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| **Subject:** Careers | **Unit Title:** Using sequencing skills in careers. | **Dates of Instruction:** January 2018 |
| **Unit Overview:** Students will be learning different indoor and outdoor chores which they can use both while at home and at their workplace. Students will learn a variety of skills related to careers such as food service, dish washer, laundromat, janitor, housekeeper, and outdoor maintenance. This unit will familiarize students will safety practices and the most common cause of food related sickness and accidents in the kitchen area. Students will also become familiar with tools and relate it with the areas it can help them with (e.g. Lawn mower is to be used on the grass, snow blower on the snow, mop and vacuum on a floor, knife in a kitchen etc.) These skills are easier to learn and implement if they follow a sequencing pattern. If every skill is broken down to the simplest of steps and these steps are followed, both at home and in school, it will make learning it attainable. These skills can then be implemented into our student's everyday life or workplace. | | |
| **Standards:**  CDOS Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.  CDOS Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.  CDOS Standard 3: Universal Foundation Skills  Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. | | |
| **Vocabulary:** Task, trash, recyclables, debris, surface, tool, routine, sanitary, chore, utensils, leftovers, placemats, gloves, dispose, separate, rake, curb, shovels, lawn, mower, snowblower, shed. | | |
| **H.O.T.Q:** | | |
| *1- Remembering*  What is the definition of sequencing?  Where can you find recipes?  Locate vocabulary words. | *2 – Understanding*  What facts tell us the importance of washing our produce thoroughly before we start preparing them?  Give another example of thawing frozen foods safely. | *3 – Applying*  What would happen if we failed to wash our hands before preparing and eating food?  How does sequencing the steps for setting a table before a meal relate to proper work habits? |
| *4 – Analyzing*  What are other ways to reduce and reuse dishes while preparing a meal and how will that help us while working in the restaurant?  Why do you think accidents occur when working in a kitchen, how to prevent it? | *5 – Evaluating*  What is another way to organize waste in your workplace?  What would you change in order to sequence the separation of laundry when loading the washer? | *6 – Creating*  What would you choose to do with the skills you have learned?  What is your opinion of good and bad work habits? |
| **Learning Targets – I can...** | **Suggested Instructional Activities:** | **Suggested Assessments:** |
| 1. Define sequencing. 2. List vocabulary words. 3. Illustrate the need to read a recipe correctly while preparing a meal. 4. Identify the necessity to wash produce thoroughly. 5. State the importance of thawing frozen foods safely. 6. Recognize the dangers of not washing hands before preparing and eating food. 7. Illustrate the proper way to set a table before a meal. 8. Illustrate the proper way to clear a table after a meal. 9. Use strategies to reduce and reuse dishes while preparing a meal. 10. Distinguish between safe and unsafe ways to clean dishes. 11. Identify items that can be recycled and reused. 12. Organize my waste in proper containers (glass, metal, paper) 13. Identify the proper tools needed to clean my floors (vacuum, broom, mop, 14. Separate my laundry before I put them in the machine. 15. Learn to change my sheets and make my bed. 16. Distinguish between the right and wrong ways of pulling weeds. 17. Differentiate between the correct brooms used outdoors. 18. Compare the essential tools needed to keep the outdoors clean. 19. Analyze the different tools needed during different seasons. 20. Create a list of good work habits for both indoors and outdoors. 21. Apply concepts of chores that are used at home and how they can help us at our job. | * Pictures or collage of people working in different jobs. * Discussions regarding safety and accident prevention in our everyday lives and workplace. * Introduce different cleaning supplies and tools while demonstrating the proper usage of each. * Conduct an experiment with students in which the same food is heated in different types of appliances. Compare the time required, the texture, taste and color of the food. * Develop a sequence of activities to complete each skill. | Self- assessment  Peer-peer assessment |
| **SANDI/Focus Skill:** | | |
| *Level One:*  Looks at or turns toward a familiar person (Re. 1)  Visually follows a familiar person for 5 seconds (Re. 7)  Visually follows object for 5 seconds (Re. 8)  Shows interest in an object for 1 min (Re. 10)  Connects objects with familiar events (Re. 14)  Responds to environmental cues (Re. 15)  Connects spoken words with familiar events (Re. 16)  Turns pages of a book one at a time (Re. 24)  Completes an ABAB puzzle (Re. 28)  Holds and explores an object (Wr. 3)  Picks up small objects (Wr. 6)  Uses hand/eye coordination to place items in a container (Wr. 10)  Follows left to right sequence when writing (Wr. 13)  Recognizes and reacts to familiar sounds (CD. 7)  Responds to simple requests (CD. 16)  Follows 5 one-step directions (SE. 27)  Gives items to people in a group (Ma. 10)  Makes sets of items (Ma. 11)  Orders items according to characteristic (Ma. 13)  Writes numbers in proper sequence (Ma. 21) | *Level Two:*  Matches symbols/pictures to activities (Re. 29) Follows a daily schedule (Re. 30, 78) Re-tells a story (Re. 36) Recites the alphabet (Re. 48. 49) Names letters (Re. 50, 51) Follows instructions to perform actions (Re. 66) Completes/Extends an ABC puzzle (Wr. 28) Sequences picture cards left to right (Wr. 36) Writes/dictates events about things that happened (Wr. 38, 45-47) Performs actions to comply with directions (CD. 38) Takes turns during structured group activity (SE. 35) Completes a set of activities independently using visual cues (SE. 43) Shows 1:1 correspondence using 5 identical sets of real objects (TE.4) Completes a multi-step classroom job (TE. 6) Follows picture/word schedule to complete tasks in a work system (TE. 8) Follows safety rules (TC. 18) Identifies today, yesterday, and tomorrow (Ma. 71) | *Level Three:*  Describes sequence of a text (Re. 79) Sequences pictures to show events of a story including beginning, middle, end Assembles a model with directions (Re. 87) Writes based off story starter (Wr. 48) Writes an opinion piece (Wr. 57) Writes 3 paragraph letter (Wr. 60) Performs actions to comply with directions (CD. 56) Participates in conversations with peers (CD. 57) Recounts events to a peer (CD. 65) Uses if/then to support an argument (CD. 68) Gives multi-step directions to get around location (CD. 75) Gives sequential steps for a task (CD. 80) Identifies personal goal with steps/describes progress made toward a personal goal (SE. 73, 74) Completes a multi-step assembly/packaging routine (TE. 15) Identifies start times of events (Ma. 84) Extends ABAB pattern using symbols (Ma. 86) |