

**Davison Community Schools**  
**ADVISORY CURRICULUM COUNCIL**  
*Phase I/II, April 1, 2014*

<b>Course – Teen Survival 1</b>	
<b>Course Essential Questions (from Phase I report):</b> <ol style="list-style-type: none"> <li>1. Do I understand what to do in a first aid emergency?</li> <li>2. How will working with a budget and using mental math make me a better consumer?</li> <li>3. How will learning how to sew benefit me in the future?</li> <li>4. Will I be able to safely prepare a nutritional meal?</li> <li>5. Will I understand what employers are looking for in a good employee?</li> </ol>	
<b>Phase II Curriculum</b>	
<b>Unit: First Aid</b>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What are the proper reactions to a first aid emergency?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Constructive initial reactions are essential in a first aid emergency.</li> <li>2. Getting professional help to the first aid scene is significant to the victim's recovery/survival.</li> <li>3. Unconscious victims need to be evaluated for breathing, circulation and evidence of choking.</li> <li>4. Fractures, burns, or open wounds need to be properly treated to promote a positive recovery for a victim.</li> </ol>
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	
<i>National Standards for Family and Consumer Sciences Education</i> <i>Area of Study 10.0 Hospitality, Tourism, and Recreation</i> <b>10.2 Demonstrate procedures applied to safety and first aid security.</b>	
<b>LEARNING TARGETS</b>	
<b>Knowledge/Content</b> <b>I Know ...</b>	<b>Skills/Processes</b> <b>I Can ...</b>
<ol style="list-style-type: none"> <li>1. The "Chain of Survival"</li> <li>2. The 3 "C's" of First Aid</li> <li>3. The ABC's of First Aid</li> <li>4. Anatomical Splint Ties</li> <li>5. Wound Wraps and Pressure Points</li> <li>6. First, second and third degree burn treatments</li> </ol>	<ol style="list-style-type: none"> <li>1. Address the scene of a first aid emergency with <ul style="list-style-type: none"> <li>• Citizen Response</li> <li>• Call 911</li> <li>• First Responder Care</li> </ul> </li> <li>2. Respond to a first aid emergency while considering the 3 "C's" of First Aid <ul style="list-style-type: none"> <li>• Check the Area for Safety</li> <li>• Call 911</li> <li>• Care for the victim</li> </ul> </li> <li>3. Help and unconscious person by using the ABC's of First Aid</li> </ol>

	<ul style="list-style-type: none"> <li>• Check the Airway</li> <li>• Check for Breathing</li> <li>• Check for Circulation</li> </ul> <ol style="list-style-type: none"> <li>4. Tie an anatomical splint</li> <li>5. Wrap a wound and apply pressure at appropriate pressure points to treat an injury.</li> <li>6. Treat a burn with the appropriate procedures               <ul style="list-style-type: none"> <li>• First Degree – apply cool cloth or ice</li> <li>• Second Degree – apply cool cloth or ice and elevate above the heart</li> <li>• Third Degree - Cover with clean dressing and call 911. Give cool sips of water.</li> </ul> </li> </ol>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit: Consumer Education</b>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How will comparison shopping help me select the most suitable products for my lifestyle and needs?</li> <li>2. How will estimating savings while shopping help me with money management?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Productive money management for individuals requires compare and contrast of items based on product quality and price.</li> <li>2. Mental math practices provide skills necessary to estimate costs when a consumer is in the marketplace.</li> </ol>
<b>Curriculum Standards- DOK noted where applicable with Standards</b> <i>National Standards for Family and Consumer Sciences Education</i> <i>Area of Study 3.0 Consumer Services</i> <b>3.3 Analyze factors in developing a financial management plan.</b>	
<b>LEARNING TARGETS</b>	
<b>Knowledge/Content</b> <b>I Know ...</b> <ol style="list-style-type: none"> <li>1. Comparison shopping is an essential part of being a good consumer.</li> <li>2. Estimation of savings when shopping can better prepare me when out in the marketplace.</li> </ol>	<b>Skills/Processes</b> <b>I Can ...</b> <ol style="list-style-type: none"> <li>1. Compare products in the marketplace for quality and cost.</li> <li>2. Make a cost effective consumer decision based on a product's quality</li> <li>3. Find 10% of a price and convert it to larger savings amounts, for example 30%, 60%, etc.</li> </ol>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<b>Phase V Learning Plan</b>	

<b>Unit: Sewing</b>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How will learning hand stitching help me with daily living skills?</li> <li>2. How will using a sewing machine help me with daily living skills?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Using hand sewing equipment requires safety procedures while repairing and constructing hand sewn items.</li> <li>2. Use of a sewing machine requires knowledge of machine parts and how to safely use them.</li> <li>3. Pattern use while sewing offers a guide to sewing procedures.</li> <li>4. Reading strategies are essential for completion of procedures outlined in the pattern directions.</li> </ol>
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	
<b>National Standards for Family and Consumer Sciences Education</b> <b>Area of Study 16.0 Textiles, Fashion, and Apparel</b> <b>16.2 Evaluate fiber and textile products, and materials.</b> <b>16.4 Demonstrate skills needed to produce, alter, and repair fashion apparel and textile products.</b>	
<b>LEARNING TARGETS</b>	
<b>Knowledge/Content</b> <b>I Know ...</b>	<b>Skills/Processes</b> <b>I Can ...</b>
<ol style="list-style-type: none"> <li>1. Safety practices when using hand tools</li> <li>2. There are multiple stitches used when repairing and constructing hand stitched projects.</li> <li>3. Different tools aid in the construction of many hand stitched projects.</li> <li>4. Parts of the sewing machine that are important to know for the construction of any project.</li> <li>5. Pattern symbols and markings are important as a project is cut out.</li> <li>6. Reading and understanding sewing terms and directions are essential to project construction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a pair of scissors safely when sewing</li> <li>2. Use a sewing needle and straight pins safely</li> <li>3. Use a seam ripper safely</li> <li>4. Secure a stitch that has been sewn</li> <li>5. Sew a patch on with a Whipstitch</li> <li>6. Sew a button on</li> <li>7. Join 2 pieces of fabric together using a backstitch.</li> <li>8. Safely operate an iron without getting burnt or hurt.</li> <li>9. Use an iron to "fuse" together a project before it is sewn.</li> <li>10. Thread a sewing machine and bobbin correctly</li> <li>11. Use a reverse button to secure sewing work</li> <li>12. Sew projects with a 5/8" stitch</li> <li>13. Identify notches</li> <li>14. Cut a pattern out on the cutting line</li> <li>15. Measure a grain line on a pattern with</li> </ol>

	<p>the grain of the fabric</p> <p>16. Pin fabric together in preparation for sewing, matching notches and edges, i.e. (pattern symbols.)</p> <p>17. Construct sewing projects according to pattern directions and vocabulary.</p>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
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<b>Unit: Foods</b>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What are proper and safe ways to prepare food?</li> <li>2. How does reading and understanding cooking vocabulary play a part in recipe success?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Food safety and sanitation procedures are a daily component of food preparation in any setting.</li> <li>2. Vocabulary and communication of cooking procedures through the use of video clips, demonstrations, and reading strategies are used to reinforce content to audience.</li> </ol>
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	

***National Standards for Family and Consumer Sciences Education***

***Area of Study 8.0 Food Production and Services***

**8.2 Demonstrate food safety and sanitation procedures.**

**8.5 Demonstrate food preparation methods and techniques to produce a variety of food products.**

**LEARNING TARGETS**

<b>Knowledge/Content I Know ...</b>	<b>Skills/Processes I Can ...</b>
<ol style="list-style-type: none"> <li>1. Food preparation requires personal hygiene.</li> <li>2. Surfaces and utensils used in cooking should be cleaned before starting any food preparation.</li> <li>3. Cross contamination is a factor that can cause many different food borne illnesses.</li> <li>4. Foods stored at incorrect temperatures can cause many different food borne illnesses.</li> <li>5. Understanding procedures and vocabulary are essential to the success of a recipe.</li> <li>6. Measuring accurately is a key factor in preparing a desired cooked/baked product.</li> <li>7. Equipment identification is an essential part in the successful completion of a recipe.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work in a cooking lab by restraining my hair, wearing an apron, and washing my hands frequently when preparing food.</li> <li>2. Prepare washing sinks/counters for food preparation before preparing food.</li> <li>3. Sanitize surfaces after cutting meats to guard against food borne illnesses.</li> <li>4. Identify if food has been in the "danger zone" of food preparation temperatures for too long of a time that may encourage food borne illnesses.</li> <li>5. Store foods in proper containers and temperatures settings to prevent food borne illnesses.</li> <li>6. Use different reading strategies to understand the procedures when preparing recipes.</li> <li>7. Identify cooking procedures by the use of new vocabulary when cooking.</li> <li>8. Measure food accurately using measuring cups and measuring spoons.</li> <li>9. Prepare food on top of the stove as well as in the oven.</li> <li>10. Identify the correct tools and pans in the kitchen to complete a recipe.</li> </ol>

Phase III Textbook/Materials	
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Unit: Job Skills	
<b>Essential Questions:</b> 1. What skills are employers looking for in a part time employee?	<b>Essential Understanding:</b> 1. Today's jobs require an employee to have many positive personal attributes and skills for the modern workplace.
<b>Curriculum Standards- DOK noted where applicable with Standards</b> <i>National Standards for Family and Consumer Sciences Education</i> <i>Area of Study 1.0 Career, Community and Family Connections</i> 1.2 Demonstrates transferable and employability skills in school, community and workplace settings.	
LEARNING TARGETS	
Knowledge/Content I Know ...	Skills/Processes I Can ...
1. Employees need to possess positive qualities and initiative to acquire a job. 2. Jobs require appropriate dress for the job's specifications.	1. Demonstrate how to interview for a job 2. Correctly complete a job application 3. Identify the qualities of a successful employee such as punctuality, job initiative, and personal drive. 4. Describe components of appropriate dress for different job descriptions.
Phase III Textbook/Materials	

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Phase V Learning Plan	



**Davison Community Schools**  
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*Phase I /II, April 1, 2014*

<b>Course: Teen Survival 2</b>	
<b>Course Essential Questions (from Phase I report):</b> How can we use sewing to enhance our lives? How can knowing how to cook make me a more productive person?	
<b>Phase II Curriculum</b>	
<b>Unit 1 : Sewing</b>	
<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How will reading and interpreting a pattern and fabric layouts help me to understand the importance of comprehending directions later in life?</li> <li>2. What are some different functions of the sewing machine?</li> </ol>	<b>Essential Understanding:</b> <ol style="list-style-type: none"> <li>1. Common reading strategies and vocabulary review will help a student understand the procedures used to construct a sewing project.</li> <li>2. Sewing machines offer many options to create many different projects including zipper installment, stretch stitching and topstitching features.</li> </ol>
<b>Curriculum Standards- DOK noted where applicable with Standards</b>	
<i>National Standards for Family and Consumer Sciences Education</i> <i>Area of Study 16.0 Textiles, Fashion, and Apparel</i> <b>16.2 Evaluate fiber and textile products, and materials.</b> <b>16.3 Demonstrate fashion, apparel, and textile design skills.</b> <b>16.4 Demonstrate skills needed to produce, alter, and repair fashion apparel and textile products.</b>	
<b>LEARNING TARGETS</b>	
<b>Knowledge/Content</b> <b>I Know ...</b>	<b>Skills/Processes</b> <b>I Can ...</b>
<ul style="list-style-type: none"> <li>• Reading and understanding pattern directions help me organize my tasks as I work on a project.</li> <li>• Guide sheets include not only reading the steps, but understanding the sewing vocabulary.</li> <li>• Measuring accurately is a key factor in sewing a successful project.</li> <li>• Different fabrics require different stitch types.</li> <li>• Sewing machines allow the user to create a wider variety of projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify each section on a guide sheet that applies to a specific sewing project.</li> <li>• Find each pattern piece that is included in sewing a specific project.</li> <li>• Mark appropriate sizes and symbols on a pattern as it pertains to a specific project.</li> <li>• Create a project based on the understanding of sewing vocabulary.</li> <li>• Measure and cut pattern pieces accurately.</li> <li>• Sew a project that requires different types of stitching such as basting, stretch stitches, reinforcement stitches and topstitching.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a project that requires a zipper to be installed.</li> </ul>
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## Unit 2 : Foods

### Essential Questions:

1. How will learning about food contamination prevent it from actually happening?
2. What types of new tools will be used?
3. How will understanding the chemistry of food help determine a recipes success?
4. How will understanding animal muscle use help determine how to cook different meat cuts?

### Essential Understanding:

1. Food contamination can always be prevented with knowledge prior to the preparation of any food.
2. Knife use in the kitchen is commonplace. Safety when using them is essential.
3. Kitchen tools such as rolling pins, pastry blenders and others baking tools are common tools used in more advanced recipes.
4. Ingredients perform different functions when used in different recipes.
5. Cooking procedures such as broiling, pan frying, sautéing etc. vary from meat cut to meat cut.

### Curriculum Standards- DOK noted where applicable with Standards

#### *National Standards for Family and Consumer Sciences Education*

#### *Area of Study 8.0 Food Production and Services*

**8.2 Demonstrate food safety and sanitation procedures.**

**8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.**

**8.5 Demonstrate food preparation methods and techniques to produce a variety of food products.**

## LEARNING TARGETS

### Knowledge/Content

#### I Know ...

1. Food borne illnesses can strike as quick as 4 hours after ingestion of a contaminated food.
2. Food borne illnesses can cause flu-like symptoms, even death in some situations.
3. Kitchen lab cleaning procedures to prevent food borne illnesses.
4. Knife safety for using different types of knives.
5. Kitchen tools can have very specific uses.
6. Functions of different baking ingredients.
7. Different meat cuts require different

### Skills/Processes

#### I Can ...

1. Prevent food borne illnesses by practicing proper kitchen sanitation and safety procedures.
2. Identify different food poisoners and identify the risks to those who ingest them.
3. Use a knife safely when chopping, dicing, and slicing different foods.
4. Use a pastry blender and rolling pin when preparing baked goods.
5. Identify the functions of baking ingredients in baked items such as flour, sugar, leaveners, liquids, eggs, salt and fats.
6. Identify retail meat cuts from wholesale meat cuts.
7. Prepare different meat cuts using appropriate cooking methods for maximum palatability such as braising, broiling, marinating, pan frying etc.

types of cooking in relation to the toughness and tenderness of the cut.	
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