

CTSC/Yonkers SMART Start 2021-22

School Name: Palisade Preparatory School

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Name of Project:

Grade: 7th – 12th

Unit #:

Design Date Start: 11/2/2021

Est. Launch Date:

Duration of Project/Unit:

Big Idea: Production/ Consumption

STAGE 1: DESIRED RESULTS

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Food sources have changed due to various changes in society ● Consumer food prices have changed due to the increase of production costs. ● Health risks have increased ● Mass production of food ● Farming technology ● <p>Note: (S.S. teacher Marco not here but we will have him add his ideas from the last session.)</p>	<p>Essential Question(s): (MEANT TO BE SHARED WITH STUDENTS)</p> <p>Math When deciding what business to open, what product/service can add value to a customer's life?</p> <p>How can we become profitable in our business?</p> <p>S.S. How have inflation impacted supply and demand?</p> <p>How has supply and demand affected the price and availability of food/products throughout over the last 5 years?</p> <p>How may a global pandemic impact supply and demand? (before, during and after)</p>
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Established Goals (Standards, Performance Indicators, Learning Goals):
 *choose relevant standards to unit/project plan timing and learning goals; do not need to use all disciplines below.
**** unpack into SWK and SWBAT under identified standards as this will lead to aligned assessment design**
 Standards Unpacking Examples

Science Standards:

HS ESS3-1 Next Generation Science Standards Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity
 Midwest, Drought (1850s)

Social Studies Standards:

(1) History of the United States (3) Geography (4) Economics

Themes: Creation, Expansion and Interaction of Economic Systems (ECO), Geography, Humans, and the Environment (GEO)

Backward Stages: 1. Identify desired results. 2. Determine acceptable evidence. 3. Plan learning experiences and instruction.
 Adapted from Wiggins & McTighe (2005) *Understanding by Design (UbD)*

Mathematics Standards:

CCSS.MATH.CONTENT.7.RP.3

Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

ELA Standards:

Text Type and Purposes Standard 4
 Creative Writing/Historical Narrative

Technology Standards:

NYS CS-7-8.CT. Design, compare and refine algorithms for a specific task or within a program.
 NYS CS-7-8.CT.3 Refine and visualize a data set in order to persuade an audience.

Career and Finances:

NYS FM.2. Review different mediums of exchange and bartering. Explain the history of money.

Links to Standards/Reference Frameworks:

[NGSS](#), [NGSS by DCI](#), [Nat'l C3 SS Framework](#), [NYS K-8 SS Standards](#), [Common Core](#), [ISTE](#), [Learning for Justice Social Justice Standards](#), [CASEL SEL Framework](#), [NYS CS and Digital Fluency](#)

[Unpacking Standards Verbs](#)

Students will know (SWK):	Students will be able to do (SWBAT):
<p>Social Studies</p> <ul style="list-style-type: none"> • How a saloon in the American West operated • How the locations of towns and the saloons within these towns were affected by geography, transportation, and natural resources. <p>Math</p> <ul style="list-style-type: none"> • How to calculate the percent of change when solving problems involving percent increase, percent decrease and markups. • How to use proportional relationships to solve multistep problems involving ratio and 	<p>Social Studies</p> <ul style="list-style-type: none"> • Identify the various types of experiences of the people who frequented saloons in the American Frontier by analyzing primary and secondary sources (law enforcement, outlaws, cowboys, restauraners etc.) • Identify the types of food and beverage items served at saloons in the American Frontier by analyzing secondary sources. • Explain the social importance of the saloon for towns and cities in the American Frontier. <p>Math</p> <ul style="list-style-type: none"> • Convert between precents and decimals. • Solve tax/discount problems by adding,

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STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative:

Goal: *Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.*

- Develop leadership skills and develop confidence.
- Develop skills that translate to the workplace
- Work collaboratively to achieve goals, resolve conflicts, solve problems and respect one another.
- Communicate effectively with their business partners
- Make informed decisions.
- Solve multi-step problems involving tax, gratuity, discounts and fees.
- *Build resiliency to solve problems.(CH)*

Role: *Define the role of the students in the task. State the job of the students for the task.*

Math

- **Surveyors** x# of students will survey family members, building staff about product and services that added value to their life during the pandemic.
- **Researcher:** x# of students will research various start-up businesses that fared well during the pandemic.
- ELA
- Two students will create a slogan
- Three students will create the backstory

Science

Social studies

- Research history (cost of production) and how much it has changed.
- Compare the cost of production of something 50 years ago vs now.
- Research how different professions throughout your time period used the product
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Career and Finances:

- Students will work in groups (teacher designed) to strategically go through each bank offering and decide on the bank that they will choose to conduct business with.
- Students will work in (teacher designed) groups to write out and deposit a check into a assigned checking/ saving account.
- Students will work on balancing a checking book and practice record tracking for business.
- Students will learn how to balance out business product spending vs. profit earnings.

Audience: *Identify the target audience within the context of the scenario.*

- At the end of the project, students are participating in a gallery walk to shop/dine at all business created by their peers. Students are the audience.

Situation: *Set the context of the scenario. Define the narrative.*

Product(s): *Clarify what the students will create and why they will create it.*

- Students will create a menu for their restaurant. They will decide on what type of cuisine they will offer. Why did you choose this cuisine?
- Students will create a catalog for an online clothing store. They will decide what they will sell (men/women clothing, accessories, shoes, etc...)

Essential Questions:

- If you know that there is a fast food restaurant on the same block of the business you plan to open, would you open a fast food restaurant as well?
- When deciding what business to open, what product/service can add value to a customer's life?
- What are ways we can make our business stand out from the rest?