

Chapter Eight

In What Ways Can We Create a Unit Outline?

A course outline and overview consist of a sequence of manageable units. The next step is to elaborate the unit topics creating what are called unit plans. A unit plan may be for a number of days or weeks. It provides more detail in terms of what topics and the types of learning and assessment activities for each lesson. But it is broad in scope and lacks the details of individual lesson plans. It outlines what will be taught, the scope, and sequence or order in which they will be taught. Units are planned with a specific school and class in mind as these contextual factors may influence the manner in which the content is approached, for example, the time allotted to each class will determine how much can be accomplished in one lesson.

The objectives for a unit plan are broad and are sometimes called terminal objectives, in other words, they spell out what you want students to know or be able to do by the end of the unit. All the lessons in the unit should contribute to attaining the terminal objectives and the terminal objectives should contribute to the broad general understandings that you want students to take away from the course.

Only the most major learning experiences are included in the unit plan. Unit plans also include resources, such as teacher references and sources of possible teaching materials and suggestions for assessment.

Unit plans typically end with a test or culminating project or performance activity that gives students the opportunity to demonstrate what they have learned. If you are following the backward planning model of Wiggins and McTighe (1998), then this is where you would start.

In a traditional planning process the unit usually ends with a test, which may be a pencil and paper test on recall of the important content covered in the unit or a practical project that demonstrates the understandings and skills covered in the unit (e.g., preparing a food product, constructing a textile item, writing a report) or a combination of both.

A theme-based unit may be similar but the questions on the test would stress application of knowledge rather than recall (e.g., deconstructing a recipe, suggesting textile fibres and fabrics for specific applications and defending their choice, analysis of a case study) and the test might be open-book or take home as the goal is not memorization of facts and figures but applying knowledge and skills to everyday life. The practical project would be related to the theme and students would have some choice in the way they demonstrate their learning.

If there is a pencil and paper test in an enduring question/practical reasoning unit, then the questions would be such that students demonstrate their ability to think critically. They might be required analyze an issue, or to suggest possible ways to address a problem identifying the consequences and pros and cons of each, or to identify opposing viewpoints and the reasons and values behind each.

Approaches to Unit Planning

Unit planning will vary depending on what approach was used in course planning. See Figure 8-1 for examples of the differences in unit plans depending on which of the three approaches is used. Note that these are not arbitrary categories and teachers may find that even though they use basically a traditional approach they sometimes include activities that involve critical thinking, media analysis, and so on. However, ideally home economics unit plans should be working toward the Enduring Question/Practical Reasoning Approach.

	Traditional Concept or Product Based Approach	Theme Based Approach	Enduring Questions or Practical Reasoning Approach
Objectives (by the end of this unit students will be able to..)	<ul style="list-style-type: none"> tend to focus on the knowledge/skills acquired in the unit <p>Examples:</p> <ul style="list-style-type: none"> use a sewing machine and serger to make a garment with knitted fabric explain fetal growth and development describe the various methods of combining ingredients for quickbreads 	<ul style="list-style-type: none"> tend to focus on applying the knowledge/skills acquired to the theme <p>Examples:</p> <ul style="list-style-type: none"> determine the best stitch to use on knitted fabric to extend the life of the garment (<i>environmental sustainability theme</i>) outline a prenatal plan that will maximize fetal health (<i>healthy lifestyle theme</i>) create quickbread products with increased nutritional value (<i>healthy eating theme</i>) 	<ul style="list-style-type: none"> tend to focus on students' ability to solve problems, to think critically, about a real-world problem related to the topic <p>Examples:</p> <ul style="list-style-type: none"> investigate the pros and cons of home sewing and make recommendations for when it is appropriate (enduring question: <i>Should we buy or make our own clothing?</i>) outline the factors that should guide parent behaviour after conception and provide a rationale for their choices (enduring question: <i>What should be the responsibilities of parents?</i>) investigate the advantages and disadvantage of having quickbreads for breakfast (enduring question: <i>In what ways can I provide food for myself?</i>)
Types of teaching/learning activities	<ul style="list-style-type: none"> teacher lecture, questioning, note taking use of textbook and worksheets teacher demonstrations with students reproducing what was demonstrated 	<p>In addition to those used in the traditional approach:</p> <ul style="list-style-type: none"> group projects product and projects where students have some choice cooperative learning activities such as the jig-saw station lessons experiments 	<ul style="list-style-type: none"> teacher formulates an overall question to guide students investigations of the topic teacher and students develop sub-questions inquiry and problem based activities around authentic, challenging tasks that connect them to the real world students become problem solvers and critical thinkers. They become food/textile scientists, historians, investigative reporters, researchers,

			product developers and testers, etc.
Types of Assessment Activities	<ul style="list-style-type: none"> • worksheets • lab and project checklist evaluations • paper and pencil tests that emphasize recall 	<ul style="list-style-type: none"> • journal writing related to the theme • lab and project rubrics developed by the teacher • paper and pencil tests that emphasize application of knowledge 	<ul style="list-style-type: none"> • reflective journal writing • portfolios • rubrics developed with students to evaluate culminating project/event

Figure 8-1. Three Approaches to Unit Planning

Once you have determined the “destination” you will need to think about how you will get to the “destination” and how many days it will take.

Wiggins and McTighe (1998), use the acronym WHERE as a guide for unit design:

- W – where are we headed** – students should know the “destination”, the specifics for the final test or culminating project or performance activity or how they will demonstrate what they have learned
- H – hook the students** – provide an engaging, provocative entry to the unit, e.g. a mystery or problem to solve, use “weird facts”, a comic with a controversial message, a video clip, or a current event, decision, or issue that has different viewpoints, etc.
- E – explore and enable/equip** – carefully shape learning activities so they focus on the final goals of the unit
- R – reflect and rethink** – require students to constantly use and rethink the concepts, skills, points of view and theories they have been learning
- E – exhibit and evaluate** – make sure that the final assessment is appropriate for the objective of the unit (e.g., if you want students to think critically about nutrition then you wouldn’t have a test on nutrients and their function; if you want them to problem solve in textiles then your assessment might involve a “what would you do if...” format; if you want students to be able to identify different points of view and underlying values, then your assessment might be to write an opposing viewpoints article for the school newspaper, etc.).

Unit plans provide a daily overview and are developed in advance to allow time to invite guest speakers, book field trips, to book computer labs, to order materials, and so on. Unit plans also allow you to organize the learning activities around the context of your teaching situation, for example, the length of classes, holidays, Professional Development Days, and so on.

Lesson plans evolve from the unit plan.

Unit Planning Template

A typical unit planning template for home economics looks like this:

Name of Course _____ Grade Level _____

Objectives of the Unit

Related Learning Outcomes (from Ministry Mandated Documents)

Final Test Or Culminating Project Or Performance Activity

UNIT OVERVIEW

LESSON TOPIC	OBJECTIVES (SWBAT)	TEACHING ACTIVITIES/ LEARNING EXPERIENCES	MATERIALS/ RESOURCES	ASSESSMENT/ EVALUATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Examples of Unit Plans**Name of Course:** Foods**Grade Level:** 8**Topic:** Food Safety**Objectives the Unit (Students Will Be Able To - SWBAT)**

- describe potential sources of food contamination
- without reminders, apply the 30-second rule for washing hands, tie back hair, put on apron, sanitize work surfaces
- identify situations where cross-contamination can occur and use appropriate prevention methods
- consistently wash dishes using appropriate techniques
- without reminders, use appropriate clean-up procedures

Related Learning Outcomes:

A1 – identify sources of food contamination and demonstrate appropriate measures, including

- washing hands
- sanitizing work surfaces
- cross-contamination prevention
- proper dishwashing
- clean-up procedures

Final Test Or Culminating Project Or Performance Activity

Become a “health inspector” and analyze either pictures or videos of unsafe food preparation practices.

UNIT OVERVIEW – FOOD STUDIES

LESSON TOPIC	OBJECTIVES (SWBAT)	TEACHING ACTIVITIES/ LEARNING EXPERIENCES	MATERIALS/ RESOURCES	ASSESSMENT/ EVALUATION
1 Introduction of Food Safety Unit	• demonstrate an understanding about food safety and the principles and practices that will help keep food safe.	•KWL: (Know Wonder Learn) •Food safety mind map. • Video: <i>You Can FightBAC!™ For Food Safety</i> video. •Placemat to debrief Video.	-KWL Charts -poster paper -marker -Video: <i>You Can FightBAC! For Food Safety</i> -Placemat reproducible -Learning Log self-assessment reproducible	KWL- completion of first two columns Placemat activity Learning Log self-assessment
2 Sources of food Contamination	• identify potential sources of food contamination	•“Perils at the Picnic” and “Cracking the Case”. • Rewrite the picnic scenario as the “perfect picnic”	-student copies of “Perils at the Picnic” pg 30- 31 http://www.canfightg/cpcfse/en/_pdf/BAC44.pdf	“Cracking the Case” response sheet pg 31 Rewrite: The Perfect Picnic Learning Log self-assessment
3 Cross-	• describe cross	• lecturette what is cross-	-access to kitchen	Peer Assessment Form

contamination prevention	contamination and how to prevent it	contamination, where does it occur and how to prevent it. • Students skits illustrating “cross-contamination” with audience “stop” action for discussion	supplies to use for props	for group presentation Learning log self-assessment
4. Washing Hands & Dishes	• demonstrate proper hand, dish washing, and sanitizing work surfaces	<ul style="list-style-type: none"> • student handwashing activity from <i>FightBAC!</i>TM • sorting dishes and utensils in the order they should be washed • teacher demo 7 basic steps in washing dishes • Youtube (how to: wash utensils, clean food from dishes, organize when washing dishes etc.) www.youtube.com/watch?v=FpeCFVLegpg&feature=related 	<ul style="list-style-type: none"> - p. 12 http://www.canfightg/cpcfse/en/pdf/BA44.pdf -vegetable oil, cinnamon -elastics to tie back -aprons -sanitization materials: hand soap, dish soap, surface cleaner, dishcloth - envelopes of cut-out illustrations or words for sorting -access to internet (Youtube videos) 	-Observation checklist
5 Safety procedures	•demonstrate appropriate clean-up and safety procedures	• In groups, assign students to create a 2 minute video to explain a safe procedure (e.g., how to clean up spills, broken glass, sweeping, laundry, opening oven, etc)	<ul style="list-style-type: none"> - list of safety procedures -video camera and access to computer lab -Student self assessment for projects rubric 	<ul style="list-style-type: none"> -Student self-assessment rubric -Peer Assessment Form
7 Unit wrap-up	•identify sources of food contamination and appropriate preventative measures	<ul style="list-style-type: none"> • viewing and peer assessment of videos • “test” – become a health inspector - analyze a picture or a video that contains many unsafe procedures – identify the problems and how it can be rectified 	<ul style="list-style-type: none"> -projector - “test” pictures or videos 	<ul style="list-style-type: none"> - “test” - On-going observation checklist by self, peer and teacher during labs

Name of Course Textile Studies Grade Level 10**Objectives of the Unit (Students Will Be Able To - SWBAT)**

- demonstrate their understanding of sewing with knits by constructing a t-shirt
- describe labour issues related to textile production

Related Learning Outcomes (from Ministry Mandated Documents)

A1 demonstrate safe use of tools and equipment needed to produce textile items

A3 identify parts of the sewing machine and/or serger and their functions, and apply the basics

of operation

A4 select and use the appropriate type of pressing equipment for a specific task

A5 manage time and resources in the classroom

B2 construct and repair garment and textile items using construction basics

C2 use various embellishment techniques

D2 describe conditions under which clothing and textiles are produced

Final Test Or Culminating Project Or Performance Activity

“Sweat-free” T-Shirt Fashion Show (in class or for a wider audience)

UNIT OVERVIEW – Textile Studies

LESSON TOPIC	OBJECTIVES (SWBAT)	TEACHING ACTIVITIES/ LEARNING EXPERIENCES	MATERIALS/ RESOURCES	ASSESSMENT/ EVALUATION
1. Introduction to T-shirt Project	<ul style="list-style-type: none"> • determine suitable fabric for making a T-Shirt • determine their size for a specific pattern • make simple modifications to a basic pattern (lengthen, shorten body, sleeves; change neck line) • become aware of the main countries producing T-Shirts 	<ul style="list-style-type: none"> • Introduce T-shirt project and optional extra marks for stencilling • Outline Time Management • Discuss and demonstrate T-shirt Sizes and style/size pattern alterations • lecturette- fabric selection, how to identify a knit, determine stretch %, identify fibre content, environmental factors related to various fibres & production • Where do your T-shirts come from? mapping activity 	<ul style="list-style-type: none"> -T-Shirt Evaluation Rubric -T-Shirt time management record sheet - samples of knitted fabric - T-Shirt Pattern - map of the world, push pins, yarn for bulletin board recording of Where did your T-shirt come from? 	<ul style="list-style-type: none"> -T-Shirt time management sheet - exit slip or journal reflection on mapping activity
2. T-shirt layout and cut-out	<ul style="list-style-type: none"> • layout and cut out T-Shirt Pattern on knitted fabric 	<ul style="list-style-type: none"> • Explain Determining the Cost of this T-Shirt Assignment • Demonstrate laying out and cutting out pattern pieces 	<ul style="list-style-type: none"> • layout bulletin board display •Determining the Cost of this T-Shirt Record Sheet 	<ul style="list-style-type: none"> - peer assessment - teacher assessment (before cutting out) -T-Shirt time management sheet
3. T-shirt shoulder seams and	<ul style="list-style-type: none"> • stabilize, sew and seam finish shoulder seams 	<ul style="list-style-type: none"> • Demonstrate sewing T-shirt shoulder seams, neck binding and application to 	<ul style="list-style-type: none"> • neck binding • samples 	<ul style="list-style-type: none"> -T-Shirt time management sheet - T-Shirt evaluation

neck binding	<ul style="list-style-type: none"> • correctly apply neck binding 	neckline. <ul style="list-style-type: none"> • Review proper serger operation 		rubric
4. T-Shirt sleeves and side seams	<ul style="list-style-type: none"> • attach sleeves (shirt style) • sew and seam finish side seams 	<ul style="list-style-type: none"> • Demonstrate sleeve attachment and side seams 	<ul style="list-style-type: none"> • samples 	-T-Shirt time management sheet - T-Shirt evaluation rubric
5. Hemming and Stencilling	<ul style="list-style-type: none"> • machine stitch hems • use stencilling processes to embellish a garment 	<ul style="list-style-type: none"> • Demonstrate hems & pressing • Demonstrate stencilling • Show examples of how T-Shirt graphics have been used to express social justice issues 	<ul style="list-style-type: none"> • samples • How to stencil hand-out • stencilling brushes, stencils, fabric paint • u-tube "how to videos" • powerpoint of T-Shirt graphics 	-T-Shirt time management sheet - T-Shirt evaluation rubric
6. Finish T-Shirt and Cost Calculation	<ul style="list-style-type: none"> • determine the cost of a home made garment and compare to manufactured 	<ul style="list-style-type: none"> • Complete T-Shirt (clip threads, press, and prepare for handing in) • Use time management sheets and calculate the cost of the T-Shirt (supplies plus labour) 		-T-Shirt time management sheet - Determining the Cost of this T-Shirt Record Sheet - T-Shirt evaluation rubric
7. Labour Issues related to Textile Production	<ul style="list-style-type: none"> • describe conditions under which clothing and textiles are produced 	<ul style="list-style-type: none"> • Webquest • Sweat free fashion show of their T-Shirts (in class or for a larger audience) 	<ul style="list-style-type: none"> • Assessing the Labour behind the Label Webquest http://bctf.ca/dbsearch.cfm?page=GlobalEdSR 	- write a response to Should Labels include information about labour and environmental impact of production?

Name of Course Family Studies – Families in Society Module**Grade Level** 11/12**Objectives of the Unit – How Should a Family Manage Its Resources?**

- compare and evaluate various financial practices and how they affect family resource management
- devise resource management strategies to address economic challenges facing families
- analyze the impact of individual and family resource-management practices on local and global communities

Related Learning Outcomes (from Ministry Mandated Documents)

D8 demonstrate an awareness of how personal and family values relate to the distribution and use of resources (e.g., time, money, skills)

D9 demonstrate an understanding of a variety of economic, social, and emotional issues and challenges that may affect families

D10 propose and evaluate strategies for taking action on issues and challenges facing families

Final Test Or Culminating Project Or Performance Activity

Create a budget for a particular family (case study).

UNIT OVERVIEW – Family Studies

LESSON TOPIC	OBJECTIVES (SWBAT)	TEACHING ACTIVITIES/ LEARNING EXPERIENCES	MATERIALS/ RESOURCES	ASSESSMENT/ EVALUATION
1. What are family resources?	<ul style="list-style-type: none"> • identify resources that are available to a family • describe how family resources have changed over time 	brainstorming – what are family resources concept clarification human and non human resources historical and modern readings about family life to explore how family resources have changed - give an overview of the unit and discuss culminating project ideas	<ul style="list-style-type: none"> • lesson on natural, capital and human resources http://www.siue.edu/SIPTLibrary/lesson%20plan/readpdf	- learning log
2. In what ways do families manage their economic resources?	<ul style="list-style-type: none"> • describe various ways families manage their money 	<ul style="list-style-type: none"> • design survey questions • conduct a survey • analyze survey 		<ul style="list-style-type: none"> - survey questions - survey analysis and summary
3. In what ways can families manage their economics resources to avoid crisis?	<ul style="list-style-type: none"> • define a budget and the benefits of having a budget 	guest speakers (financial planners, bankruptcy counsellors, bankers, etc)		- learning log

4. What factors affect the financial stability of Canadian families?	<ul style="list-style-type: none"> • identify and determine the consequences of various factors that affect family stability. 	webquest Stats Canada and Vanier Institute for Families	(http://www40.statcan.gc.ca/cst01/famil10a-eng.htm)	
5. What are the options for big family purchases (e.g., homes, cars, vacations, etc.)	<ul style="list-style-type: none"> • explain the pros and cons of buying on credit 	<ul style="list-style-type: none"> calculate the full cost of a mortgage • calculate the full cost of a car loan etc. 	<ul style="list-style-type: none"> • T-chart 	
6. In what ways can families respond to changing financial circumstances	<ul style="list-style-type: none"> • identify various factors that change family finances and outline the options for families 	<ul style="list-style-type: none"> • complete a consequence wheel for different scenarios that change family finances (unemployment, birth of a large inheritance, promotions, retirement, etc.) 	<ul style="list-style-type: none"> • consequence wheel handout • http://www.getsmarteraboutmoney.ca/ 	<ul style="list-style-type: none"> - completion of consequence wheel - learning log
7. In what ways do a family's resource management impact others?	<ul style="list-style-type: none"> • articulate the consequences of western consumer values 	<ul style="list-style-type: none"> determine their ecological footprint Global Morning - group research on specific environmental impacts related to family consumption (e.g., food waste, textile waste, water use of fossil fuels, etc.) and suggest actions that families can take to reduce their impact on the environment 	<ul style="list-style-type: none"> - http://www.royalsaskmuseum.ca/gallery/life_sciences/footprint_mx_2005.swf - http://noimpactproject.org/educators-middle-high-school-environment-curriculum-html/ 	-learning log
8. What actions would you recommend for families concerned about their economic wellbeing and reducing their ecological footprint?	<ul style="list-style-type: none"> - apply their knowledge of resource management 	<ul style="list-style-type: none"> - complete a case study for a particular family where they are assigned the role of sustainability advisor 	<ul style="list-style-type: none"> - case studies 	<ul style="list-style-type: none"> - scoring rubric for case studies

Questions to Guide Unit Planning

1. Does your unit reflect the directions of the current mandated curriculum document (IRP's for British Columbia) for Home Economics?

- In what ways does the unit provide opportunities for students to develop the knowledge, skills, and attitudes that have immediate and future applications in their personal and family lives, as well as in local and global environments?
- What learning outcomes have you addressed?
- Have you used the Suggestions for Planning from the curriculum guide (IRP) in designing your learning activities?
- Have you used the Suggestions for Assessment from the curriculum guide (IRP) in designing your assessment activities?

2. Is this unit worth teaching?

- Why should students learn this?
- Does it present a broad, inclusive view of the topic?
 - In foods and nutrition, have you included a nutritional component, a consumer component, a critical issues component, in addition to covering cookery principles and food preparation?
 - In clothing and textiles, have you included consumer issues, critical thinking activities, global/environmental concerns, as well as practical skills?
 - In family management, have you presented a variety of perspectives on the topic, are the students encouraged to identify issues and concerns surrounding the topic, is there a component that requires students to identify, analyze, critique, the "taken for granted" surrounding this topic?
- Are the activities appropriate, realistic, varied and interesting? Do they foster critical and creative thinking? Do they encourage inquiry and choice?
- Have the students been offered some choice in the way they are to represent their learning in this unit?

3. Are the lessons sequenced appropriately?

- Does the opening lesson set the stage for the unit?
 - Does it create interest and provide a mind set?
- Is there a logic to the order of the lessons?
 - Will students have a sense of where the unit is going?
 - Are the prerequisite knowledge, skills, and attitudes taught at the appropriate times?
- Does the unit build to a conclusion?