



# GEORGIA MIDDLE SCHOOL

Instructional Resources  
CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

## FAMILY & CONSUMER SCIENCES

**COURSE:** Family and Consumer Sciences

**UNIT 1:** Family, Community and Leadership

### INTRODUCTION

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**Annotation:**

This unit broadens the students understanding of teamwork, leadership, and the responsibilities of community members. The Our Community Project will help the students learn about community laws, needs, and wants.

**Grade(s):**

<input type="checkbox"/>	6 <sup>th</sup>
<input checked="" type="checkbox"/>	7 <sup>th</sup>
<input type="checkbox"/>	8 <sup>th</sup>

**Time:**

Five to seven 50 minute periods

**Author:**

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**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

## FOCUS STANDARDS

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### GPS Focus Standards:

- FACS6-FCGL1-** Students will demonstrate teamwork, leadership skills, and knowledge to become leaders in the family, workplace, and community.
- Identify the elements of an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
  - Discuss community and civic responsibilities, volunteerism, volunteer management and recognition, and social services.
  - Analyze the characteristics of persons who are valued leaders and citizens in the community.
  - Develop a project that demonstrates leadership skills.

### GPS Academic Standards:

- M7P1** Students will solve problems (using appropriate technology).
- M7P3** Students will communicate mathematically.
- M7P4** Students will make connections among mathematical ideas and to other disciplines.
- M7P5** Students will represent mathematics in multiple ways.

## UNDERSTANDING & GOALS

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### Enduring Understandings:

Students will realize the impact of positive teamwork and leadership skills and their importance in society.

### Essential Questions:

- What makes a good citizen?
- How should an individual serve their community?
- How can you positively contribute to your family, workplace and community?
- What are my community and civic responsibilities?

### Knowledge from this Unit:

Students will be able to:

- Outline traits of a good citizen
- Define teamwork.
- Identify characteristics of a team player and good leader.
- Analyze characteristics of people who are valued leaders and citizens in the community.

### Skills from this Unit:

Student will be able to:

- Develop a city plan.
- Identify positive role models with their school and community.
- Develop a project that demonstrates leadership skills.
- Identify the elements of an environment that encourages and respects the ideas, perspectives, and contribution of all group members.

## ASSESSMENTS

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### Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☒ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing and commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

### Assessment(s) Title:

- **Building Our Community Project**
- **Building Our Community Paper**

### Assessment(s) Description/Directions:

- Find within the Lessons

# LESSON PLANS

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## • INTRODUCTION

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### 1. Identify the Standards. Standards should be posted in the classroom for each lesson.

- FACS6-FCGL1-** Students will demonstrate teamwork, leadership skills, and knowledge to become leaders in the family, workplace, and community.
- a) Identify the elements of an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
  - b) Discuss community and civic responsibilities, volunteerism, volunteer management and recognition, and social services.
  - c) Analyze the characteristics of persons who are valued leaders and citizens in the community.
  - d) Develop a project that demonstrates leadership skills.

### 2. Review Essential Questions.

- What makes a good citizen?
- How should an individual serve their community?
- How can you positively contribute to your family, workplace and community?
- What are my community and civic responsibilities?

### 3. Identify and review the unit vocabulary.

**Citizen**

**Rights**

**Needs**

**Citizenship**

**Responsibility**

**Wants**

**Community**

**Privileges**

## • LESSON 1 | OUR COMMUNITY

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\*Use **Our Community PowerPoint** to help teach this lesson. All activities are included in PowerPoint.

Have students complete the document, **Our Community Study Guide**, while working through the **Our Community PowerPoint**.

Create groups for the Building Our Community Project and have them sit accordingly, as they will be completing prep work for the project. All worksheets completed during PowerPoint are needed for the final project.

Introduction: The teacher should choose a student to receive the "Citizenship" Award. After you give out the award discuss why that particular student received the award. This discussion can lead back to the definition found on slide 3. Then continue with PowerPoint.

- **Needs vs. Wants Worksheet**
- **Our Community Laws Brainstorm Worksheet**
- **Laws of Your Community Worksheet**

Invite a Guest Speaker to come to the class to discuss City Planning. (Optional)

## • LESSON 2 | BUILDING OUR COMMUNITY

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\*Use **Building Our Community PowerPoint** to help students work through project, all activities are included in the PowerPoint.

### Day1

- **Need to use Needs vs. Wants Worksheet** from Lesson 1
- **Building Our Community Guidelines**
- **Building Our Community Rubric**
- **Building Our Community Individual Evaluation Rubric**

### Day 2

- **Final Needs vs. Wants Worksheet**
- Graph Paper
- Rulers

### Day 3 & 4

Each group is going to need:

A piece of foam board (I use old pieces & cover with bulletin board paper could be green or white).

- Copies of Nets:
  - Rectangle Prism Net
  - Cube Prism Net
  - Square Pyramid Net

Other building supplies – see materials and equipment for a list of suggested items.

#### Day 5

- **Our Community Laws Brainstorm Worksheet** from lesson 1
- 8" X 11" poster paper

#### Day 6

- **Building Our Community Paper Rubric**
- Computer Lab

#### Day 7

- Class presentations
- Building Our Community Paper Due

### **Attachments for Learning Experiences:**

<b>Our Community</b>	<b>Building Your Community Project</b>	<b>Assessments</b>
<b><u>Our Community PowerPoint</u></b>	<b><u>Building your Community PowerPoint</u></b>	<b><u>Building Our Community Guidelines</u></b>
<b><u>Needs vs. Wants Worksheet</u></b>	<b><u>Final Needs vs. Wants Worksheet</u></b>	<b><u>Building Our Community Rubric</u></b>
<b><u>Our Community Laws Brainstorm Worksheet</u></b>	<b><u>Rectangle Prism</u></b>	<b><u>Building Our Community Individual Evaluation Rubric</u></b>
<b><u>Laws of Your Community Worksheet</u></b>	<b><u>Cube Prism</u></b>	<b><u>Building Our Community Paper Rubric</u></b>
	<b><u>Pyramid Prism</u></b>	

### **Notes & Reflections:**

- The PowerPoint is made to guide the teacher easily through the Unit.
- Extra Project Ideas could include:
  - Community Scenarios that they students have to work out. Example – a tornado hit what would get rebuilt first? What is the most important to handle first?
  - Make a Brochure for new community members.

## UNIT RESOURCES

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### Web Resources:

- Prism - <http://www.korthalsaltes.com/>

### Materials & Equipment:

Computer

Projector

Construction Paper

Glue

Tape

Scissors

Markers

Crayons

Small Cars

Small Planes

Rulers

8" X 11" White Paper

### What 21st Century Technology was used in this unit?

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		