

Unit 7: Home Care & Maintenance

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

This unit is about taking care of and maintaining your home.

Transfer

Students will be able to independently use their learning to...

- Identify ways to manage a safe and healthy home environment.
- Explain the process of cleaning and why it is important.
- Demonstrate knowledge of basic laundry care.
- Describe important maintenance needs of a home, including what can be done by a resident and what should be done by a professional.

What kinds of long term, independent accomplishments are desired?

- Students will be able to keep their home environment safe.
- Students will be able to keep their home environment clean and sanitary.
- Students will be able to take care of their own basic laundry needs.
- Students will be able to tend to basic maintenance of their home and know when to call a professional for help.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand...

- How to keep their home as safe as possible from dangers such as fire, poisoning and burglary.
- How to keep the home environment clean and sanitary.
- Basic clothing care and other laundry needs.
- Basic home maintenance and when to call a professional.

What inferences should they make/grasp/realize?

- That keeping their home safe is very important.
- It is necessary to keep their home clean in order to be healthy.
- They are responsible for taking care of their own laundry needs.
- All homes need regular maintenance.

Essential Questions

What types of home dangers do we need to know about?

What is the difference between clean and sanitary?

How do you clean the different areas of your home?

What are different types of cleaning products and what do they do?

How do you make a cleaning schedule?

How do you wash/dry clothing and other things properly?

What do you need to iron and how do you do it correctly?

How do I mend damaged clothing?

What are some basic outdoor maintenance tasks?

What are some basic indoor maintenance tasks?

When do you call a professional for home maintenance?

How do you conserve energy and resources?

Application of Knowledge and Skill

Students will know...

Students will know...

- strategies to make their home as safe as possible.
- procedures to make their home clean and sanitary.
- procedures to take care of clothing and other launderable items.
- essential home maintenance tasks.

What facts and basic concepts should students know and be able to recall?

- There are dangers in every home that can be prevented and avoided with some preparation.
- It is important to keep a clean and sanitary home.
- It is important to maintain clean and neat clothing.
- It is important to maintain your home.

Students will be skilled at...

Students will be skilled at...

- Identifying ways to keep their home safe.
- Providing examples of good home cleaning strategies.
- Explaining how to take care of launderable items.
- Identifying important home maintenance tasks.

What discrete skills and processes should students be able to use?

- Students should be able to identify internal and external dangers to their home and how to prevent dangerous events from occurring.
- Students should be able to demonstrate how to keep various areas of the home clean.
- Students should be able to demonstrate proper laundry cleaning, ironing and mending techniques.

- Students should be able to identify important indoor and outdoor home maintenance tasks.

Academic Vocabulary

SAFETY	CLEANING	CLOTHING/LAUNDRY
SMOKE ALARM	BLEACH	BATH TOWEL
FIRE EXTINGUISHER	SCOURING PAD	HAND TOWEL
EMERGENCY MEDICAL SERVICES (911)	CARPET CLEANER	WASH CLOTH
BURGLAR	DEODORIZER	FITTED SHEET
SCAM ARTIST	DISH WASHING DETERGENT	HANGER
ELECTRICAL OUTLET	SCRUB BRUSH	IRON (NOUN AND VERB)
STOP, DROP, ROLL	STAIN REMOVER	KING, QUEEN, DOUBLE, T
FIRE DEPARTMENT	VACUUM CLEANER	STAIN
GREASE FIRE	DISHWASHER	FLAT SHEET
ELECTRICAL FIRE	DUSTING	WASHABLE
POISONING	WINDOW CLEANER	LAUNDRY DETERGENT
POISON CONTROL CENTER	ALL PURPOSE CLEANER	FABRIC SOFTENER
EMERGENCY ROOM (ER)	BATHROOM CLEANER	WASHER/DRYER
CHEMICALS	DUSTER	BLEACH
CARBON MONOXIDE	AMMONIA	LAUNDRY BASKET
GAS LEAK	DUST PAN AND BRUSH	DRY CLEAN ONLY
SPILLS		DELICATE

Learning Goal 7.A

- Students will be able to identify different types of home safety emergencies and how to prevent them.

HE.K-12.2.1.2	Identify potentially dangerous or threatening activities or situations.
HE.K-12.2.1.3	Identify and use emergency procedures when appropriate.

Target 7.A.9

- Students will be able to identify internal dangers to their home (fire, spills, etc), explain what to do if something occurs and explain how to prevent them.

Target 7.A.10

- Students will be able to identify external dangers (burglars, scam artists, etc), explain what to do if an emergency occurs and indicate how to prevent them.

Target 7.A.11

- Students will be able to identify ways to be safe with poisons and electricity in the home.

Target 7.A.12

- Students will be able to list ways to prevent home emergencies and ways to be proactive before an emergency occurs.

Learning Goal 7.B

- Students will be able to demonstrate understanding of basic principals of cleaning in the home.

HE.K-12.2.1.1

Demonstrate safe responsible health behaviors such as using a tissue, eating nutritionally, and washing hands when appropriate.

SCI.K-12.5.4.1	Recognize tools and their functions (e.g., know that a scale is used to measure weight).
SCI.K-12.5.4.2	Select the most appropriate tool to complete a task.
SCI.K-12.5.4.3	Utilize tools for everyday purposes (e.g., use a thermometer to determine temperature).

Target 7.B.9

- Students will be able to describe sanitary and unsanitary conditions in the home.

Target 7.B.10

- Students will be able to identify various important cleaning tools and supplies.

Target 7.B.11

- Students will be able to identify the proper use of cleaning chemicals (Windex is for windows, etc) and the dangers of mixing chemicals.

Target 7.B.12

- Students will be able to develop a schedule for maintaining the cleanliness of the home and organize cleaning products in the home for ease of access.

Learning Goal 7.C

- Students will be able to demonstrate procedures for appropriate clothing and laundry care.
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|----------------|--|
| SCI.K-12.5.4.1 | Recognize tools and their functions (e.g., know that a scale is used to measure weight). |
| SCI.K-12.5.4.2 | Select the most appropriate tool to complete a task. |
| SCI.K-12.5.4.3 | Utilize tools for everyday purposes (e.g., use a thermometer to determine temperature). |
| SCI.K-12.5.6.1 | Demonstrate the ability to care for personal physical needs. |

Target 7.C.9

- Students will be able to launder basic items of clothing, linens and towels.

Target 7.C.10

- Students will be able to demonstrate the proper storage and organization of clothing, lines and towels.

Target 7.C.11

- Students will demonstrate the proper procedure for pressing and ironing clothing.

Target 7.C.12

- Students will be able to identify clothing that needs mending and describe basic mending techniques.

Learning Goal 7.D

- Students will be able to maintain the safety of their home environment.

HE.K-12.2.1.2 Identify potentially dangerous or threatening activities or situations.

HE.K-12.2.1.3 Identify and use emergency procedures when appropriate.

Target 7.D.9

- Students will be able to describe basic activities of outdoor maintenance.

Target 7.D.10

- Students will be able to describe basic activities of indoor maintenance.

Target 7.D.11

- Students will be able to describe home maintenance situations that should be handled by a professional.

Target 7.D.12

- Students will be able to give examples of conservation of home resources and describe situations which are considered to be major home projects.

Summative Assessment

Link to summative assessment guidelines and tools: <http://www.edudemic.com/summative-and-formative->

- end of semester exam
- end of unit or chapter tests
- essay or report
- oral examination
- participation in lecture, discussion or group work
- performance task with rubric or checklist
- presentation
- projects
- structured observation

21st Century Life and Careers

CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Formative Assessment and Performance Opportunities

Link to formative assessment guidelines and tools: <http://www.edudemic.com/summative-and-formative-assessments/>

<https://www.nwea.org/blog/2016/take-three-55-digital-tools-and-apps-for-formative-assessment-success/>

https://docs.google.com/presentation/d/1nzhdneyMQmio5INT75ITB45rHyLISHEEHZIHTWJRqLmQ/pub?start=false&loop=false&delayms=3000#slide=id.gb49e70aa_370

- do now
- exit ticket
- graphic organizer
- questioning/discussion
- role play
- simulation
- task analysis
- task rubric
- teacher observation
- think-pair-share
- visual representations
- weekly quiz

Differentiation/Enrichment

- 1:1 instruction
- community based instruction
- cueing / prompting
- reinforcement activities
- role playing / simulation
- small group instruction
- visual supports

Unit Resources

- board games
- Book "You're in Charge! Strategies for Success in Life"

- Book: Applying Life Skills
- Book: Building Life Skills
- Book: Take Care of Your Home
- digital presentations/videos
- Let's Talk About Life Skills Vol 1 and 2