**Family and Consumer Sciences Unit Plan**

**Course: Virginia Teacher’s for Tomorrow I Unit: I.**

***Experiencing Learning—Awareness and Reflection***

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| **Stage 1: Desired Results** |
| **Established Goals:***(Task/Competency; SOL Correlation; National Standards; Industry Certification; DI – Respectful Tasks)*Experiencing Learning—Awareness and Reflection

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| **VBCPS** | **Task/Competency** |
| **3.007** | Identify own strengths and areas for improvement as learners. |
| **3.008** | Identify and evaluate different learning styles. |
| **3.009** | Evaluate self as individual, learner, and community member. |
| **3.010** | Work cooperatively with others. |
| **3.011** | Understand factors contributing to self-esteem. |
| **3.012** | Analyze own diversity. |
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| **Understandings/Learning Targets** | **Essential Questions** |
|  **Students will understand that…..*** they are individuals with unique backgrounds.
* people learn differently.
* there are benefits to working collaboratively.
* many factors affect self-esteem
 | 1. *What is the connection between self-esteem and academic achievement?*
2. *How does diversity affect teaching and learning?*
3. *Who are we as a classroom community, as individuals, and as group members?*
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| **“Students will know….”** * 1. the difference between earned and global self-esteem.
	2. how self-esteem can be misinterpreted and misused.
	3. many different aspects of their classmates’ lives.
 | **“Students will be able to…”*** recognize and nurture positive self-esteem.
* recognize and combat self-esteem fraud.
* recognize themselves and others as diverse individuals.
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| **How will students demonstrate their understanding? (F/S)*** Realizing My Own Power Essay & Presentation (S)
* Reflection (F)
* Class discussion and sharing (F)
* Test on Self-Esteem (S)
* Portfolio Set Up (F)
* Blog Posts (S)
 | **Differentiation*** Kinesthetic
* Artistic
* Visual
* Auditory
* Linguistic
* Interpersonal
* Intrapersonal
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| **Specially Designed Instruction/Meeting Accommodations****IEP/504** |
| **Block** | **Action Taken** |
| **2B** | **No Accommodations** |

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| **Scope and Sequence of Learning Activities** | **Materials Needed** |
| **Day 1: Sept. 21, 2015**1. **Dual Enrollment Registration**
2. Students will register with Richard Bland College for Dual Enrollment credits.
3. **Presentations/Assignments to turn in: Realizing My Powers**
4. Students will share 1 of their success from their essay, explaining how that success has shaped them into the person they are today.
5. **Dr. Purkey’s Self-Concept Theory**
6. Students will read and discuss.
7. **Self-Esteem Fraud**
8. Distribute handout “The Self-Esteem Fraud” and index card.
9. Students are to read the handout and pick a “snippet” to bring to class for discussion next class.
	* 1. Record the snippet on one side of an index card.
		2. On the opposite side of the index card, record your reaction:
10. Interpretation
11. It’s significance
12. Anything else you think is important.
13. **Exit Ticket:**

**Day 2: September 23, 2015*** + - 1. **“The Self-Esteem Fraud”**
1. Students will share their snippet and their reactions.
2. The class will discuss and record in a T-chart the effective uses and outcomes of positive self-esteem and the ineffective and negative outcomes of low/negative self-esteem.
	* + 1. **Test on Self-Esteem**
3. Students will complete a test on self-esteem for a summative grade.

**Day 3: September 25, 2015**1. **Theme 1 Wrap Up**
2. Debrief on Self-Esteem
3. Students will participate in a class discussion about the role self-esteem plays in education.
4. **Portfolio Set Up**
5. Distribute and review Portfolio expectation.
6. Students will set up portfolio.
7. Students will provide web address of portfolio so that Mrs. Frierman can link to portfolio on class website.
8. Students will complete first 2 blog posts:
9. Blog post 1: What have you learned about yourself in the first few classes? Why do you think these self-discovery exercises were important? How do you think they will help you as you move forward in the class?
10. Blog post 2: What role does self-esteem play in education? What do educators have to be careful of when addressing matters of self-esteem or considering self-esteem and its role in their classroom?
 | Daily Flip ChartLaptopsMy Powers EssaySelf-Concept HandoutSelf-Esteem Fraud HandoutIndex cardDaily Flip ChartSelf-Esteem Fraud snippets/Index CardsT-ChartSelf-Esteem TextDaily Flip ChartLaptops |

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| **21st Century Learning Look Fors (Critical Thinking, Innovation, Problem Solving, Collaboration)** |
| * **Students successfully grapple with higher-order questions asked by teacher.**
* **Students articulate meaningful responses to “so what” (what if, why) questions.**
* **Students generate higher-level questions.**
* **Students engage in authentic learning activities and/or create authentic work.**
* **Students defend positions with justification based on factual evidence and data.**
* **Students recognize and pose problems inherent in a given situation.**
* **Students adapt learned knowledge to more complex/ambiguous situations.**
* **Students use and explain the right method of thinking (reasoning, decision making, problem solving, making judgments).**
* **Students evaluate and communicate their own thinking.**
* **Students make connections and predictions using prior knowledge.**
* **Students select, create, use and communicate effectiveness of a variety of tools, such as graphic organizers.**
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**Teacher Reflection:**