methods of payment 3. Calculate a budget for various personal goals/activities 4. Prepare for and practice the interview process 5. Correctly complete a standard job application
Stage 2 - Evidence	
Evaluative Criteria	**Summative Assessment Evidence**
● For the finance activities: a rubric will be used to evaluate the main concepts taught and synchronous time will be used to reteach if necessary. Common errors will be reviewed and discussed during synchronous time.	SUMMATIVE PERFORMANCE TASK(S): 1. Check writing assessment 2. Methods of Payment activity 3. Calculating a budget activity 4. Student Interview activity 5. Job Application Assessment
	OTHER EVIDENCE: ● Weekly performance in class ● Formative Assessments: Schoology Quizzes, Quizlet, Interactive Nearpod Lessons with immediate feedback for students, Kahoot, Project Rubric
Stage 3 – Learning Plan	
Summary of Key Learning Events & Instruction	
● Cash, Credit, Debit, Check, and eTenders Assessment ● How to write a check activity ● Mock Interview activity ● Designing and staying within a budget ● Filling out a Job application ● Digital citizenship will be reinforced based on the guidelines taught during advisory.	
Stage 4 – Resources	
List of Unit/Module Resources	
● All resources will be created by teacher	

Unit: Financial Management
Topic: Ultimate Vacation Budget
Objective(s): ● Students will be able to plan a vacation while following the constraints of a budget.
Materials: *Students will need:* ● Internet access ● A computer or iPad
Activity: 1. Students will plan their ultimate vacation while following certain constraints set by the teacher. See project directions below.
Assessment: ● Students will put together a presentation that contains all of the aspects of their vacation planning. See rubric and directions below.

The Ultimate Vacation

You are going to plan a vacation for you and your best friend! You may choose to take your best friend anywhere in the world! Personally, traveling is one of my favorite things to do and while it is a lot of fun it is also a lot of work. Before jumping into a plane and flying somewhere fabulous you must plan your itinerary and budget your trip.

Below are your parameters for planning this trip:

- Budget and time:
    - $4,000 for 2 weeks (for out of the country)
    - $3,000 for 2 weeks (in USA)
    - $2,000 for 1 week (for out of the country)
    - $1,500 for 1 week (in USA)
    - $800 for a 3 day weekend
- Location: you must choose to go somewhere outside of Downingtown- staying at home is not an option. I realize you are not old enough to travel alone yet, but let's plan this trip as if you are!
- Transportation: Car, airplane, train, bus, or any combination
    - Google Flights and Expedia are great for finding flights
    - Megabus and Flixbus are two of the cheapest bus companies
- Lodging: Hotel, Air B&B, or Hostel
    - Hotels: a simple Google search will pull up lots of hotel options for your area
    - Air B&B: airbnb.com
    - Hostels: hostelworld.com (often for hostels you must pay per person, keep that in mind if you book one)
- Duration: 14 days, 1 week, or 3 day weekend (choose actual 2021 or 2022 calendar days; you pick the month/time of year to travel, pretend as though it is safe to travel anywhere)
- Food: You may eat out for every single meal or plan ahead and bring food with you. *Tip: I always stay at a place that has a complimentary breakfast. I also bring granola bars and snacks with me for lunch. This way I only have to buy one meal out each day. I do recommend eating some meals out though, one of the best parts about traveling is trying the local food!

When you are choosing the big ticket items, don't forget to save and budget money for the following things:

- Souvenirs
- Sightseeing
- Tourist Attractions
- Gas Money (if traveling by car)

As you plan your trip, create a detailed itinerary for each day and a spreadsheet or table that displays how much money you are spending on each ticket or item that you are purchasing. It is

recommended that you spend roughly ⅓ of your budget on travel, ⅓ on lodging, and ⅓ on everything else. For your spreadsheet or table, use the example below as a guideline. Remember: you may not use some of the options I included on it, it is just a guideline that can be adjusted.

Budgeting for Transportation	Cost	Quantity	Total
Airplane		2 tickets	
Car			
Train		2 tickets	
Bus		2 tickets	
Sub Total (how much did you spend in this category):			

*Depending on the type of trip you plan you may need to use more than one mode of transportation.

Lodging	Cost per Night	Number of Nights	Total
Option 1: Hotel			
Option 2: Air B&B			
Option 3: Hostel			
Sub Total (how much did you spend in this category):			

*Depending on the type of trip you plan you may need to stay in more than one place please add up the total for all places that you are staying in. You may also stay in a combination of lodging options (i.e. a hotel for 2 nights and an Air B&B for 5 nights).

Other	Cost	Number of Tickets (if applicable)	Total
Food (estimate $15/meal/person)			
Souvenirs			
Sightseeing			

Miscellaneous			

*You choose how much to allot for each item in this category. You must allot some money in the miscellaneous category, you never know what you might want to do at the last minute! For example, when I was in Switzerland, I decided at the last minute to go paragliding through the alps! I was able to afford this because I had miscellaneous money budgeted.

Starting Budget	
Total Travel	
Total Lodging	
Total Food/Souvenirs/Sightseeing/Miscellaneous	
Remaining Budget	

In addition to the itinerary and the tables above, you must answer the following questions in complete sentences. These questions will be posted on Schoology like an assessment.

- Where are you going and why?
- When are you going (dates)?
- What activities will you partake in, once you get there?
- Which lodging did you choose and why?
- For the climate you are traveling to, what are three items you will need to pack?

Once you have planned your trip you must compile all of your information into a presentation format such as Google Slides (or any other presentation format of your choice). I have built a project template for you, you are welcome to use it or create your own it's up to you! You may work on this project by yourself or with a partner.

Project Template: Ultimate Vacation Project Template

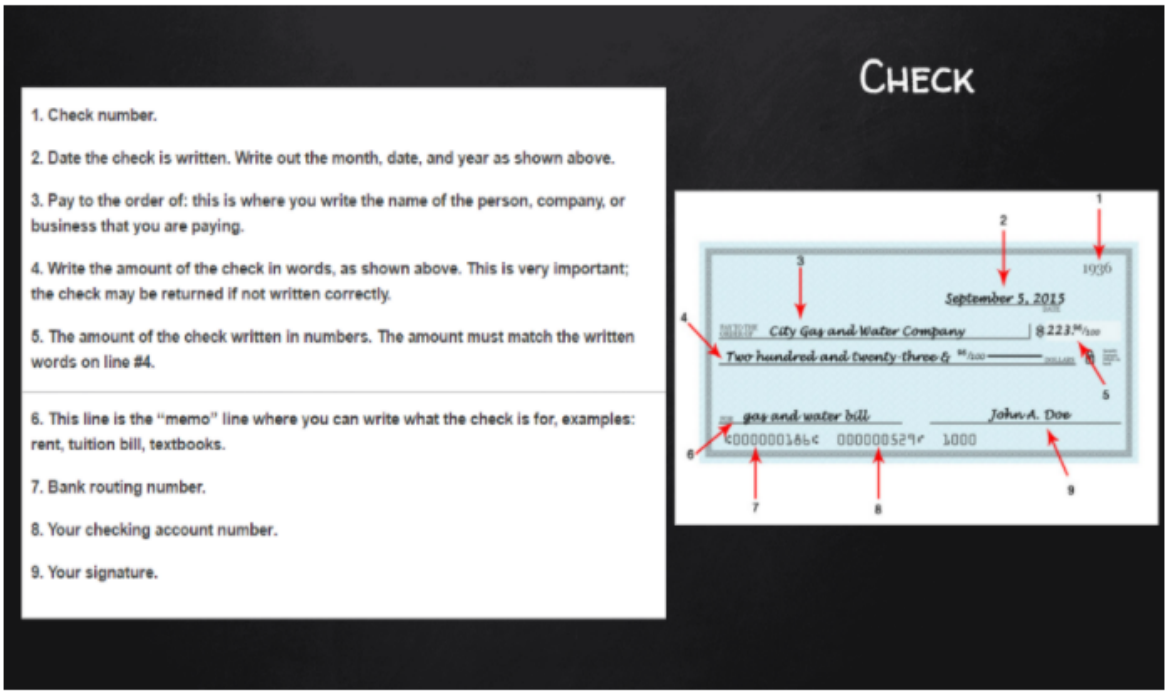
Good luck and happy planning!

Criteria	Grading Scale			
Itinerary Includes an outline format of days you will be traveling, and all activities you will plan to do when you are on vacation	15 Excellent	12 Good	10 Satisfactory	5 Needs Improvement
Budget You stayed within the budget and listed out all the items you wish to spend money on during the trip	15 Excellent	12 Good	10 Satisfactory	5 Needs Improvement
Lodging You have selected one or a combination of hotels, Air BnB's and/or Hostels to stay at	15 Excellent	12 Good	10 Satisfactory	5 Needs Improvement
Location Chose place to travel outside Downingtown, PA	5 Excellent		1 Needs Improvement	

Total pts: 50

Check Writing Assessment

Checks are not a widely used method to pay for goods and services anymore. However, even though they are not used often, it's still helpful to know how to fill them out. Review the slide below from the Parts of a Check screencast. Open the attached PDF of a blank check in Notability. Write a check to reimburse a friend for buying you lunch because you forgot to bring money. You spent $10.00 on lunch. When finished, upload your check for a grade.



Posted Mon Jan 31, 2022 at 12:13 pm

blank check.pdf 20 KB | VIEW

Methods of Payment Assessment

/4

Question 1

Match the method of payment with the appropriate definition.
Put responses in the correct input to answer the question. Select a response, navigate to the desired input and insert the response. Responses can be selected and inserted using the space bar, enter key, left mouse button or touchpad. Responses can also be moved by dragging with a mouse.

A. Debit Card
B. Credit card
C. Cash
D. Check

1. A piece of paper that must be filled out with your name, the amount number, the date, and a signature that when cashed will come directly out of your bank account.
2. A combination of papers and coins that are used to pay for items.
3. A card that borrows money from a bank to make a purchase that must be paid back at a later date.
4. A card that takes money directly out of your bank account to pay for items.

Question 2

/3

Match the method of payment with the appropriate definition.
Put responses in the correct input to answer the question. Select a response, navigate to the desired input and insert the response. Responses can be selected and inserted using the space bar, enter key, left mouse button or touchpad. Responses can also be moved by dragging with a mouse.

A. Virtual Banking
B. Venmo
C. Apple Pay

1. Keeps your credit and debit card information on your phone or watch so you can use it without actually carrying a card.
2. Allows you to manage your bank accounts online.
3. Allows you to transfer money for free to other individuals

Question 3

/1

Which of the following forms of payment does NOT keep a record of spending?

A. Debit Card
B. Cash
C. Credit Card
D. Check

Question 4

/1

Which of the following forms of payment does NOT come directly out of your account?

A. Credit Card
B. Debit Card
C. Check
D. Venmo

Question 5

/1

Apple Pay can be used with both debit and credit cards.

A. True
B. False

Job Application Assessment

It's time to fill out a job application! Filling out a job application for your first job is a bit overwhelming so it's good to practice before. Attached is a copy of the job application for my fictional restaurant. Download the application in Notability or through another program or app that enables you to edit a PDF. Your job is to fill it out with the hopes that you'll be hired, good luck!

Posted Mon Jan 31, 2022 at 12:13 pm

Criteria	Grading Scale			
Completed Job Application You filled out all of the areas that you are capable of completing with this being "first job."	15 Excellent	10 Good	5 Needs Improvement	0 Missing

Total pts: 15

Job Interview Rubric

Criteria	Grading Scale		
Question 1 "Why do you want to work here?"	5 Excellent	3 Good	1 Needs Improvement
Question 2 "How long were you at your last job?"	5 Excellent	3 Good	1 Needs Improvement
Question 3 "When are you available?"	5 Excellent	3 Good	1 Needs Improvement
Question 4 "Would you prefer full-time if a position were available?"	5 Excellent	3 Good	1 Needs Improvement
Question 5 "Describe your pace."	5 Excellent	3 Good	1 Needs Improvement
Question 6 "What are you looking for in your next job?"	5 Excellent	3 Good	1 Needs Improvement
Question 7 "How do you handle stress/pressure?"	5 Excellent	3 Good	1 Needs Improvement
Question 8 "Talk about a situation in which you failed."	5 Excellent	3 Good	1 Needs Improvement
Question 9 "How do you deal with unhappy clients/customers?"	5 Excellent	3 Good	1 Needs Improvement
Question 10 "What are your questions for me?"	5 Excellent	3 Good	1 Needs Improvement

Total pts: 50

Unit/Module # 4 Title: Time Management and Organization

Duration of Unit/Module: 4.5 Weeks / 1 synchronous meeting per week

Standards Based Performance Task Assessment Window: N/A

Unit/Module Summary: In the Time Management and Organization Unit, students will focus on learning skills to help identify an effective time management system for themselves, creating a weekly planner, and organizing a digital and physical space.

Stage 1 Desired Results

ESTABLISHED GOALS
(List Standards Here)

PA State FCS Standards

PA 11.2.6.D Identify the concepts and principles used in planning space for activities

National FCS Standards

11.2.6.B Deduce the importance of time management skills (e.g. home, school, recreational activities).

Transfer Goal (Pulled Directly From Course Level)

(Formerly 'Unit Concepts')
Students will be able to independently use their learning to…

- Identify and choose a time management system that works for each student
- Plan a daily or weekly schedule in advance that can include: school, homework, sports, extra curricular activities, and free time
- Organize a problematic space at home to become more efficient
- Organize a digital space

Meaning (Pulled Directly From Course Level)

OVERARCHING UNDERSTANDINGS *(Formerly 'Big Ideas')* *Students will understand that…*	OVERARCHING ESSENTIAL QUESTIONS (Formerly 'Essential Questions')
• Time management is crucial to helping keep school and personal lives on track • Staying organized in certain areas of life (school, friends, family, activities) will benefit them long term	1. How will effective time management keep your school and personal life organized? 2. Why is organization important to become more efficient?

Acquisition (Should Be Unit Specific)

	(Formerly 'Student Learning Objectives') and should be written as a numbered list in 'SWBAT' Format *Students will be able to…* ● Use a planner to map out daily and weekly activities ● Design and implement an organization system for a specific space
Stage 2 - Evidence	
Evaluative Criteria	**Summative Assessment Evidence**
● For the time management and organization activities: a rubric will be used to evaluate the main concepts taught and synchronous time will be used to reteach if necessary. Common errors will be reviewed and discussed in synchronous time.	SUMMATIVE PERFORMANCE TASK(S): 1. Time management planning activity 2. Organization project
	OTHER EVIDENCE: ● Daily performance in class ● Formative Assessments: Quizlet, Interactive Nearpod Lessons with immediate feedback for students, Kahoot, Project Rubric
Stage 3 – Learning Plan	
Summary of Key Learning Events & Instruction	
● Personal Day Planner activity ● Mapping out school assignments activity ● Digital organization activity ● Organization project ● Digital citizenship will be reinforced based on the guidelines taught during advisory.	
Stage 4 – Resources	
List of Unit/Module Resources	
● All resources will be created by teacher	

Unit: Time Management & Organization
Topic: Using Planners
Objective(s): ● Students will be able to fill out either a monthly, weekly, or daily planner to help manage their time most efficiently.
Materials: *Students will need:* ● An electronic device with internet access ● Either a printer or digital tool that allows them to edit a document
Activity: 1. Students will watch the video about setting up a planner created by the instructor. https://www.youtube.com/watch?v=yUC3NcDU14Y&t=13s 2. Students will determine which style planner, monthly, weekly, or daily, is the most beneficial for them using the video as a guideline.
Assessment: ● Students will fill out a monthly, weekly, or daily planner. Students may use their own planners, create their own, or download one from online.

Planner Directions and Rubric

Your Task

- Once you choose your planner, grab a pen or pencil. Read the following carefully:
  - If you choose to fill in a **daily planner**, you'll fill in a whole day of your choosing (it doesn't have to be today, it could be tomorrow or a day next week as long as it's a week day), complete with different times you will work on assignments for various classes, practicing sports or hobbies, and other activities.
  - If you choose a **weekly planner**, you'll fill in an entire week of your choosing (it doesn't have to be this week, it could be next)
  - If you choose a **monthly planner**, you'll fill in activities for the entire month of October

The activities that you include can be any or all of the following:

- School Assignments and due dates
- Sports games or practice
- Personal/family/friend obligations
- To-do list
- Hobbies or craft time

Once you finish, take a picture or screenshot of your planner and upload it to the week four assignment box.

Posted Wed Aug 18, 2021 at 10:59 am

Criteria	Grading Scale			
Filling Out Planner Planner/Organizer includes student obligations such as school work, designated time to complete it, blocked out time for hobbies or crafts, and other tasks/ goals needed to be completed on a weekly, daily, or monthly basis.	15 Excellent	12 Good	10 Satisfactory	5 Needs Improvement
Neatness and Organization Student"s planner is legible and laid out well to help them function	5 Excellent	4 Good	3 Satisfactory	2 Needs Improvement

Total pts: 20

Organization Project Rubric

It's time for you to finish and turn in your organization project! If you haven't organized your room/large space yet it's time to get organizing! Once you have finished you will put together a presentation displaying your work.

Attached are both the project directions and a Google Slides template. Please read the directions carefully. Good luck!

Posted Mon Nov 1, 2021 at 12:03 pm

Criteria	Grading Scale				
Chose a Room or Large Space to Organize	10 Excellent	8 Good	7 Satisfactory	5 Needs Improvement	0 Missing
Developed and Organization Plan	10 Excellent	8 Good	7 Satisfactory	5 Needs Improvement	0 Missing
Date and Time to Organize	5 Excellent	3 Good	2 Satisfactory	1 Needs Improvement	0 Missing
Before Picture & Caption	15 Excellent	12 Good	11 Satisfactory	7 Needs Improvement	0 Missing
During Picture & Caption	15 Excellent	12 Good	11 Satisfactory	7 Needs Improvement	0 Missing
After Picture & Caption	15 Excellent	12 Good	11 Satisfactory	7 Needs Improvement	0 Missing
Reflection Two paragraphs answer all questions	25 Excellent	20 Good	18 Satisfactory	12 Needs Improvement	0 Missing
Family Evaluation	5 Excellent	3 Good	2 Satisfactory	1 Needs Improvement	0 Missing

Total pts: 100

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Molly Girafalco

EDUCATION

Millersville University, Millersville, PA – *Bachelor of Science - Early Childhood Education*
August 2010 - May 2014, Millersville, PA
Certified in Family & Consumer Science, K-12
Certified in Early Childhood Education, K-4

EXPERIENCE

Lionville Middle School/Downingtown East High School, Downingtown, PA – *Family & Consumer Science Teacher*

August 2017 - PRESENT

- Collaborates with colleagues to create innovative, engaging, and rigorous lessons that adhere to district curricula.
- Review, track, and modify instruction for students with Individualized Education Plans and 504 plans.
- Review and rewrite curricula based on district needs.
- Implements technology in the classroom through the use of iPads and computers
- Participates in activities outside of the classroom to positively engage with students in a variety of settings.
- Ski club advisor

Post Oak Middle School, Spotsylvania, VA – *Family & Consumer Science Teacher*

August 2015 - June 2017

- Collaborates with colleagues to create innovative, engaging, and rigorous lessons that adhere to state standards.
- Offers support to economically disadvantaged students.
- Provide mentorship by fostering meaningful relationships with students to help deliver emotional support in order for students to become academically and socially successful.
- Review, track, and tailor instruction to students with Individualized Educational Plans and 504 plans.
- After seeing the need, created a bully prevention and support group.
- Volunteer Girls track and field coach

Avon Grove Charter School, West Grove, PA – *4th Grade Long-term Substitute*

October 2014 - November 2014

- Prepared and executed daily lesson plans using a wide variety of teaching strategies while following the curricula.
- Reviewed and tracked Individualized Education Plans and 504 plans.
- Implemented technology in the classroom setting through the use of a Smartboard and Chromebooks.