

Middle-level CTE Learning Experience Title: Prototype Toys Educator: Beka Stoll, Valley Central Schools Length of Lesson: 9 days (40 minute periods) Grade Level: 7-8	CTE Area: Family and Consumer Sciences CTE Theme: Problem Solving and Innovation CTE Content: Human Development and Relationships Date Created: 11/14/2018
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PLANNING:

0.002 Tc -0.002 Tw -28.141 -1.217 Td [(f)2.6 (eed)]TJ -0.004 Tc 0.004 Tw 1.826 0 Td [(b)-0.7 (a)-3.3 (c)-4.9 (k)-5.5 (.)]TJ 0 Tc 0

	<hr/> <p>6.0 Family Evaluate the significance of family and its effects on the well-being of individuals and society. 6.1 Analyze the effects of family as a system on individuals and society 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families</p> <p>15.0 Parenting Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families 15.1 Analyze roles and responsibilities of parenting 15.2 Evaluate parenting practices that maximize human growth and development</p>
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NYS Standards	<p>New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level 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 Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings Standards 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p> <p>NYS Learning Standards for Family and Consumer Sciences Intermediate Level Standard 2: Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment</p>
Learning Objectives	<p>Human Development and Relationships Human Growth and Development Across the Lifespan Students will a) Identify the stages of human growth and development across the lifespan b)</p>

		cognitive/intellectual growth, social growth, emotional growth, moral growth, infant, toddler, preschooler, school age adolescent
Materials and Resources	Vocabulary notes presentation Toy evaluation worksheet Used toys Toy flyers Internet access 1:1 technology Toys PowerPoint (Day 1) https://docs.google.com/presentation/d/1P9ivrStn4KxNtlivxbQ9cZuFm2xSIRprGppQrLShfTw/edit?usp=sharing Toys PowerPoint Notes Sheet (Day 1) https://docs.google.com/document/d/17li8v1xG20vPNkDDV_5uKRKFiLkyz5IHWm_MJQ3igGg/edit?usp=sharing Toy Evaluation Worksheet (Day 2) https://docs.google.com/document/d/15MgISdPIM3FJeH_eO20KMjTU90BDvJnKO71DA/edit?usp=sharing Selection of Toys Background Information (Day 3) https://docs.google.com/document/d/1mnXH67HL0K5jKoBXHR1nOOsT249CosGgHbmw/edit?usp=sharing How To Make Simple Toys Using Recycled Materials (Day 4) https://arts.onehowto.com/article/how-to-make-simple-toys-using-recycled-materials-found-at-home-252.html	
INSTRUCTION	What will the teacher do?	

- x Moral
 - x Physical
 - x gender stereotypes
- Teacher poses "look Scenario"

	<p>presentations of their prototype toys to their classmates. Teacher will provide the audience with feedback forms.</p> <p>Teacher will review and organize the class comment forms prior to tomorrow's class.</p> <p>Day 8- Teacher returns feedback forms to student groups</p> <p>Teacher presents a brief direct instruction lesson on the revision step in the design process.</p> <p>Day 9(optional) Teacher arranges for an authentic audience to test the prototype toys, following school district protocols</p> <p>Teacher provides students with a "Ticket Out the Door" reflection: Student will answer one of the following three questions:</p> <ol style="list-style-type: none"> 1. Why is it so important for children to play with age appropriate and developmentally appropriate toys? 2. Explain what makes toys appropriate or inappropriate for different age groups and developmental stages 3. Are these skills that you will use 	<p>x Classmates will analyze the presenters' designs for safety, durability, bias, age appropriateness and developmental - appropriateness Classmates will complete feedback forms following design presentation and hand them into the teacher</p> <p>Day 8:</p> <p>Student groups review their feedback forms. Groups revise their toy designs based on feedback</p> <p>Day 9 Students try out their toys with an authentic audience: children representing various developmental stages.</p> <p>Students complete closure reflections</p>	<p>40 min</p> <p>10min</p> <p>30min</p> <p>30min</p> <p>10min</p>
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	when you select toys for your loved ones? Why or why not?		
Differentiation	<p>The teacher can use differentiation for this lesson to meet the needs of all students in the class. Here are a some examples that are helpful:</p> <ul style="list-style-type: none"> x Group students by shared interest or mixed abilities for assignment x Flyers may be used for students who have difficulty using the internet or who prefer this option x Notes can be printed for students who require this accommodation x Assignment will be broken down in small chunks to lessen frustration x Modify vocabulary words a word bank will be provided for assistance x Students with high achievement may be given more than one age group so they can apply the concepts to children across the developmental stages of childhood x Students will physically create the toys using materials provided 		
Closure	<p>Teacher will close by inviting students to use the lesson to help select toys for loved ones</p> <p>Ticket out the door: Student will answer one of the following three questions:</p> <ol style="list-style-type: none"> 1. Why is it so important for children to play with age appropriate and developmentally appropriate toys? 2. Explain what makes toys appropriate or inappropriate for different age groups/developmental stages 3. Are these skills that you will use when you select toys for your loved ones? Why or why not? 		
ASSESSMENT			
College, Career, and Life Readiness Skills	<p>See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middlelevel-life-career-rubric-database/rubrics</p>		

Performance Measure

Manages Time to Complete Tasks by Deadline
 Sets and Meets Goals

Exemplary

Completes work ahead of schedule by creating a plan to finish early.
 Sets measurable goals and action steps to accomplish them.

Proficient

Completes work on time by using time management skills.
 Defines and meets goals using the strategies.

Developing

Completes work on time with reminders and supervision.
 Defines goals and strategies but has not met goals.

Beginning

Rarely completes work on time; fails to use time management skills.
 Has goals but no strategies to achieve them

	contributions equally by valuing all members' ideas and contributions.	contributes to group's work. Values all members' ideas and contributions.	responsibility of group's work, but ends up completing little of the work by disregarding the input of others.	work; does not share ideas or respect others' ideas.
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Analyzes Critical Information	Thoroughly evaluates the reliability of the source and the information researched using internal and external validation.	Thoroughly evaluates information researched using internal and external validation.	Evaluates information researched but not thoroughly.	Does not evaluate information.
Demonstrates Originality and Inventiveness	Consistently demonstrates creativity in new situations.	Demonstrates creativity in many new situations.	Demonstrates creativity but does not always understand how to express it.	Does not demonstrate creativity.
Maintains Focus to Completion of the Project	Stays focused consistently, prioritizes tasks, recognizes time constraints of projects, and avoids distractions while meeting deadlines.	Develops a timeline for the work to be completed and stays focused throughout the project.	Is occasionally off task in regards to accomplishing the project, thus only a portion of it is completed.	Is often off task and does not complete the project.
Allocates Resources to Meet Needs	Consistently plans in advance how much stock can and should be used to complete a project promptly (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).	Correctly figures how much stock can and should be used to complete a project promptly (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).	Often guesses how much stock should be used to complete a project (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).	Does not understand how much stock can and should be used to complete a project (e.g., portioning meals, making a budget, having correct quantity and type of materials onsite).