



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

FAMILY & CONSUMER SCIENCES

COURSE: Family and Consumer Sciences

UNIT 1: Family, Community and Leadership

INTRODUCTION

Annotation:

This unit directs students in the study of their community and how it might be improved. The City Designer Project will give students the opportunity to use their teamwork and leadership skills.

Grade(s):

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

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

GPS Focus Standards:

- FACS8-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 people who are valued leaders and citizens in the community.
 - Develop a project that demonstrates leadership skills.

GPS Academic Standards:

- M8G1** Students will understand and apply the properties of parallel and perpendicular lines and understand the meaning of congruence.
- M8P1** Students will solve problems (using appropriate technology).
- M8P3** Students will communicate mathematically.
- M8P4** Students will make connections among mathematical ideas and to other disciplines.

UNDERSTANDING & GOALS

Enduring Understandings:

- Positive teamwork and leadership skills are important to members of society.

Essential Questions:

- What makes a good leader?
- What roles do you play in your family?
- How does your personality tell others who you are?
- Parliamentary Procedure and why do I need to understand the process?

Knowledge from this Unit:

The student will be able to:

- Identify characteristics of a team player and good leader.
- Analyze characteristics of people who are valued leaders and citizens in the community
- Identify different roles within the family and their importance.

Skills from this Unit:

The student will be able to:

- Identify the elements of an environment that encourages and respects the ideas, perspectives, and contribution of all group members.
- Identify positive role models with their school and community.
- Hold a meeting using the correct Parliamentary Procedure



ASSESSMENTS

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:

Final Journal Entry Form

City Council Meeting Rubric

Assessment(s) Description/Directions:

-Directions listed in the assessments

Attachments for Assessment(s):

LESSON PLANS

• INTRODUCTION

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

FACS8-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 people 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 leader?
- What roles do you play in your family?
- How does your personality tell others who you are?
- Parliamentary Procedure and why do I need to understand the process?

3. Identify and review the unit vocabulary.

Parliamentary Procedure

Call to Order

Agenda

Voting

Motion

Adjournment

• LESSON 1 | LOOKING AT YOURSELF

Day 1 – 3: Parliamentary Procedure

*Use **Parliamentary Procedure PowerPoint** to help teach this lesson. All activities are included in PowerPoint.

Introduction

Welcome students to class. Tell the students you have a very important task for them to complete in the next 5 minutes (this activity is timed). Tell the students to listen carefully as you are only going to repeat the rules once. Say to the students “I am going to order lunch for everyone today (pretend) I need you to create a list of what everyone would like. The list needs to be on one sheet of paper and everyone must order from the same drive-thru restaurant. The list to be very specific to what everyone wants.”

Don’t repeat any rules and don’t jump in and help them get organized. At the end of the five minutes collect the list and see how they did. Talk to them about the organization of making the decisions. Is there another way that would have made the process a lot easier? This is where you introduce Parliamentary Procedure.

Have students fill out **Parliamentary Procedure Study Guide** while working through **Parliamentary Procedure PowerPoint**.

The following activities are found in the PowerPoint:

Order of Business Flow Chart (slide 5-6)
Types of Motion Bubble Map (slide 7-9)
‘Parlipro’ Pyramid Worksheet (slide 15-16)

• LESSON 2 | CITY DESIGNER ACTIVITY

Day 4-6: City Designer Activity

Introduction

Inform students that they are going to design a community using skills they have learned in math this past year. After they are complete with the activity they will come together as a class and hold a formal city council meeting using the Parliamentary Procedure to approve the city plan.

Day 4: Design City

City Designer Project Handout gives all the directions for the project. You may have to review the math terms before students start on project. All students’ maps are going to turn out the same. If you wanted to add more technology to your class you could have the students create their maps in PowerPoint.

Day 5: Finish City Design & Review

- Students will finish city design and then review how to hold a meeting using the parliamentary procedure. Review the agenda and have students write an agenda for tomorrow’s meeting. You will also have to choose or elect a chairperson and secretary.
- You may want to use the *Sample Agenda* for a guideline.

Day 6: Hold Final City Council Meeting

- Teacher will need to have copies of **Secretary Minutes, Sample Agenda** or the agenda the class made the day before. Choose two responsible students and give one of them the Topic of New Business Cards and explain that they will bring up this topic once we get to new business. Someone will need to make a motion, second, discussion, and vote of topic.
- When students have adjourned the meeting they will complete *the* **Final Journal Entry Worksheet** as their assessment on this unit.

Attachments for Learning Experiences:

Parliamentary Procedure	City Designer Activity	City Council Meeting
Parliamentary Procedure Study Guide	City Designer Project	Topics of New Business
Parliamentary Procedure PowerPoint	City Designer Example	Sample Agenda
Order of Business Flow Chart	Assessments	Secretary Minutes
Types of Motion Bubble Map	Final Journal Entry Form	City Council Individual Evaluation Rubric
Parliamentary Procedure Pyramid Worksheet	City Council Meeting Rubric	

Notes & Reflections:

- PowerPoints are made to guide the teacher easily through the Unit.

UNIT RESOURCES

Web Resources:

- www.rulesonline.com
- www.ilovemath.org

Materials & Equipment:

Computer	Projector	White Drawing Paper
Crayons / Color Pencils	Rulers	

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		