



Family & Consumer Sciences Curriculum

Revised 2016

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MISSION STATEMENT

In an increasingly diverse and ever-changing world, students need to be prepared to adapt to life circumstances. The vision of the Family and Consumer Sciences Program (FCS) is to empower students to effectively manage emerging life issues by applying knowledge and skills while problem solving, analyzing options, and strengthening interpersonal competencies through an interrelated curriculum. The ultimate goal of this program is to help individuals become productive and contributing members of society who are able to achieve self-sufficiency, participate in lifelong learning and adapt to change.

As an integral part of the total family and consumer sciences education program, multicultural education, leadership development, integration and application of academic skills, technology applications, and problem solving will be emphasize in all courses.

The use of current methodology, technology, and equipment will prepare students for real-life experiences while pursuing and exploring their related passions, interests, and talents. Family and Consumer Sciences education applies academic learning to hands-on application and should be an integral part of the education to adulthood.

COMMON CORE STATE STANDARDS

The Common Core State Standards for College and Career Readiness for Speaking and Listening, English Language Arts; Science and Technical Subjects and National Family and Consumer Sciences Education Standards are necessary complements that together define the skills and understandings that all students must demonstrate.

- CCSS.ELA-LITERACY.RST.11-12.2** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- CCSS.ELA-LITERACY.RST.11-12.3** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- CCSS.ELA-LITERACY.RST.11-12.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- CCSS.ELA-LITERACY.RST.11-12.5** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- CCSS.ELA-LITERACY.RST.11-12.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- CCSS.ELA-Literacy.CCRA.SL.2** Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-Literacy.CCRA.SL.4** Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.SL.5** Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCSS.ELA-Literacy.WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.SL.9-10.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.WHST.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

COMMON CORE STATE STANDARDS

- CCSS.ELA-Literacy.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-Literacy.WHST.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-Literacy.WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, an audience.

NATIONAL STANDARDS

These standards were developed by the National Association of State Administrators of Family and Consumer Sciences.

Note: asterisks () indicate which competencies are used for the career and technical education assessments in the areas of culinary and food production, early childhood education and services, nutrition and food production, and textiles and design.*

<p style="text-align: center;">Career, Community and Family Connections (Area of Study 1.0) <i>Integrate multiple life roles and responsibilities in family, work, and community settings.</i></p>
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1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

- 1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.
- 1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics.
- 1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
- 1.1.4 Analyze potential effects of career path decisions on balancing work and family.
- 1.1.5 Define goals for life-long learning and leisure opportunities for all family members.
- 1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

- 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.2 Demonstrate job seeking and job keeping skills.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- *1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
- *1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
- 1.2.8 Demonstrate work ethics and professionalism.

1.3 Evaluate the reciprocal effects of individual and family participation in community activities.

- 1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
- 1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
- 1.3.3 Analyze personal and family assets and skills that provide service to the community.
- 1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.
- 1.3.5 Analyze the effects of public policies, agencies, and institutions on the family.

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- 1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.

Consumer and Family Resources (Area of Study 2.0)

Evaluate management practices related to the human, economic, and environmental resources.

- 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.**
- 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
 - 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
 - 2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.
 - *2.1.4 Apply consumer skills to providing and maintaining clothing.
 - 2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.
 - 2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.
 - 2.1.7 Apply consumer skills to decisions about recreation.
 - 2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.
- 2.2 Analyze the relationship of the environment to family and consumer resources.**
- 2.2.1 Analyze individual and family responsibility in relation to the environmental trends and issues.
 - 2.2.2 Summarize environmental trends and issues affecting families and future generations.
 - 2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
 - 2.2.4 Explain government regulations for conserving natural resources.
- 2.3 Analyze policies that support consumer rights and responsibilities.**
- 2.3.1 Analyze state and federal policies and laws providing consumer protection.
 - 2.3.2 Analyze how policies become laws relating to consumer rights.
 - 2.3.3 Analyze skills used in seeking information to consumer rights.
- 2.4 Evaluate the effects of technology on individual and family resources.**
- 2.4.1 Summarize types of technology that affect family and consumer decision-making.
 - 2.4.2 Analyze how media and technological advances affect family and consumer decisions.
 - 2.4.3 Assess the use of technology and its effect on quality of life.

NATIONAL STANDARDS

2.5 Analyze relationships between the economic system and consumer actions.

- 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
- 2.5.2 Analyze individual and family roles in the economic system.
- 2.5.3 Analyze economic effects of laws and regulations that pertain to consumers and providers of services.
- 2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.

2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

- 2.6.1 Evaluate the need for personal and family financial planning.
- 2.6.2 Apply management principles to individual and family financial practices.
- 2.6.3 Apply management principles to decisions about insurance for individuals and families.
- *2.6.4 Evaluate personal and legal documents related to managing individual and family finances.

Education and Early Childhood (Area of Study 4.0)

Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

4.1 Analyze career paths within early childhood, education & related services.

- *4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
- *4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
- *4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
- 4.1.4 Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.
- *4.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.
- 4.1.6 Analyze the role of professional organizations in education and early childhood.

4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

- *4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- *4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.
- *4.2.3 Analyze cultural and environmental influences when assessing children's development.
- 4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.
- 4.2.5 Analyze strategies that promote children's growth and development.

NATIONAL STANDARDS

4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

- *4.3.1 Analyze a variety of curriculum and instructional models.
- *4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.
- 4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.
- *4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.
- 4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.
- *4.3.6 Establish activities, routines, and transitions.

4.4 Demonstrate a safe and healthy learning environment for children.

- *4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 4.4.2 Apply safe and healthy practices that comply with state regulations.
- *4.4.3 Implement strategies to teach children health, safety, and sanitation habits.
- *4.4.4 Plan safe and healthy meals and snacks.
- *4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
- *4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
- *4.4.7 Demonstrate security and emergency procedures.

4.5 Demonstrate techniques for positive collaborative relationships with children.

- *4.5.1 Apply developmentally appropriate guidelines for behavior.
- *4.5.2 Demonstrate problem-solving skills with children.
- *4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
- *4.5.4 Implement strategies for constructive and supportive interactions between children and families.
- 4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.

4.6 Demonstrate professional practices and standards related to working with children.

- 4.6.1 Utilize opportunities for continuing training and education.
- 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
- 4.6.3 Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.
- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
- 4.6.5 Apply business management skills to planning businesses in early childhood, education, and services.

NATIONAL STANDARDS

Food Production and Services (Area of Study 8.0)

Integrate knowledge, skills, and practices required for careers in food production and services.

8.1 Analyze career paths within the food production and food services industries.

- *8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
- 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
- *8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.
- 8.1.4 Analyze the effects of food production and services occupations on local, state, national, and global economies.
- 8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities.
- 8.1.6 Analyze the role of professional organizations in food production and services.

8.2 Demonstrate food safety and sanitation procedures.

- *8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- *8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid.
- *8.2.3 Use knowledge of systems for documenting, investigating, reporting, and preventing food borne illness.
- 8.2.4 Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illness.
- *8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.
- *8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.
- *8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- *8.2.8 Analyze current types of cleaning materials and sanitizers for proper uses and safety hazards.
- 8.2.9 Use Occupational Safety and Health Administration's (OSHA) Right to Know Law and Materials Safety Data Sheets (MSDS) and explain their requirements in safe handling and storage of hazardous materials.
- 8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.
- 8.2.11 Demonstrate ability to maintain necessary records to document time and temperature control, HACCP, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.

8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.

- *8.3.1 Operate tools and equipment following safety procedures and OSHA requirements.

NATIONAL STANDARDS

- *8.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.
- *8.3.3 Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.
- 8.3.4 Analyze equipment purchases based on long-term business needs, specific regulations, and codes related to foods.
- *8.3.5 Demonstrate procedures for safe and secure storage of equipment and tools.
- *8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.

8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.

- 8.4.1 Use computer based menu systems to develop and modify menus.
- *8.4.2 Apply menu-planning principles to develop and modify menus.
- *8.4.3 Analyze food, equipment, and supplies needed for menus.
- 8.4.4 Develop a variety of menu layouts, themes, and design styles.
- 8.4.5 Prepare requisitions for food, equipment, and supplies to meet production requirements.
- 8.4.6 Record performance of menu items to analyze sales and determine menu revisions.
- 8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.

8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.

- *8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- *8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.
- *8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- *8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
- *8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.
- *8.5.6 Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.
- *8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques.
- *8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.
- 8.5.9 Prepare sandwiches, canapés and appetizers using safe handling and professional preparation techniques.

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- *8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.
- *8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.
- *8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.
- 8.5.13 Examine the applicability of convenience food items.
- 8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.

8.6 Demonstrate implementation of food service management and leadership functions.

- 8.6.1 Apply principles of purchasing, receiving, issuing, and storing in food service operations.
- 8.6.2 Practice inventory procedures including first in/first out concept, date marking, and specific record keeping.
- 8.6.3 Apply accounting procedures in planning and forecasting profit and loss.
- 8.6.4 Examine the areas of risk management and legal liability within the food service industry.
- 8.6.5 Apply human resource policies including rules, regulations, laws, hiring, compensation, overtime, discrimination, and harassment.
- 8.6.6 Apply the procedures involved in staff planning, recruiting, interviewing, selecting, scheduling, performance reviewing, and terminating of employees.
- 8.6.7 Conduct staff orientation, training, consistent reinforcement of training standards, and education, and on the job training/retraining.
- 8.6.8 Implement marketing plan for food service operations.
- 8.6.9 Design internal/external crisis management and disaster plans and response procedures.
- 8.6.10 Apply principles of inventory management, labor cost and control techniques, production planning and control, and facilities management to front and back of the house operations.

8.7 Demonstrate the concept of internal and external customer service.

- 8.7.1 Analyze the role of quality service as a strategic component of exceptional performance.
- *8.7.2 Demonstrate quality services that meet industry standards in the food service industry.
- *8.7.3 Analyze the relationship between employees and customer satisfaction.
- 8.7.4 Apply strategies for addressing and resolving complaints.
- 8.7.5 Demonstrate sensitivity to diversity and individuals with special needs.

NATIONAL STANDARDS

Human Development (Area of Study 12.0) *Analyze factors that influence human growth & development.*

12.1 Analyze principles of human growth and development across the life span.

- *12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.
- *12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.

12.2 Analyze conditions that influence human growth and development.

- *12.2.1 Analyze the effect of heredity and environment on human growth and development.
- *12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.
- *12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.
- *12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
- 12.2.5 Analyze geographic, political, and global influences on human growth and development.

12.3 Analyze strategies that promote growth and development across the life span.

- *12.3.1 Analyze the role of nurturance on human growth and development.
- *12.3.2 Analyze the role of communication on human growth and development.
- *12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.

Nutrition and Wellness (Area of Study 14.0) *Demonstrate nutrition and wellness practices that enhance individual and family well-being.*

14.1 Analyze factors that influence nutrition and wellness practices across the life span.

- *14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
- *14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- *14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.
- 14.1.4 Analyze the effects of global and local events and conditions on food choices and practices
- 14.1.5 Analyze legislation and regulations related to nutrition and wellness.

14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

- *14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.

NATIONAL STANDARDS

- *14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
- *14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
- *14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

- *14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- *14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
- *14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

14.4 Evaluate factors that affect food safety from production through consumption.

- 14.4.1 Analyze conditions and practices that promote safe food handling.
- 14.4.2 Analyze safety and sanitation practices throughout the food chain.
- 14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply.
- 14.4.4 Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
- 14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
- 14.4.6 Analyze public dialogue about food safety and sanitation.

14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.

- 14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.
- 14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
- 14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.
- 14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.

Parenting (Area of Study 15.0)

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.

- *15.1.1 Analyze parenting roles across the life span.
- *15.1.2 Analyze expectations and responsibilities of parenting.

NATIONAL STANDARDS

- *15.1.3 Analyze consequences of parenting practices to the individual, family, and society.
- *15.1.4 Analyze societal conditions that influence parenting across the life span.
- *15.1.5 Explain cultural differences in roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

- *15.2.1 Choose nurturing practices that support human growth and development.
- 15.2.2 Apply communication strategies that promote positive self-esteem in family members.
- *15.2.3 Assess common practices and emerging research about discipline on human growth and development.
- *15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.
- *15.2.5 Apply criteria for selecting care and services for children.

15.3 Evaluate external support systems that provide services for parents.

- *15.3.1 Assess community resources and services available to families.
- *15.3.2 Appraise community resources that provide opportunities related to parenting.
- 15.3.3 Summarize current laws and policies related to parenting.

15.4 Analyze physical and emotional factors related to beginning the parenting process.

- *15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.
- *15.4.2 Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.
- *15.4.3 Analyze implications of alternatives to biological parenthood.
- *15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.

Textiles, Fashion and Apparel (Area of Study 16.0)

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

16.1 Analyze career paths within textile apparel and design industries.

- *16.1.1 Explain the roles and functions of individuals engaged in textiles and apparel careers.
- 16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
- *16.1.3 Summarize education and training requirements and opportunities for career paths in textile and apparel services.
- 16.1.4 Analyze the effects of textiles and apparel occupations on local, state, national, and global economies.
- 16.1.5 Create an employment portfolio for use with applying for internships, work-based learning opportunities and employment in textiles, fashion, and apparel.

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16.1.6 Analyze the role of professional organizations in textiles, fashion, and apparel industries.

16.2 Evaluate fiber and textile products and materials.

*16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.

*16.2.2 Evaluate performance characteristics of textile fiber and fabrics.

16.2.3 Summarize textile legislation, standards, and labeling in the global economy.

*16.2.4 Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.

*16.2.5 Apply appropriate procedures for care of textile products.

16.3 Demonstrate fashion, apparel, and textile design skills.

*16.3.1 Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

*16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.

*16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

16.3.4 Demonstrate design concepts with fabric or technology/computer, using draping and/or flat pattern making technique.

16.3.5 Generate design that takes into consideration ecological, environmental, sociological, psychological, technical, and economic trends and issues.

*16.3.6 Apply elements and principles of design to assist consumers and businesses in making decisions.

16.3.7 Demonstrate ability to use technology for fashion, apparel, and textile design.

16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

*16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.

*16.4.2 Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.

*16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.

16.4.4 Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products.

*16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.

16.5 Evaluate elements of textile, apparel, and fashion merchandising.

16.5.1 Apply marketing strategies for textile, apparel, and fashion products.

16.5.2 Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products.

16.5.3 Analyze ethical considerations for merchandising apparel and textile products.

16.5.4 Apply external factors that influence merchandising.

NATIONAL STANDARDS

16.5.5 Critique varied methods for promoting apparel and textile products.

16.5.6 Apply research methods, including forecasting techniques, for marketing apparel and textile products.

16.6 Evaluate the components of customer service.

16.6.1 Analyze factors that contribute to quality customer relations.

16.6.2 Analyze the influences of cultural diversity as a factor in customer relations.

16.6.3 Demonstrate the skills necessary for quality customer service.

16.6.4 Create solutions to address customer concerns.

16.7 Demonstrate general operational procedures required for business profitability and career success.

16.7.1 Analyze legislation, regulations, and public policy affecting the textiles, apparel, and fashion industries.

16.7.2 Analyze personal and employer responsibilities and liabilities regarding industry-related safety, security, and environmental factors.

16.7.3 Analyze the effects of security and inventory control strategies, cash and credit transaction methods, laws, and worksite policies, on loss prevention and store profit.

16.7.4 Demonstrate procedures for reporting and handling accidents, safety, and security incidents.

16.7.5 Analyze operational costs such as mark ups, mark downs, cash flow, and other factors affecting profit.

16.7.6 Demonstrate knowledge of the arts, of various resources, and cultural impact upon the textile, apparel, and fashion industries.

CULINARY ARTS

MIDDLE SCHOOL

This culinary course offers students the opportunity to explore the many facets of food nutrition and basic food preparation. Students will gain knowledge in a variety of areas pertaining to basic food preparation, meal planning and basic nutrition through a variety of learning experiences. While participating in exciting culinary labs, students will focus on organization and time management, group cooperation, reading and interpreting directions and use of basic math knowledge. Students will also explore culture and cuisine; have a solid understanding of the basic nutrition principles and the six main nutrients. Students will also have the opportunity to learn about culinary career opportunities. This class meets every other day for 12 weeks.

By the end of this course, students will have an understanding of the basic principles of nutrition. Students will be able to demonstrate safe kitchen practices, demonstrate mise en place, and demonstrate the ability to perform basic culinary skills.

CULINARY ARTS

MIDDLE SCHOOL

STUDENTS WILL KNOW:

- The importance of safe food handling.
- The importance of safety and healthy practices when working in the kitchen.
- The importance of reading and following directions.
- Developing basic culinary skills.
- Healthy food choices will positively affect social, physical and emotional health.
- Health issues, family traditions and culture can affect your food choices and options.

TOPIC: SAFETY & SANITATION

Objectives

Students will practice good personal hygiene/health procedures, and report symptoms of illness.

Students will demonstrate ability to ensure safety.

Students will determine conditions and practices that promote safe food handling and inspection.

Students will identify safety and sanitation practices throughout the food chain.

Students will describe food borne illness as a health issue for individuals and families.

Essential Questions

1. Why it is important to understand the 4 C's of food poisoning prevention?
2. What is food poisoning?
3. Why is it important to follow safe food handling practices?
4. Why is it important to be attentive while working in the kitchen?
5. What is the value of team work?

TOPIC: MEAL PLANNING/KITCHEN MANAGEMENT & EQUIPMENT

Objectives

Examine food and equipment needed for menus.

Monitor recipe/formula proportions and modifications for food.

Prepare various baked goods and nutritious snacks.

Prepare various nutritious microwave recipes.

Use of basic measuring tools and math skills in the kitchen.

Work cooperatively with group members to create a meal.

Essential Questions

1. Why is it important to use the proper tool for the job?
2. Why is it important to understand different food preparation/cooking techniques?
3. How does a busy lifestyle affect our food habits and health?
4. Why is it important to be able to use basic math skills?
5. How can collaboration strengthen our goal achievements?

CULINARY ARTS
MIDDLE SCHOOL

TOPIC: NUTRITION & WELLNESS

Objectives

Students will assess the effect of nutrients on health, appearance, and peak performance.

Students will demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods.

Critique the selection of foods to promote a healthy life style.

Students will assess the effects of culture and religion on food and health practices.

Essential Questions

1. Why is important to make healthy food choices?
2. Why is it important to eat a variety of foods?
3. How would you compare homemade foods with fast foods or ready to eat foods?
4. What are some factors that influence our food choices?
5. What are some ways we can prepare different foods to gain the best nutrition from our food choices?
6. How does culture affect our health and food choices?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Identify safety and sanitation practices.	<ul style="list-style-type: none"> • Teacher will discuss the concept of sanitary kitchen practices. • Teacher will identify and demonstrate various sanitation rules and guidelines. • Teacher will provide handout that Identifies the four C's of food poisoning prevention. 	<ul style="list-style-type: none"> • Quizzes • Written work • Work samples • Lab rubrics • Observations • Questioning
Explain how proper food handling practices can prevent foodborne illness.	<ul style="list-style-type: none"> • Teacher will explain the concept of cross contamination using various puzzles and handouts and question and answer sessions. • Teacher will discuss and demonstrate various ways to prevent cross contamination. • Show video that explains the concept of the danger zone. 	<ul style="list-style-type: none"> • Quizzes • Written work • Work samples • Lab rubrics • Observations • Question and answer sessions
Evaluate factors that affect food safety from production through consumption.	<ul style="list-style-type: none"> • Show video that demonstrates methods to maintain a clean safe kitchen. • Text book reading and worksheets on safety and sanitation. • Class discussion how to react safely to an accident if one occurs. 	<ul style="list-style-type: none"> • Lab rubrics • Questioning • Observations

CULINARY ARTS MIDDLE SCHOOL

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.	<ul style="list-style-type: none"> • Assign students' textbook readings and questions about nutrition throughout the lifespan. • Teacher direct students to create a poster detailing one of the six main nutrients and have students give a class presentation using the poster as a guide. 	<ul style="list-style-type: none"> • Work samples • Questioning • Class discussions • Work samples • Observations
Demonstrate selecting, using and maintaining food production equipment.	<ul style="list-style-type: none"> • Discuss the different equipment needed to plan and execute food preparation. • Demonstrate ability to use microwave oven by having students prepare nutritious recipes for snacks and small meals in the microwave oven. • Demonstrate the methods to use proper measuring tools and techniques in the food lab. • Show various DVD's about the basics of kitchen measuring, microwave oven use and meal planning. 	<ul style="list-style-type: none"> • Technical reading • Questions • Class discussions • Lab rubrics • Work samples
Demonstrate menu categories to produce a variety of food products.	<ul style="list-style-type: none"> • Demonstrate and assign students to prepare a variety of baked goods. • Demonstrate and assign students to prepare a variety of microwave nutritious meals and snacks • Demonstrate, discuss and assign students to prepare a variety of healthy snacks and meals. • Explain and demonstrate how to apply effective mise en place through lab practice. • Demonstrate the ability to identify and apply proper equipment use through various lab exercises. Show DVD about basic kitchen equipment. • Demonstrate the ability to apply proper measurement in food production. 	<ul style="list-style-type: none"> • Lab rubrics • Work sheets • Class discussions • Work samples • Question and answer sessions

CULINARY ARTS MIDDLE SCHOOL

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Demonstrate planning menu items based on standardized recipes to meet customer needs.	<ul style="list-style-type: none"> • Demonstrate how to perform basic math calculations using numbers and fractions. • Demonstrate comprehension of equivalent. Work with class on basic math calculations using fractions, and be able to apply them to various recipe situations using worksheets, classroom practice and kitchen math and measuring dvd. • Demonstrate the ability to identify abbreviations and words used in recipes through a quiz and various written exercises. • Demonstrate the ability to read, interpret and describe the various functions and components of a standardized recipe by giving example recipes and lab practice. • Demonstrate the ability to recognize vocabulary used in recipes by working with group members to identify and define various cooking terms. 	<ul style="list-style-type: none"> • Quizzes/tests • Various work sheets • Lab work • Textbook reading and answering questions • Class discussions

RESOURCES

Books:

- Food, Nutrition, and Wellness. Glencoe
- Cooking to Learn. PCI educational publishing
- Culinary Essentials. McGraw-Hill
- Variety of magazines and cookbooks

Videos:

- Kitchen Safety. Learning Seed.
- Microwave Ovens. Just the Facts. Learning Zone Express.
- History of American Cuisine. Learning Zone Express.
- Measure up in the Kitchen. Learning Zone Express.
- Supersize Me. Hart Sharp
- Obesity in a bottle. Learning Zone express.

PACING GUIDE

Unit	Weeks 1-4	Weeks 5-8	Weeks 9-12
Topic: Safety & Sanitation	X		
Topic: Meal Planning/Kitchen Management & Equipment	X	>	>
Topic: Nutrition & Wellness			X

CULINARY ESSENTIALS

GRADES 9 – 12

This is a semester course that focuses on basic skills needed in food preparation such as product knowledge, sanitation and safety, reading recipes, food science, culinary and baking techniques. In addition you learn about nutrition and wellness issues, food borne illnesses and eating disorders. You will practice Mise en Place, how to follow directions, how to measure ingredients, read and comprehend recipes, practice kitchen math skills along with terminology and work cooperatively with a team to accomplish cooking tasks. The common core standards will be infused throughout this course. It is important for all students to leave this course with training that is aligned to upper course selections offered through this department and that may lead to post-secondary training expectations.

By the end of the course, students will be able to demonstrate Mise en Place skills throughout all labs. They will be able to apply these strategies to their work space and learn to utilize time in an efficient manner. As a result of taking this course you will be eligible to take other food courses offered at Waterford High School.

Prerequisite: none

Credits: 0.5

CULINARY ESSENTIALS

GRADES 9 – 12

UNIT 1: SAFETY AND SANITATION

Objectives

Students will determine conditions and practices that promote safe food handling and inspection.

Students will identify safety and sanitation practices.

Students will describe food borne illness as a health issue for individuals and families.

Students will explain how proper food handling practices can prevent foodborne illness.

Students will practice good personal hygiene.

Students will explain the difference between clean and sanitary.

Students will demonstrate food handling and preparation techniques that prevent cross contamination

Students will operate and maintain tools and equipment following safety procedures

Students will define the food temperature danger zone and identify temperatures that fall within that zone.

Essential Questions

What are specific precautions to follow in the kitchen and why are they so important?

How can food poisoning be prevented?

At what temperatures should food be stored?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify safety and sanitation practices.	<ul style="list-style-type: none">• Create a kitchen safety and sanitation poster.• Create and share a way to remember the four keys to food safety: <i>clean: separate: cook: chill.</i>• Explain the difference between clean and sanitary.• Identify and apply sanitation rules and guidelines.	<ul style="list-style-type: none">• Poster rubric• Quiz/test assessment
Explain how proper food handling practices can prevent foodborne illness.	<ul style="list-style-type: none">• Write a letter of advice to an imaginary friend who has had food poisoning several times within the last year.	<ul style="list-style-type: none">• Writing rubric
Identify strategies that prevent foodborne illnesses and contamination.	<ul style="list-style-type: none">• Divide the class into groups. Hand out the worksheet, "America's	<ul style="list-style-type: none">• Oral presentation

CULINARY ESSENTIALS

GRADES 9 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Evaluate factors that affect food safety from production through consumption.	<p>Most Unwanted". Each group is assigned one of the five sources of food poisoning. Each group is given 15 minutes to look in the "Food for Today" book and research their bacterium.</p> <ul style="list-style-type: none"> • Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks and method of prevention. • Identify proper first-aid procedures for cuts, burns and electrical shock. • Examine and maintain a clean kitchen. • Use textbook and worksheets available to recall and reteach sanitation processes. • Technical reading strategies on safety and sanitation. • Discuss how to safely react to an accident if one occurs. • Compare bacterial growth at different temperatures. 	<ul style="list-style-type: none"> • Lab check list • KWL • Quiz/test assessments • Writing activity • Power point rubric • Speaking/presentation rubric • Literacy assessment • Questions/answer assessments • Class discussions

UNIT 1 RESOURCES

Books:

- Food, Nutrition and Wellness. Duyuff Larson, Roberts. Glencoe-McGraw Hill, 2016.
- The Culinary Professional, Draz, John and Christopher Koetke.
- ServSafe Essentials. NRAEF.

Others:

- America's Most Unwanted worksheet 2.
- ServSafe worksheets
- Food safety power points
- Teacher generated worksheets
- DVD on Kitchen and Food Safety

Websites:

- www.cdc.gov/foodsafety/
- <http://www.cellsalive.com/ecoli.htm>
- www.cfsan.fda.gov
- www.nal.usda.gov
- www.fightbac.org
- www.nationaleatingdisorders.org

CULINARY ESSENTIALS

GRADES 9 – 12

UNIT 2: KITCHEN BASICS

Objectives

Students will identify the components and functions of a standardized recipe

Students will list the necessary information found in recipes.

Students will identify commonly used abbreviations and equivalents used in recipes

Students will convert recipes to yield smaller or larger quantities.

Students will calculate basic fractions when measuring ingredients.

Students will describe ways in which heat is transferred to foods.

Students will explain the difference between dry and liquid measuring equipment.

Students will identify small and large equipment found in the lab

Students will demonstrate how to use, care for and store kitchen equipment.

Students will list foods needed, equipment needed and steps to follow in order to understand the sequential nature of food preparation.

Students will demonstrate several basic preparation techniques.

Students will apply domain vocabulary to recipe preparation.

Students will apply effective *Mise en Place* through practice.

Students will identify appropriate abbreviations, food-measurement terminology, techniques, and equivalents

Students will demonstrate preparation for all menu categories to produce a variety of food products

Students will set a table correctly.

Essential Questions

Why is accuracy so important when measuring ingredients?

What should you look for in a recipe?

What if I don't have the equipment needed to make a recipe?

CULINARY ESSENTIALS

GRADES 9 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
<p>Demonstrate selecting, using and maintaining food production equipment.</p>	<ul style="list-style-type: none"> • View presentation on kitchen equipment and demonstrate using and caring for kitchen equipment. • Locate and identify equipment in the kitchen labs. • Select one of the kitchen tools discussed in class. Learn how to use and care for it properly. Demonstrate to the class. • Twenty-five numbered pieces of equipment are placed around the room. Students walk around with papers in hand and identify each piece. Debrief. • Each unit competes in an EQUIPMENT RACE. One student from each unit stands in his/her unit. Teacher calls out the name of a piece of equipment. The first student to locate and hold up the correct item from the unit wins a point for his/her group. One student volunteer is needed to assist in pinpointing the winner. After 6-7 turns the students rotate so all have a chance to participate. 	<ul style="list-style-type: none"> • Written assessment • Check-off list • Chapter questions • Technical reading • Par and share • Quizzes/test • Class Discussion • Worksheets • Work samples • Lab rubrics
<p>Demonstrate preparation for all menu categories to produce a variety of food products.</p>	<ul style="list-style-type: none"> • Identify from reading, preparing recipes and written assignments the common abbreviations, food preparation and measurement terminology, equivalents, and substitutions used in recipes. • Students complete cooking terms with partners with the help of class text. • Apply effective Mise en place though practice. • Demonstrate skills in knife, tool and equipment handling. • Prepare breakfast products such as meats, eggs, batters and dough. • Prepare fruit and vegetable dishes. • Prepare baked goods and desserts. 	

CULINARY ESSENTIALS

GRADES 9 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
<p>Demonstrate planning menu items based on standardized recipes to meet customer needs.</p>	<ul style="list-style-type: none"> • Monitor recipe/formula proportions and modifications for food. • Perform basic math calculations using numbers or fractions. • Convert recipes to yield smaller and larger quantities. • Demonstrate comprehension of equivalents, basic math calculations using fractions, and be able to apply them to various recipe situations. • Identify the components and functions of a standardized recipe. • Integrate mathematic concepts through equivalents, recipe adjustments and conversions. • Review abbreviations of words used in recipes, acceptable substitutions of foods in recipes, standard equivalents of measurements and correct terminology of cooking terms through the use of written assignments using handouts and cookbooks as resources. 	<ul style="list-style-type: none"> • Task specific worksheets • Quiz/test assessments • Lab rubric • Writing assignments

UNIT 2 RESOURCES

Books:

- Food, Nutrition and Wellness. Duyuff Larson, Roberts. Glencoe-McGraw Hill, 2016
- The Culinary Professional, Draz, John and Christopher Koetke, Glencoe, McGraw-Hill

Websites:

- www.yummly.com
- www.kingarthurflour.com/recipes
- www.uen.org/Lessonplan
- www.aafcs.org

Videos:

- Knife Skills
- Math in Foods
- Baking Fundamentals
- Kitchen tools and utensils
- Kitchen resources: Food and Equipment
- Teacher generated worksheets, quizzes and assessments

Others:

- [Cooking Terms](#) & [Key](#)
- [Measurements](#) & [Key](#)
- [Match Up](#) & [Key](#)
- [Game Cards](#)

CULINARY ESSENTIALS

GRADES 9 – 12

UNIT 3: NUTRITION AND WELLNESS

Objectives

- Students will name the six major categories of nutrients.
- Students will explain guidelines regarding calorie needs.
- Students will describe the sources and functions of nutrients.
- Students will identify food preparation methods to lower the fat in cooking.
- Students will explain the digestive process and how nutrients are used in the body.
- Students will apply nutrition knowledge to healthy eating habits.
- Students will list food sources of each major nutrient.
- Students will prepare a variety of foods to retain nutrients.
- Students will research ways to substitute ingredients in recipes to improve nutrition.
- Students will read and interpret food labels as it applies to nutritional values.
- Students will examine factors that contribute to weight problems and eating disorders.
- Students will evaluate different eating disorders.

Essential Questions

- What are the new food guide pyramid recommendations?*
- How does eating and physical activity affect weight?*
- How can I change my eating habits to make my meals more nutritious and appealing?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate nutrition and wellness practices that enhance individual and family well-being.	<ul style="list-style-type: none"> • Examine the nutrients provided by at least three types of energy bars and two sports drinks marketed to athletes. • Explain ways to alter the way food is prepared to make it more nutritious and less fattening. • 	<ul style="list-style-type: none"> • Written recommendation • Task related worksheets
Assess the effect of nutrients on health, appearance, and peak performance	<ul style="list-style-type: none"> • Write down your five favorite foods. –Describe why each of your favorite foods is a healthy choice or why it may be a choice you should make less frequently. Research this and give me a 2-3 sentence rationale. • Prepare a nutritious snack for members of one of the school’s sports teams. • Plan and prepare nutritional foods to meet the requirements according to the dietary guidelines and the food guide pyramid. 	<ul style="list-style-type: none"> • Writing assessment • Lab rubric • Self-assessments

CULINARY ESSENTIALS

GRADES 9 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Assess the impact of food and diet fads, food addictions, and eating disorders on wellness.	<ul style="list-style-type: none"> • Research a variety of eating disorders and present findings to the class. • View video and discuss “When Food is the Enemy.” • Analyze popular diet fads and report finding to class. 	<ul style="list-style-type: none"> • Oral presentations • Research report
Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.	<ul style="list-style-type: none"> • Research eating disorders and write a two-page report about a specific aspect of this topic. • Analyze the impact of food and diet fads, food addictions and eating disorders. • Demonstrate knowledge of healthy eating patterns. (<i>See ChooseMyPlate.gov</i>) 	<ul style="list-style-type: none"> • Quiz/test assessment • Research paper • Exit card • RFI
Appraise sources of food and nutrition information, including food labels, related to health and wellness.	<ul style="list-style-type: none"> • Read and interpret information a nutrition label. • Identify the six Dietary Guidelines and the key recommendations for each. • Create a menu for a family of four for one week. Represent all food groups. • Demonstrate knowledge of healthy eating patterns including MyPlate and Dietary Guidelines by recording food intake for a three day period. Write a summary of your findings. • Discuss why water is the most important of all the essential nutrients. 	<ul style="list-style-type: none"> • Quiz/test assessment • Written presentation • Class discussions • Par and share • Questions • RFI’s
Demonstrate preparation for all menu categories to produce a variety of food products.	<ul style="list-style-type: none"> • Prepare carbohydrate food from scratch and compare the nutritional content and cost of a comparable convenience food. • Demonstrate cooking methods that increase nutritional value, lower calorie and fat content and utilize herbs and spices to enhance flavor. 	<ul style="list-style-type: none"> • Lab rubric

CULINARY ESSENTIALS

GRADES 9 – 12

UNIT 3 RESOURCES

Books:

- Food, Nutrition and Wellness. Duyuff Larson, Roberts. Glencoe-McGraw Hill, 2016
- The Culinary Professional, Draz, John and Christopher Koetke, Glencoe, McGraw-Hill

Websites:

- www.learningandlivingwell.org
- www.choosemyplate.gov
- www.nationaleatingdisorders.org

Others:

- [Exposing Dietary Myths & Key Vitamins & Key](#)
 - [Six Essential Nutrients](#)
 - [Student Breakfast Questionnaire](#)
 - [Breakfast Diary](#)
 - [Balance for Breakfast](#)
 - [Find Breakfast Foods & Key](#)
 - [Eating on the Run](#)
 - [Recipes for Quick Breakfasts](#)
 - [Breakfast Recipes](#)
 - [Traditional/Nontraditional Breakfasts & Recipes](#)
 - [Analysis of Basic Nutrients in Breakfast Menu](#)
 - [Breakfast Evaluation](#)
 - [Health Habit Diary](#)
 - [Rubric for Nutrition Boards](#)
 - [Fat, Sugar and Salt Nutritional Board](#)
- Healthy Eating Habits:
- [Lesson Plan](#)
 - [Presentation](#)
 - [Note Guide & Key](#)

PACING GUIDE

Unit	Quarter 1	Quarter 2
Unit 1: Safety & Sanitation	X	
Unit 2: Kitchen Basics	X	>
Unit 3: Nutrition & Wellness		X

CULINARY PROSTART 1

GRADES 10 – 12

A career in the restaurant and foodservice industry is a profession. If you are interested in a career in this field, then this course is for you. Pro- Start 1 is the first year of a 2-year program where you will gain in-depth knowledge of culinary skills and customer service methods. It begins with an overview of the restaurant and foodservice industry and includes valuable career information. You will write your resume and look into the profession in more depth. Kitchen essentials unit will include food safety and workplace safety. Food units will include soups and sauces, fruits and vegetables, potatoes and grains and cake decorating. You will prepare foods for open house, fall-bake sales and special occasions and can earn L-T-S hours while learning school-to-work concepts. You must enjoy working with food, be efficient, flexible, have a positive attitude towards work; work cooperatively with a team of people and be able to analyze challenging problems.

As a result of participating in this program it will give you a competitive advantage as you embark upon your career or further your education in the foodservice industry.

Prerequisite: Culinary Essentials and teacher permission

Credits: 1.0

CULINARY PROSTART 1

GRADES 10 – 12

UNIT 1: SAFETY

Objectives

Students will discuss and identify safety and sanitation practices.

Students will identify ways chemical and physical hazards can contaminate food.

Students will practice the ServSafe guidelines for properly washing hands.

Students will demonstrate procedures for cleaning and sanitizing equipment and storing tools.

Students will identify emergencies that employees might have to handle in a food service operation.

Students will explain the purpose of the HACCP system (Hazard Analysis Critical Control Point)

Students will identify factors that affect the growth of pathogens (FAT TOM).

Students will identify government agencies that regulate the restaurant and foodservice industry.

Students will identify ways to prevent cross-contamination.

Students will identify ways to prevent time-temperature abuse.

Essential Questions

What is a foodborne illness?

How can falls/slips, cuts, burns, and fires be prevented in the workplace?

Can food left out for more than two hours still be safe to eat?

CULINARY PROSTART 1

GRADES 10 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
<p>Determine conditions and practices that promote safe food handling techniques and food inspection.</p>	<ul style="list-style-type: none"> • Demonstrate food handling and preparation techniques that prevent cross-contamination from potentially hazardous foods. • Apply the Hazard analysis Critical Control Point (HACCP) principles and procedures during food handling processes to minimize the risks of food borne illness. • Explain and demonstrate the difference between clean and sanitary. • List and define the steps in the Hazard Analysis Critical Control Point food safety system. • Outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating and serving food that includes proper tools and equipment. • Define the role of the Occupational Safety and Health Administration (OSHA) regulations. • Operate tools and equipment following safety procedures and OSHA requirements. • Create a poster on kitchen safety, personal hygiene or other given topic on safety, present to class. • Kitchen inspection. Set up a kitchen with several safety problems. Students will fill out an inspection form with all problems they observe. 	<ul style="list-style-type: none"> • HACCP worksheets • Quiz/test assessments • HAACP Lab • Class discussions • Graphic organizer • Lab rubric • Note taking • Written Assessment • Poster rubric • Inspection form

CULINARY PROSTART 1

GRADES 10 – 12

UNIT 1 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, Level One, NRAEF
- Becoming a Restaurant and Foodservice Professional, Year One, NRAEF.
- Exploring Professional Cooking. Ray, Mary F and Lewis, E.J. Glencoe.

Websites:

www.restaurant.org
www.nraef.org

Videos:

Cleaning and Sanitation in the Food Service Industry

Others:

[Sanitation Case Study](#)
[HACCP Analysis](#)
[Jeopardy](#)
[Food Safety IQ Pretest](#)
[How Safe is it?](#)
[Fire Matching](#)
[OSHA Project](#)
[Safety Stations](#)

Foundations of ProStart Chapter 2:

[Introduction](#)
[Syllabus](#)
[Presentation](#)

Foundation of ProStart Chapter 3:

[Presentation](#)

CULINARY PROSTART 1

GRADES 10 – 12

UNIT 2 COMMUNICATION AND SKILLS

Objectives

- Students will describe a variety of customers that may have special needs.
- Students will explain how customer satisfaction directly affects a restaurant’s success.
- Students will define professionalism and explain what it means to culinary professionals.
- Students will list the stations and positions in the kitchen brigade.
- Students will practice restaurant skills including table side orders and service
- Students will practice suggestive selling techniques.
- Students will discuss the importance of customer feedback.
- Students will explain how customer complaints should be resolved.
- Students will describe the four traditional styles of service.
- Students will demonstrate setting and clearing items properly.

Essential Questions

What special skills, talents and abilities are needed for success in the field of customer service?

Why is it important to understand the process of communication?

Why are first impressions so important in the restaurant and foodservice operations?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Examine how foodservice employees can make a good first impression to their customers.	<ul style="list-style-type: none">Outline the process for taking orders at the table, beginning with the greeting.Write a script for front of the house employees on how they should respond to their guests.View and discuss video “Anticipating customer needs” and have students complete the note-taking outline activity.Define suggestive selling, and give examples of how to do it.	<ul style="list-style-type: none">Writing assessmentExit cardClass discussionsQuiz/test assessmentsTask related worksheets

CULINARY PROSTART 1

GRADES 10 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate the concept of internal and external customer service.	<ul style="list-style-type: none"> • Discuss the elements of excellent service. • Brainstorm traditional and creative ways to exceed customers' expectations. • Ask students for examples they have seen of good and poor service in restaurants. • Develop a skit demonstrating proper customer service. • Apply strategies for addressing and resolving complaints. • List and discuss good communication skills and how to develop them. • Analyze the role of quality service as a strategic component of exceptional performance. 	<ul style="list-style-type: none"> • RFI • Quiz/test assessment • Class discussion • Written assessment • Skit performance • Exit card
Demonstrate quality services that meet industry standards in the food service industry.	<ul style="list-style-type: none"> • Demonstrate and practice service styles and set-ups. • Practice American, French, English and Russian table service methods. • Practice service staff guidelines for handling food and tableware. • Examine the importance of customer service to the restaurant and foodservice industry. 	<ul style="list-style-type: none"> • Demonstrations • Lab rubric

UNIT 2 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, Level One, NRAEF
- Becoming a Restaurant and Foodservice Professional, Year One, NRAEF.
- Exploring Professional Cooking. Ray, Mary F and Lewis, E.J., Glencoe.

Others:

- [Service Relay](#)
- [Customer Complaints](#)
- [Service Styles](#)
- [Service Presentation](#)
- [French Service Cooking](#)

Videos:

- How to be a Waiter
- Suggestive Selling

CULINARY PROSTART 1

GRADES 10 – 12

UNIT 3: FOOD PRODUCTION EQUIPMENT

Objectives

- Students will identify the equipment needed for receiving and storing food and supplies.
- Students will define the role of occupational Safety and Health Administration regulations.
- Students will demonstrate measuring and portioning using the appropriate small wares and utensils.
- Students will demonstrate correct and safe use of knives.
- Students will demonstrate correct and safe use of all kitchen equipment.

Essential Questions

- What safety precautions should you take when using industrial kitchen equipment?*
- Why might a restaurant or foodservice operation want to use specialized equipment?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.	<ul style="list-style-type: none">Operate tools and equipment following safety procedures and OSHA requirements.Demonstrate procedures for cleaning and sanitizing equipment, serving dishes, glassware, and utensils to meet industry standards and OSHA requirements.Identify and use a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware.List the different types of preparation equipment used in the foodservice kitchen and give examples of their uses.Identify the kitchen equipment needed for holding and serving food and beverages.Explain how to care for knives properly and apply knowledge of knife safety during laboratory assignments.	<ul style="list-style-type: none">Lab rubricWritten assessmentTask related WorksheetsQuiz/test assessmentsDemonstrations

UNIT 3 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, Level One, NRAEF
- Becoming a Restaurant and Foodservice Professional, Year One, NRAEF.
- Exploring Professional Cooking. Ray, Mary F and Lewis, E.J. Glencoe.

Videos:

Food Service Equipment

CULINARY PROSTART 1

GRADES 10 – 12

UNIT 4: FOOD PREPARATION

Objectives

Students will list and describe the various types of soups and their ingredients.

Students will prepare basic mirepoix.

Students will prepare white, blond, and brown roux and use them to thicken liquids.

Students will identify the grand sauces and describe other sauces made from them.

Students will explain the preparation of the basic ingredients for broth, consommé, puree, clear and cream soups.

Students will compare the steps in the preparation of milk base versus stock based soups.

Students will prepare cream soups, bisques, chowders and specialty soups and clear soups

Students will prepare ingredients commonly used as garnishes.

Students will identify, describe and demonstrate the preparation of fruits.

Students will identify, describe and demonstrate the preparation of vegetables using a variety of cooking methods.

Students will prepare a variety of fruit and vegetable dishes.

Students will identify and describe different types of potatoes, pasta, legumes and grains.

Students will discuss how to properly store potatoes, pastas, legumes and grains.

Students will prepare potatoes, pastas, legumes and grains using different cooking techniques.

Students will prepare baked goods using different grains.

Essential Questions

What is a roux? How do you prepare it?

What is the difference between a stock and a soup?

How do you store pasta products, potatoes, and legumes?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.	<ul style="list-style-type: none">Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating and holding of variety of foods.Prepare various stocks, soups, and sauces using safe handling and professional preparation techniques.Prepare the five mother sauces used in standard home and restaurant cooking.	<ul style="list-style-type: none">Kitchen lab rubricSelf-evaluationTask related worksheetsQuiz/test assessmentsOral Presentations
Apply risk management procedures to food safety, food testing, and sanitation.	<ul style="list-style-type: none">Prepare various fruits, vegetables, starches, legumes, grains, dairy products, fats and oils using safe handling and professional preparation	

CULINARY PROSTART 1

GRADES 10 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
	<p>techniques.</p> <ul style="list-style-type: none">• Prepare pasta products matching types of sauces.• Prepare recipes for two food products – one thickened with flour and one thickened with cornstarch or tapioca. Prepare and analyze dishes.• Prepare breads and baked goods using safe handling and professional preparation techniques.• Practice peeling vegetables and fruits with vegetable scraper vs a paring knife.• Sample and compare one type of fruit in all its available forms. Design a chart describing the differences in flavors, textures, and colors and suggesting ways to serve each form.• Each kitchen will create a dessert to showcase and be voted on by the student body. This must be created in the allotted class time• Demonstrate professional plating, garnishing, and food presentation techniques.• Research how herb and spices are used in various food products.• Apply and use laboratory equipment and learned techniques safely.	

CULINARY PROSTART 1

GRADES 10 – 12

UNIT 4 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, Level One, NRAEF
- Becoming a Restaurant and Foodservice Professional, Year One, NRAEF.
- Exploring Professional Cooking. Ray, Mary F and Lewis, E.J. Glencoe.

Websites:

www.acfchefs.org
www.restaurant.org
www.homebaking.org
www.corestandards.org
www.kingarthurflour.com
www.wheatfoods.org
www.clabbergirl.com
www.dominosugar.com
www.bettycrocker.com

Others:

[Cream Based Soup Lesson Plan](#)
[Stocks, Sauces and Soups](#)
[Fruits and Vegetables](#)
[Vegetable Science](#)

Others (continued):

[Desserts and Baked Goods](#)
[Dessert Showcase](#)
[Starches](#)

Sauces:

[Lesson Plan](#)
[5 Mother Sauces](#)
[5 Mother Sauces Chart](#)
[Mother Sauces \(Chef Johnson\)](#)
[Sauces Presentation](#)
[5 Mother Sauces Review](#)

Foundations of ProStart Chapter 6:

[Lesson Plans](#)
[Recipes](#)
[Syllabus](#)

Foundations of ProStart Chapter 9:

[Lesson Plans](#)
[Recipes](#)
[Syllabus](#)
[Presentation](#)

Foundations of ProStart Chapter 11:

[Lesson Plans](#)
[Syllabus](#)

CULINARY PROSTART 1

GRADES 10 – 12

UNIT 5: CAREER OPPORTUNITIES

Objectives

Students will discuss career options and employment skills required in the food service industry.

Students will identify career opportunities in the foodservice industry.

Students will make a list of qualities of successful foodservice employees.

Students will examine education, training requirements and opportunities for career paths in the food industry.

Students will identify and discuss appropriate work ethics.

Students will write a resume that lists their skills and competencies.

Students will write a cover letter that supports their resume.

Essential Questions

What skills and knowledge are needed to pursue a career in the foodservice industry?

How do I find opportunities for entry level positions?

Why do you write a cover letter?

What information goes into a resume?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze opportunities for employment and entrepreneurial endeavors.	<ul style="list-style-type: none">• Discuss the variety of job opportunities in the hospitality and foodservice industry.• Research a career of their choice and create a project to share with others what they have learned and present the information in class.	<ul style="list-style-type: none">• Oral presentation• Brochure rubric• Task related worksheets• Quiz/test assessments
Summarize education and training requirements and opportunities for career paths in family & community services.	<ul style="list-style-type: none">• Create a personal resume that lists their skills and competencies.• Given a list of effective cover letter elements, write a cover letter.• Read and complete a job application form.• Create a portfolio which may include the following: job application, cover letter, resume, interviewing tips, & thank you letter.	<ul style="list-style-type: none">• Resume rubric• Cover letter rubric• Questions• Application form• Portfolio

CULINARY PROSTART 1

GRADES 10 – 12

UNIT 5 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, level one, NRAEF
- Becoming a Restaurant and Foodservice Professional, Year One. NRAEF.

Others:

- [Careers in Travel and Tourism](#)
- [Hospitality Career Booklet](#)
- [Career Paths Booklet](#)

PACING GUIDE

Unit	Semester 1	Semester 2
Unit 1: Safety	X	
Unit 2: Communication and Skills	X	
Unit 3: Food Production Equipment	X	
Unit 4: Food Preparation	X	>
Unit 5: Career Opportunities		X

CULINARY PROSTART 2

GRADES 11 – 12

This is the second course covering the Foundations of Restaurant Management and Culinary Arts. It is the second course covered in the ProStart Program. You will advance your skills by continuing with food preparation, creating & planning menu, and marketing techniques. Students in ProStart 2 will create a cooking show and be involved in numerous in-class cooking competitions. In addition, you will continue earning Learning Through Service hours by preparing baked goods, luncheons and meals-to-go for faculty and staff. In the second year of this course, you will learn about preparing meats, poultry, seafood, breakfast foods & sandwiches along with some fancy desserts.

As a result of participating in this program it will give you a competitive advantage as you embark upon your career or further your education in the foodservice industry.

Prerequisite: ProStart I and teacher permission

Credits: 1.0

CULINARY PROSTART 2

GRADES 11 – 12

UNIT 1: BREAKFAST FOODS AND SANDWICHES

Objectives

- Students will explain and demonstrate how to keep milk and dairy products safe and sanitary.
- Students will identify characteristics of types of cheese.
- Students will describe the various grades and sizes of eggs.
- Students will prepare and serve eggs using a variety of cooking methods.
- Students will describe ways to keep eggs & egg products safe and sanitary.
- Students will prepare and serve pour and drop batters.
- Students will prepare and serve traditional breakfast meats.
- Students will practice preparing canapés.
- Students will prepare a variety of appetizers.
- Students will prepare hot and cold types of sandwiches
- Students will list all the different elements that go into the price of a sandwich.
- Students will apply Mise en place to breakfast foods and sandwiches.

Essential Questions

- What would your biggest concerns be in putting together a brunch menu?*
- What is the difference between butter and margarine?*
- Is pizza considered an open faced sandwich?*
- Should nutrition information be provided alongside every menu item?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs	<ul style="list-style-type: none"> • Identify characteristics of types of cheese. Sample for taste and texture. • Prepare and serve eggs using a variety of cooking methods. • Demonstrate ways to keep eggs and egg products safe and sanitary. • Demonstrate how to keep milk and dairy products safe and sanitary. • Prepare pancakes, crepes, waffles and scones. • Prepare ham, hash, cold cereals, oatmeal and sausage. • Prepare different types of sandwiches, including simple hot, cold, open-faced, and hors d'oeuvres, grilled, and deep-fried. • Prepare sandwiches, spreads, fillings, canapés and appetizers using safe handling and professional preparation techniques. • Plan a breakfast brunch which will include breakfast breads and pastries. 	<ul style="list-style-type: none"> • Cheese tasting activity. • Teacher evaluation • Lab rubric • Quiz/test assessment • Presentation rubric

CULINARY PROSTART 2

GRADES 11 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
	Present plans and design a cost analysis and overall design plan to the class. Present findings and select the best group presentation.	
Demonstrate food safety and sanitation procedures.	<ul style="list-style-type: none"> • Develop a list of sanitation procedures for preparing breakfast foods, dips, sandwiches, and appetizers. • Apply specific principles of HACCP in the production of breakfast foods, dips, sandwiches and appetizers. 	<ul style="list-style-type: none"> • Check list • Task related worksheets
Demonstrate selecting, using, and maintaining food production equipment.	<ul style="list-style-type: none"> • Identify tools, utensils, appliances, and equipment according to their functions in food production. • Identify proper use and care of food service equipment. Identify common equipment and how it is to be used and cleaned. (Convection oven, slicer, commercial dishwasher, ice machine, stand mixer, deep fat fryer, proofing oven, steam table). • Identify required safety procedures for food service equipment. 	<ul style="list-style-type: none"> • Lab rubric • Task related worksheets • assessment

UNIT 1 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, Level Two, NRAEF.
- Becoming a Restaurant and Foodservice Professional, Year Two. NRAEF.
- Exploring Professional Cooking. Ray, Mary F and Lewis, E.J. Glencoe.

Others:

- [Breakfast, Chapter 7](#)
- [Canapés](#)
- [Garde Manger II: Sandwiches and Hors d'oeuvres](#)
- [Butter vs. Margarine](#)
- [Dairy Myths](#)
- [Dairy Overview](#)

Kitchen Resources:

Food and Equipment

CULINARY PROSTART 2

GRADES 11 – 12

UNIT 2: MARKETING AND THE MENU

Objectives

Students will discuss the various types of menus.

Students will define a la carte, table d'hôte, California, du jour, and cycle menus

Students will explain the two main functions of a successful menu.

Students will design and lay out a menu.

Students will outline the components of a marketing plan.

Students will describe how markets are commonly segmented.

Students will create and write a restaurant promotion and mission statement.

Essential Questions

Why do you think menu planning is important?

What are the two main functions of a successful menu?

What is the difference between types of table service?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	<ul style="list-style-type: none">• Develop a variety of menu layouts, themes, and design styles.• Create a menu analysis worksheet to be used in class.• Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.• Outline the components of a marketing plan.• Describe the importance of the menu as the primary source of revenue generation and cost control.• Create and write a restaurant promotion.• Write two examples of how you would practice suggestively selling your favorite food to classmates.• Demonstrate knowledge of restaurant management as it relates to the dining room.	<ul style="list-style-type: none">• Test/quiz assessments• Class readings and workbook• Related worksheets• Menu project rubric• Task worksheets• Research report

CULINARY PROSTART 2

GRADES 11 – 12

UNIT 2 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, Level Two, NRAEF.
- Becoming a Restaurant and Foodservice Professional, Year Two. NRAEF.
- Exploring Professional Cooking. Ray, Mary F and Lewis, E.J. Glencoe.

Others:

- [Marketing and the Menu, Chapter 7](#)
- [Menu Descriptions](#)
- [Create a Menu](#)
- [Menu Engineering](#)
- [Menu Evaluation](#)

CULINARY PROSTART 2

GRADES 11 – 12

UNIT 3: NUTRITION AND METHODS

Objectives

Students will name the key nutrients, describe their functions and list important sources of each.

Students will characterize the role of a carbohydrate, fiber, starch, and fat in people’s diets and identify foods that contain these nutrients.

Students will characterize the role of proteins, water, vitamins and minerals in people/s diets and identify foods that contain these nutrients.

Students will describe cholesterol and food in which it is found along with the effects on the body.

Students will use the food pyramid to evaluate and analyze individual food intake.

Students will examine information on food labels to help make healthful food choices and plan healthful meals.

Students will identify recipes that preserve nutrients in quality cooking.

Students will demonstrate skills in menu planning for nutritious meals.

Students will prepare nutritious meals.

Students will practice several cooking methods that can be used to make a dish healthier.

Essential Questions

What are the nutritional needs of those eating your prepared meal?

What role does nutrition and the food pyramid play when meal planning?

What steps do you take to design menus for special diets?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan	<ul style="list-style-type: none">Appraise sources of food and nutrition information, including food labels, related to health and wellness.Discuss why carbohydrates are so important in a daily diet.Analyze nutritional data found on sources of food labels and menus.	<ul style="list-style-type: none">RFIFood labelsQuiz/test
Apply basic concepts of nutrition and nutritional therapy in a variety of settings.	<ul style="list-style-type: none">Identify the six Dietary Guidelines and the key recommendations for each.Use the Dietary Guidelines for Americans and MyPlate to plan meals.Identify and explain the recommended Dietary Guidelines for Americans and their importance in the diet when making appropriate food choices for a healthy lifestyle.Design and develop healthy eating plans for several clients with special needs.Review the Food Guide Pyramid-the six food groups with the foods that	<ul style="list-style-type: none">Writing assessmentQuiz/testGraphic organizerTeacher evaluationPower Point RubricPresentation rubric

CULINARY PROSTART 2

GRADES 11 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
	<p>are included in each group by the nutrients they contain and the appropriate serving size for each food.</p> <ul style="list-style-type: none"> • Create a power point describing a nutrition-related disease. Present your findings to the class • Describe nutritional principles and concepts related to menu applications. 	
<p>Demonstrate preparation for all menu categories to produce a variety of food products.</p>	<ul style="list-style-type: none"> • Prepare a variety of nutritious food items to meet the needs of adolescents. • Portion food accurately during food preparation according to the food pyramid guidelines for serving size. 	<ul style="list-style-type: none"> • Lab rubric

UNIT 3 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, Level Two, NRAEF.
- Becoming a Restaurant and Foodservice Professional, Year Two. NRAEF.
- Exploring Professional Cooking. Ray, Mary F and Lewis, E.J. Glencoe.

Websites:

- www.restaurant.org
- www.nraef.org
- www.mypyramid.gov
- www.jwu.edu/culinary
- www.eatright.org
- www.kidshealth.org
- www.teenshealth.org

Others:

- [Basic Nutrients](#)
- [Dietary Guidelines and Food Pyramid Study Sheet](#)
- [Review for Food Pyramid Test](#)
- [Nutrition Test & Key](#)
- [3-A-Day for Stronger Bones](#)
- [Article Comparing Diet Books](#)
- [Childhood Nutrition](#)
- [Dietary Guidelines](#)
- [Dietary Guidelines PowerPoint Information](#)
- [Food Guide Pyramid](#)
- [Food Pyramid Basics](#)
- [My Pyramid and Nutrients](#)
- Nutrition Throughout Life:
 - [Presentation](#)
 - [Study Guide & Key](#)
- [MyPlate Scenario Poster with Rubric](#)
- [MyPlate Unscramble with Key](#)
- [Weight Healthy](#)
- [Sports Nutrition](#)

CULINARY PROSTART 2

GRADES 11 – 12

UNIT 4: DESSERTS

Objectives

Students will list common ingredients in baking and their functions.

Students will formulate the connection between recipes/formulas and proper measuring techniques.

Students will identify different types of ingredients found in baked products.

Students will explain how ingredients and preparation procedures affect the quality of batters and doughs.

Students will prepare different types of quick breads and cake batters.

Students will prepare assorted pies and tarts.

Students will prepare mousse, flan and pastry creams.

Students will prepare and serve a variety of baked goods and desserts.

Students will explain how chocolate is made and how to temper chocolate.

Students will prepare chocolate garnish and candies.

Students will identify the main functions of icings and determine which are best suited for different baked goods.

Essential Questions

What is your favorite dessert?

What are different ways to prepare baked goods?

What do flavorings add to baked goods? What are some common flavorings used in baking?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate preparation for all menu categories to produce a variety of food products.	<ul style="list-style-type: none">• Identify the types, mixing, and storage methods of various bakery products including cookies, quick breads, yeast breads, pastries, cakes, icings, frosting, and fillings.• Prepare a mousse. Refrigerate until the next lab and evaluate each team's mousse preparation. Record any differences in final product.• Prepare pie dough using the 3-2-1- method.• Prepare labs on quick breads, cake batters, buttercreams, and chocolates.• Make desserts with egg bases – angel food, chiffon, sponge cakes, cream puffs and éclairs.• Prepare puff pastry recipes.	<ul style="list-style-type: none">• Kitchen Lab rubric• Self-assessments• Student workbook

CULINARY PROSTART 2

GRADES 11 – 12

UNIT 4 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, Level Two, NRAEF.
- Becoming a Restaurant and Foodservice Professional, Year Two. NRAEF.
- Exploring Professional Cooking. Ray, Mary F and Lewis, E.J. Glencoe.

Others:

- [ProStart Year 2, Chapter 5 Recipes](#)
- [Desserts and Baked Goods Pastry Activity](#)
- [Showcase](#)
- [Syllabus](#)
- [Chocolate](#)

Websites:

- www.kingarthurflour.com
- www.wheatfoods.org
- www.clabbergirl.com
- www.dominosugar.com
- www.bettycrocker.com

CULINARY PROSTART 2

GRADES 11 – 12

UNIT 5: SALADS AND GARNISHING

Objectives

- Students will identify and describe the various types of salads greens.
- Students will differentiate between various oils and vinegars.
- Students will prepare a green salad.
- Students will prepare a vegetable salad.
- Students will prepare a bound salad.
- Students will prepare a main salad.
- Students will prepare a fruit salad.
- Students will describe the different kinds of salads that can be served during the course of a meal.
- Students will prepare a vinaigrette dressing.
- Students will create an aesthetically pleasing salad and correct ratio vinaigrette.
- Students will describe how to make the four primary types of salad dressings.
- Students will explain what an emulsion is and how the process of emulsion works.
- Students will choose ingredient and prepare a variety of appetizers.
- Students will prepare a variety of dips.
- Students will practice making garnishes on their foods.

Essential Questions

- What is hummus? Where did it originate?*
- What are the nutritional differences between low-fat dressings and regular dressings?*
- If you were running a restaurant, on which kinds of salads would you focus when making your menu?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.	<ul style="list-style-type: none">Look into the ingredients of three popular low fat, low calorie dressings at the supermarket and report your findings.PowerPoint of different classifications of salads and nutrients obtained from each. Students take notes during PowerPoint.Go over some key principles of salad preparation (ex. freshness, color, texture, draining, bite size pieces, prepared right before serving, dressings).Hands-on activity where students fold a piece of paper in fourths. On one side in each box, they draw a picture of each of the classifications of	<ul style="list-style-type: none">Power Point on classifications of saladsNotes on nutrients arrangements ofSaladsQuiz/test assessments

CULINARY PROSTART 2

GRADES 11 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
	salads (appetizer, accompaniment, main dish, dessert) and write nutrients found in these salads.	
Demonstrate preparation for all menu categories to produce a variety of food products.	<ul style="list-style-type: none"> • Prepare dips such as hummus, Babaganoush and Tahini. • Prepare and present a: <ul style="list-style-type: none"> ○ green salad. ○ vegetable salad. ○ bound salad. ○ main salad. ○ fruit salad. ○ variety of appetizers. • Prepare various dressings from scratch. • Create and prepare a salad for each of the five courses that would be tasty, healthy, and have eye appeal. • Students will prepare a vinaigrette. • Discuss and identify the four basic parts to a plated salad. (Base, body, garnish and dressing) • Identify the proper procedures for preparation and storage of salads. • Identify the proper preparation and storage of dressings. (Add just before serving or on the side) • Demonstrate knife skills and cutting techniques in salad making. • Identify the nutrients found in salads and application to MyPlate. • Identify types of salads—appetizer, accompaniment, main dish, and dessert. 	<ul style="list-style-type: none"> • Kitchen lab rubric • Self-assessment • Teacher evaluation

CULINARY PROSTART 2

GRADES 11 – 12

UNIT 5 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, Level Two, NRAEF.
- Becoming a Restaurant and Foodservice Professional, Year Two. NRAEF.
- Exploring Professional Cooking. Ray, Mary F and Lewis, E.J. Glencoe.

Kitchen Resources:

Food and Equipment

Videos:

Just the Facts: Salads

Apple Swan Garnishes (YouTube)

Others:

[Salads](#)

[Salads and Soups](#)

[Chicken Pasta Salad](#)

[Healthy Salad Recipes](#)

[Main Dish Salad Challenge](#)

[Taco Salad](#)

[Salad Review Crossword](#)

[Salads, Soups and Casseroles Test](#)

[Salads Test](#)

CULINARY PROSTART 2

GRADES 11 – 12

UNIT 6: MEATS, POULTRY, FISH

Objectives

- Students will identify both the similarities and differences between meats and poultry.
- Students will outline the federal grading systems of meats and poultry.
- Students will describe the various forms of meat, poultry and fish.
- Students will identify different types of primal cuts and retail cuts of meat.
- Students will demonstrate proper procedures for purchasing and storing meats and poultry.
- Students will match cuts of meat to the best cooking methods.
- Students will practice trimming silver skin off of meat products.
- Students will practice fabricating poultry.
- Students will recognize and describe the basic market forms of fish and seafood.
- Students will determine doneness in cooked poultry, meats and fish.
- Students will prepare a variety of poultry dishes using different cooking methods.
- Students will prepare a variety of meat dishes using different cooking methods.
- Students will prepare a variety of fish dishes using different cooking methods.

Essential Questions

- How can you recognize quality in meat products?*
- How do you prepare different poultry dishes?*
- How do you fabricate a chicken?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate preparation for all menu categories to produce a variety of food products.	<ul style="list-style-type: none"> • Prepare a variety of poultry dishes by roasting, broiling, baking, sautéing, simmering and braising. • Prepare a variety of meat dishes by roasting, broiling, baking, sautéing, simmering and braising. • Prepare a variety of fish dishes. • Practice trimming silver skin and butter-flying meats and poultry. 	<ul style="list-style-type: none"> • Kitchen lab rubric • Self-assessment
Demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.	<ul style="list-style-type: none"> • Outline the federal grading systems for meats and poultry. • Identify both the similarities and the differences between meats and poultry. • Describe the various forms of meat, poultry and fish products. • Demonstrate proper procedures for purchasing, storing, and fabricating 	<ul style="list-style-type: none"> • Task related worksheets • Quiz/test assessment • Kitchen lab rubric

CULINARY PROSTART 2

GRADES 11 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
	<p>meats and poultry.</p> <ul style="list-style-type: none"> • Match various cooking methods with different forms of meat, poultry and fish. • Identify and describe different types of primal cuts and retail cuts of meat and poultry. • Apply proper internal temperatures of meat, poultry and seafood according to the food industry standards when preparing these labs. • Discuss inspection and grading of meat and poultry. • Review the nutrients found in meats and incorporate guidelines from MyPlate. • Actively participate in the preparation of meat, poultry, or seafood and use a thermometer to confirm the product has been heated to the proper internal temperature. 	<ul style="list-style-type: none"> • Meat charts • Lab rubrics

UNIT 6 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, Level Two, NRAEF.
- Becoming a Restaurant and Foodservice Professional, Year Two. NRAEF.
- Exploring Professional Cooking. Ray, Mary F and Lewis, E.J. Glencoe.

Kitchen Resources:

Food and Equipment

Videos:

ProStart Chicken Fabrication (YouTube)

Others:

[How to Cook Chicken to a Safe Temperature](#)

Meat:

[Lesson Plan](#)

[Cooking by Cut](#)

[Cooking Methods of Meat](#)

[Grading Meat Worksheet](#)

[Meat and Poultry Study Sheet](#)

[Meat, Poultry, and Fish Resource](#)

[Meat, Poultry, and Seafood](#)

[Meat, Poultry, and Seafood Worksheet](#)

[Meats](#)

[Protein Recipes](#)

[Meats Quiz](#)

CULINARY PROSTART 2

GRADES 11 – 12

UNIT 7: PURCHASING AND COST

Objectives

Students will convert recipes from original yield to desired yield using conversion factors.

Students will calculate as purchased (AP) and edible portion (EP) amounts.

Students will calculate standard recipe cost and cost per serving.

Students will describe controllable costs, fixed costs and variable costs related to food and labor.

Students will calculate depreciation of foodservice equipment.

Students will differentiate between perishable and non-perishable foods.

Students will outline proper techniques for portion control, including standard portion size, standardized recipe and portion cost.

Students will forecast sales by analyzing and evaluating sales histories, popularity trends and production sheets.

Students will analyze the relationship between cost and sales.

Students will calculate projected revenue, average cover and find revenue level.

Essential Questions

Why are standardized recipes important in a food service operation?

Why do we need math skills in food service?

What problems may arise when converting recipes?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	<ul style="list-style-type: none">• Compare the unit price of one item to another for the purpose of purchasing the most cost effective product.• Explain the relationship between primary and intermediary sources and suppliers.• Identify factors that affect food prices.• Explain how production records influence purchasing decisions.• Convert recipes from original yield to desired yield using conversion factors.• Calculate as purchased (AP) and edible portion (EP) amounts.• Calculate standard recipe cost and cost per serving for various recipes.	<ul style="list-style-type: none">• Task related worksheets• Quiz/test assessments• Exit card

CULINARY PROSTART 2

GRADES 11 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate implementation of food service management functions.	<ul style="list-style-type: none"> • Describe controllable costs, fixed costs and variable costs related to food and labor. • Outline proper techniques for portion control, including standard portion size, standardized recipe, and standard portion cost. • Forecast sales by analyzing and evaluating sales histories, popularity trends and production sheets. 	<ul style="list-style-type: none"> • Graphic organizer • Task related worksheets • Quiz/test assessments

UNIT 7 RESOURCES

Books:

- Foundations of Restaurant Management and Culinary Arts, Level Two, NRAEF.
- Becoming a Restaurant and Foodservice Professional, Year Two. NRAEF.
- Exploring Professional Cooking. Ray, Mary F and Lewis, E.J. Glencoe.

Others:

Unit Pricing:

- [Lesson Plan](#)
- [Graphic Organizer & Key](#)
- [Chapter 5 Presentation, Purchasing](#)
- [Premade vs. Recipe](#)
- [Purchase Order](#)
- [Edible Portion as Purchased \(EP AP\)](#)
- [Food Costing](#)

Websites:

- www.acfchefs.org
- www.restaurant.org

PACING GUIDE

Unit	Semester 1	Semester 2
Unit 1: Breakfast Foods and Sandwiches	X	
Unit 2: Marketing and The Menu	X	
Unit 3: Nutrition and Methods	X	
Unit 4: Desserts	X	
Unit 5: Salads and Garnishing		X
Unit 6: Meats, Poultry, Fish		X
Unit 7: Purchasing & Cost		X

BAKE SHOPPE

GRADES 10 – 12

This semester class will introduce you to a variety of dough and batters such as breads, cakes, muffins, pies, biscuits, scones, pastries and other elegant desserts. Attention to detail, eye-hand coordination and an artistic flair are key skills for those interested in baking and pastry. You will explore baking techniques and attain an in depth knowledge of how different ingredients function together. You will engage actively in cooperative work to accomplish specific tasks such as preparing baked goods for open house, special occasions and holidays along with selling products to faculty members. Learning through Service hours can be earned through activities associated with this course.

As a result of this course students will be able to identify and apply fundamentals of baking in the preparation and production of baked food products and identifying the use of equipment normally found in the bakeshop. This course develops vital skills specific to Baking and Pastry; accurate measuring, understanding of key ingredients, bakeshop equipment and the techniques required during preparation.

Prerequisite: Culinary Essentials
Credit: 0.5

BAKE SHOPPE

GRADES 10 – 12

UNIT 1: EQUIPMENT AND MEASURING

Objectives

Students will recognize a variety of professional bakeshop tools.

Students will select, use and maintain the proper food production equipment.

Students will describe and demonstrate procedures for cleaning, sanitizing equipment and storing tools.

Students will describe and demonstrate techniques for operating tools and equipment following safety procedures.

Students will select the proper measuring equipment for liquids and dry ingredients.

Students will describe and demonstrate how to change a formula yield using a baker's percentage

Students will convert recipes from original yield to desired yield using conversion factors.

Students will demonstrate comprehension of equivalents, basic math calculations using fractions, and be able to apply them to various recipe situations.

Students will formulate the connection between recipes/formulas and proper measuring techniques.

Essential Questions

What safety precautions should one take when using kitchen equipment?

Why are correct measurements absolutely necessary to ensure the best results in baking?

Why do bakers and pastry chefs require better accuracy in measuring ingredients than do kitchen chefs?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate selecting, using and maintaining food production equipment.	<ul style="list-style-type: none">• Demonstrate selection, use and maintenance of food production equipment. After identifying various tools and equipment used in the bakery, students select the appropriate item to be use with the ingredients.• Operate tools and equipment following safety procedures.• Maintain tools and equipment following safety procedures.• Demonstrate procedures for cleaning and sanitizing equipment.• Demonstrate procedures for storage of equipment and tools.	<ul style="list-style-type: none">• Lab rubric• Demonstrations• Quiz/test assessments

BAKE SHOPPE

GRADES 10 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate skills in safe handling of knives, tools, and equipment.	<ul style="list-style-type: none"> • Write an outline for a five minutes oral presentation that you would give to employees on their first day on the job to teach them the kitchen safety procedures of your bakery. Create any visual aids you believe would be helpful in training new employees. • Practice procedures for safe and secure storage for equipment and tools. • Write a letter to your business partner detailing what equipment you want to purchase for the shop and why. 	<ul style="list-style-type: none"> • Quiz/test • Written assessment • Oral presentation • Task related Worksheets • Lab rubric
Identify appropriate abbreviations, food-measurement terminology, techniques, equivalents, and calculate recipe-size adjustments and demonstrate proper measuring techniques.	<ul style="list-style-type: none"> • Fill-in the Abbreviation, Food weights and Measuring Techniques worksheet using information found in class, textbooks and/or the internet. • Demonstrate comprehension of equivalents, basic math calculations using fractions, and be able to apply them to various recipe situations. 	<ul style="list-style-type: none"> • Worksheets • Quiz/tests
Apply culinary terms and abbreviations, equivalents, recipe yields, and proper measuring techniques with correct equipment.	<ul style="list-style-type: none"> • Introduce vocabulary as part of unit – use these words and definitions to prepare students for reviewing and practicing measuring, equivalents, recipe adjustments and usage of correct measuring equipment. 	<ul style="list-style-type: none"> • Written assessment

UNIT 1 RESOURCES

Books:

- The Culinary Professional, Draz, John and Christopher Koetke.
- Professional Baking, Sokol, Gail

Others:

[Summative Evaluation](#)

[Measurement Abbreviations and Equivalents](#)

[Measuring Techniques](#)

Videos:

- Kitchen Math & Measuring
- Foodservice Equipment & Tools
- Kitchen Tools & Utensils
- Food Prep Words and Terms
- Knives: Just the Facts

BAKE SHOPPE

GRADES 10 – 12

UNIT 2: INGREDIENTS

Objectives

- Students will recognize baking ingredients and understand their functions in baked goods.
- Students will identify different types of flours, sweeteners and fats.
- Students will understand gluten and its importance in the bakeshop.
- Students will explain how ingredients and preparation procedures affect the quality of batters and doughs.
- Students will describe and demonstrate the various mixing methods used in the bakeshop.
- Students will identify the basic baking and cooking methods used in the bakeshop.
- Students will describe and demonstrate the process for preparing baked goods and desserts.
- Students will describe and demonstrate the preparation of different chocolate processes.
- Students will understand why chocolate needs to be tempered.
- Students will produce a variety of candies, including chocolates that are molded with a filling and plain.
- Students will list common spices and extracts and describe their uses.

Essential Questions

- Why are the amounts and type of ingredients more important in baking and pastry work than other areas of the kitchen?*
- Why is choosing the right ingredient for a recipe so critical?*
- Can mixing the ingredients the wrong way affect the outcome of my product?*
- What factors would influence your decision when choosing a chocolate product for baking?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate planning menu items based on standardized recipes to meet customer needs.	<ul style="list-style-type: none">Define the different types of flour commonly used in bakeshops.Define the different types of sugars, syrups, thickeners and sweeteners commonly used in bakeshops.Describe the process of making chocolate and identify the different types of chocolate.Work with a variety of chocolate molds and apply the process of tempering chocolate.Prepare fudge that requires the use of the candy thermometer and varying techniques.	<ul style="list-style-type: none">Technical readingWorksheetsQuestions for discussionExercises and experimentsLab rubrics

BAKE SHOPPE

GRADES 10 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate preparation for all menu categories to produce a variety of food products.	<ul style="list-style-type: none">• Identify and use the most common spices used in bakeshops.• Identify and use a variety of nuts and seeds commonly used in bakeshops.• Identify and use common leaveners used in bakeshops.	<ul style="list-style-type: none">• Quiz/test assessment• Lab rubric• Task related worksheets

UNIT 2 RESOURCES

Books:

- The Culinary Professional, Draz, John and Christopher Koetke.
- How Baking Works, Figoni, Paula
- Professional Baking, Sokol, Gail

Others:

[Food Borne Illness](#)

Videos:

Introduction to Baking
Making the Most of Your Menu
Food Borne Illness

BAKE SHOPPE

GRADES 10 – 12

UNIT 3: BATTERS AND DOUGHS

Objectives

Students will describe and demonstrate the process for preparing baked goods in the quick breads area including, muffins, biscuits, breads, coffee cakes, scones, pancakes, waffles and popovers.

Students will distinguish between a biscuit method, creaming and a muffin method and analyze the product for proper formation.

Students will produce simple sweet doughs and rolled-in doughs with a variety of fillings and toppings.

Students will execute the different techniques for making common quick breads.

Essential Questions

What is the difference between a batter and dough?

How does the type of fat used in the biscuit method differ from the type used in the muffin method?

What scenarios or situations might make biscuits a better option than leavened breads?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate preparation for all menu categories to produce a variety of food products.	<ul style="list-style-type: none">• Explain the basic principles of quick bread and cake preparation.• Listen, observe, and complete their notes as the demonstration of a quick bread is completed.• Using various recipes for quick breads, students prepare, serve and evaluate each one. Students prepare each type of batter separately and identify each type of batter.• Prepare oral and/or written evaluations regarding the texture, flavor, and appearance and if the quick bread recipe was completed successfully based on the mixing method for the product.• Prepare a variety of batters and dough's.• Prepare a variety of quick breads.• Practice and master the blending mixing method.• Practice and master the creaming mixing method.• Demonstrate professional plating, garnishing and food presentation techniques.	<ul style="list-style-type: none">• Oral assessment• Quiz/test• assessments• Lab rubric• Task related worksheets

BAKE SHOPPE

GRADES 10 – 12

UNIT 3 RESOURCES

Books:

- The Culinary Professional, Draz, John and Christopher Koetke.
- How Baking Works, Figoni, Paula
- Professional Baking, Sokol, Gail

Videos:

Quick Breads

Kitchen Resources:

Food and Equipment

Others:

[Recipe Yield](#)

[Quick Breads Pre-assessment & Key](#)

[Ingredients in Quick Breads and a Summary of Their Functions](#)

[Mixing and Measuring Techniques](#)

[Formative Unit Review](#)

[Judging Score Cards for Batters and Doughs](#)

[Belgian Waffles Demo](#)

[Pour and Drop Batters Unit Test & Answer Key](#)

BAKE SHOPPE
GRADES 10 – 12

UNIT 4: CAREER PATHS

Objectives

Students will examine education, training requirements and opportunities for career paths in the food industry.
Students will list qualities of successful foodservice employees.

Essential Questions

What skills and knowledge are needed to pursue a career in the baking industry?
How do I find opportunities for entry level positions in baking and pastries?
How can your manners affect an employer’s decision to hire you?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze opportunities for employment and entrepreneurial endeavors.	<ul style="list-style-type: none"> • Research and prepare a report, such as a power point, on selected career to include a description of the career, job opportunities, skills and education required, salary range, job locations, and a sample day in the life of the person. They present their findings in class. 	<ul style="list-style-type: none"> • Power point presentation • Research paper • Oral presentation
Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and community careers.	<ul style="list-style-type: none"> • Write a short “help wanted” ad for a Baker • Fill-out a job application form. • Role-play workplace scenarios. 	<ul style="list-style-type: none"> • Application form • Written presentation • Class participation

UNIT 4 RESOURCES

Books:

- The Culinary Professional, Draz, John and Christopher Koetke
- Professional Baking, Sokol, Gail

Websites:

- www.asbe.org
- www.restaurant.org
- www.acfchefs.org

BAKE SHOPPE

GRADES 10 – 12

UNIT 5: PIES AND TARTS

Objectives

Students will explain how to and prepare quality dough for pies and tarts

Students will recognize the characteristics and uses of puff pastry.

Students will prepare recipes using puff pastry.

Essential Questions

What can be done to pie dough that is too soft or sticky to roll?

What product is used to keep the fruit decorations in place and prevent fruits tarts from drying out?

Why don't pie recipes give exact amounts of water to use in the crust?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze preparation techniques for all baked goods and desserts.	<ul style="list-style-type: none"> Describe the difference between the various puff pastry dough preparations and explain the advantages of using each. Explain the difference between a pie, cobbler, crisp and tart. Prepare each and analyze differences. 	<ul style="list-style-type: none"> Summative assessment Task related worksheet and review questions
Demonstrate preparation for all menu categories to produce a variety of food products.	<ul style="list-style-type: none"> Prepare puff pastry pinwheels, éclairs, or cream puffs as they demonstrate an understanding of working with puff pastry dough. Produce a variety of pies and tarts using the different methods for filling. Master the technique of rolling dough and lining a pie or tart pan. Demonstrate mastery of the following pie assembly processes: roll pie dough, line pie pans, prepare pie filling, create both baked and unbaked pie shells, etc. Prepare one- crust and two-crust pies. Discuss and apply the method used to mix pastry dough. (cut fat into dry until crumbly and then add liquid until combined. Do not over mix). Discuss and apply proper storage methods of pies. (Fruit pies can be held at room temperature 1-2 days, frozen before baking for 2 months. Cream pies need to be refrigerated and used with 1-2 days. Do not freeze.) 	<ul style="list-style-type: none"> Lab rubric Self-evaluation

BAKE SHOPPE

GRADES 10 – 12

UNIT 5 RESOURCES

Books:

- The Culinary Professional, Draz, John and Christopher Koetke.
- How Baking Works, Figoni, Paula
- Professional Baking, Sokol, Gail

Various Magazines

Kitchen Resources:

Food and Equipment

Others:

- [Pies and Pastry Foods](#)
- [Pies and Pastry Foods Crossword Puzzle](#)
- [Pastry Listening Guide](#)
- [Pastry Dough](#)
- [Pastry or Not](#)
- [Pie Unscramble & Key](#)
- [Pastry Quiz](#)
- [Pie Study Sheet](#)

BAKE SHOPPE

GRADES 10 – 12

UNIT 6: COOKIES, CAKES AND FROSTING

Objectives

Students will prepare a variety of cakes.

Students will prepare a variety of buttercreams.

Students will prepare a variety of cookie desserts.

Students will utilize a variety of mixing methodologies.

Students will assemble cakes using basic finishing and decorating techniques.

Students will utilize a variety of decorative tools designed to create effective cake decorating designs.

Students will prepare various icings and assemble a simple layer cake, sheet cake, and cupcakes.

Students will prepare parchment pastry bags, mix colors, practice boarders, writing and making flowers and leaves and then apply these to an iced cake properly.

Students will prepare cakes for special occasions.

Essential Questions

How can you tell when a cake is done?

Why is the creaming step so important to the leavening of a cake?

How important is oven temperature when baking cakes or cookies?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
<p>Prepare baked goods and desserts using safe handling and professional preparation techniques.</p>	<ul style="list-style-type: none"> • Students working in teams will plan, organize, and demonstrate a different cake mixing method for any number of cakes and will do so in front of their class. Presentation will be videotaped. • Identify the different types of cakes. (shortened and foam cakes) • Discuss the different mixing methods and know the terminology used when making cakes. (Creaming, Blending, Sponge/Foam, Angel Food, Chiffon) • Identify and practice the proper storage of cakes. (Wrapped in air-tight containers and stored in refrigerator until needed. Can be frozen for up to 1 month.) • Identify and prepare the different types of frosting/icings. (buttercream, foam/boiled, fondant, fudge, ganache, glaze, royal icing) 	<ul style="list-style-type: none"> • Exit card • Cooking show • Class discussion • Task related worksheets • Quiz/test assessments • Lab rubric

BAKE SHOPPE
GRADES 10 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
	<ul style="list-style-type: none"> • Identify the three main functions of frosting/icings. (Creates a protective coating for baked goods, contributes to flavor and richness, and improves appearance.) 	
<p>Demonstrate preparation for all menu categories to produce a variety of food products.</p>	<ul style="list-style-type: none"> • Use recipes and prepare two different high fat cakes. Evaluate for texture, flavor, and appearance. Cost out and find the nutrients for this type of cake. Do the same for low-fat cakes. • Identify and select cookie recipes based on the six basic types of cookies. Each student selects and produces one cookie recipe to be used as part of the sale of cookies. • Identify the characteristics of drop cookies and master the technique of making them. • Identify the characteristics of bar cookies and master the technique of making them. • Identify the characteristics of traditional rolled and cut-out cookies and master the technique of making them. • After viewing a video on cake decorating, prepare parchment bags and practice various borders, writing and flowers on wax paper. • Prepare different types of buttercream icing. • Master the techniques for piping borders and flowers. • Prepare layer cakes and torts. • Prepare specialty cakes using artistic principles and analyze results. Students design a fancy cake and make sure the icing relates to the type of cake being made for decorating. Draw out their design and find recipes for the types of icings needed to decorate for their fancy cake. 	<ul style="list-style-type: none"> • Lab rubric • Self-evaluation • Quiz/test assessments • Task related worksheets

BAKE SHOPPE

GRADES 10 – 12

UNIT 6 RESOURCES

Books:

- The Culinary Professional, Draz, John and Christopher Koetke.
- How Baking Works, Figoni, Paula
- Professional Baking, Sokol, Gail

Kitchen Resources:

Food and Equipment

Others:

[Cake Decorating Basics](#)

Videos:

Cake Decorating Basics

The Story of Chocolate

PACING GUIDE

Unit	Quarter 1	Quarter 2
Unit 1: Equipment & Measuring	X	
Unit 2: Ingredients	X	
Unit 3: Batters and Doughs	X	
Unit 4: Career Paths	X	>
Unit 5: Pies & Tarts		X
Unit 6: Cookies, Cakes & Frosting		X

MULTICULTURAL CUISINE

GRADES 9 – 12

Food has always been the center around which people have come together to share stories, enjoy each other's company and celebrate wonderful occasions. In this course, we will explore other regions of the world and how they combine food, culture and tradition. Many familiar everyday dishes in America originated in Europe but have been completely absorbed into our local cuisine! You will learn about culinary history; people's social customs, ingenuity, values, and religious beliefs. We will travel through Europe, the Mediterranean basin, Asia through to the Americas. You will be researching your country of origin along with preparing foods from around the world. Countries to explore and investigate will include but not be limited to: U.S.A., Canada, Latin America, Africa & Middle East, Europe, Asia and the Pacific.

After taking this course you will understand the influences on culinary practices from ancient times through to the present.

Prerequisite: Intro to Culinary Arts

Credit: 0.5

MULTICULTURAL CUISINE

GRADES 9 – 12

UNIT 1: CULINARY HISTORY

Objectives

Students will research influences on culinary practices from ancient times through to present.

Students will present written responses to a series of questions about cultural food heritage.

Students will explain the origins of American cuisine.

Students will list famous chefs from history and note their major accomplishments.

Essential Questions

What is culture? How does it relate to food choices?

What happens when food customs are introduced into new areas?

What were the significant contributions made to foodservice by Escoffier and Careme?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Record a list of all the foreign foods students can think of that are prepared in their homes and discuss their history.	Class discussion	Pair and share
Research the first Thanksgiving in the United States. Present findings to the class.	Power point presentation	PP rubric
Select a time in history in which you are interested. Write a brief paper that describes your particular interest in this point in history and the culinary practices of the time.	Written report	Writing rubric
Explain the foods and cooking techniques that were brought to the Americas from other parts of the world and present findings to class.	Oral presentation	Presentation rubric
Research commonly used herbs and spices and the history behind them	Use of the internet to research and explore	Brochure rubric
Discuss the great chefs from the 20 th century and their contributions to cooking.	Read for information	Summative assessment
Select a 20-year period of time between 1850 and today. Develop a time line that indicates at least ten historical events in foodservice.	Time-line	Task related worksheet

MULTICULTURAL CUISINE

GRADES 9 – 12

UNIT 2: CUISINES OF THE WORLD

Objectives

Students will identify global cultures and traditions related to food.

Students will practice common cooking methods used in different cultural cuisines.

Students will prepare a variety of meals from global cultures.

Essential Questions

America is often called the Melting Pot, why is that?

Isn't a New England boiled dinner just the same as Ireland's Corn beef and cabbage?

How does the climate of all these countries affect the types of foods that are typically eaten?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Create a six-course meal using one dish from each of the six regions of North America.	Food preparation skills	<ul style="list-style-type: none"> • Class discussion • Text readings • Written assessments • Worksheets • Oral reports • Lab rubrics • PPT rubrics • Research rubric • Pair and Share • Quiz/test
Prepare dishes from the Caribbean using cooking methods including frying and stewing.	Food preparation skills	
Explore the similarities between the cuisines of South America and North America.	Technical reading	
Create a map of South America that is highlighted by the ingredients, signature dishes and cooking methods of each region.	Group work and power point presentation	
Create a three-course seafood menu, using ingredients and cooking techniques from South America .	Food preparation skills	
Create a map of China that is highlighted by the ingredients, signature dishes and cooking methods of each region.	Group work and power point presentation	
Research a country/region and give a presentation to class.	Research report	
Read and discuss cultural influences of Europe.	Technical reading	
Read and discuss the cultural influence of Asia.	Technical reading	
Produce a variety of recipes common to the cuisines of Europe and the Middle East.	Food laboratories	
Produce a variety of recipes common to the Americas.	Food lab	
Produce a variety of recipes common to the cuisines of Asia.	Food lab	
Create a Scandinavian dessert buffet.	Food lab	

MULTICULTURAL CUISINE

GRADES 9 – 12

RESOURCES

Books:

The Culinary Professional, John Draz, Christopher Koetke.
International Cuisine, MacVeigh, Jeremy. Delmar.

Videos:

Bugs for Breakfast
Multicultural Cuisine

Websites:

www.eatethnic.com
www.fcs.uga.edu
www.lacp-online.org
www.culinary.net

Various Food Magazines

PACING GUIDE

Unit	Quarter 1	Quarter 2
Unit 1: Culinary History	X	
Unit 2: Cuisines of the World	X	>

CHILD DEVELOPMENT

GRADES 9 – 12

This year long course explores all aspects of pregnancy, childbirth and the growing child in today's society. We begin with relationships and the factors involved in desirable characteristics for potential life partners and parents. This includes heredity, environment, life events and all that goes into making people who they are. The dilemmas of teenage pregnancy for both the teenage mother and father are discussed. Topics such as the reproductive system, contraception, sexually transmitted diseases, and abortion are included in the unit pertaining to becoming ready for the responsibilities of parenting. Pregnancy and childbirth are covered in detail. Parenting techniques, feeding, bathing, potty training, discipline and stimulating a child's creativity through play are among the many topics discussed. Current issues in child development are discussed such as television and its effects on children, child abuse, adoption, and becoming a parent by alternative methods. Other topics include divorce and the single parent along with particular interests from the class members. Students also experience the "joys" of parenting by having the computerized baby over a weekend.

Prerequisite: none

Credit: 1.0

CHILD DEVELOPMENT

GRADES 9 – 12

UNIT 1: INTRODUCTION

Objectives

Students will analyze the role of the family in society.

Students will list reasons for learning about child development.

Students will describe the importance of self-awareness and relationships in the parenting process.

Students will analyze the importance of good parenting skills in raising children.

Essential Questions

What is child development and why is it important to study it before having children?

What are the characteristics of good parents?

What factors influence growth and development of children?

What is the role of “family” in our society?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze types of families and why “the family” is the cornerstone of our society.	<ul style="list-style-type: none"> • Inventory of what students know and want to know. • Class discussion 	<ul style="list-style-type: none"> • KWL • Exit card • Class assessment • Rubric • Unit Test • Computer survey
Analyze personal needs and characteristics and their effects on interpersonal relationships.	<ul style="list-style-type: none"> • Class discussion 	
Analyze functions and expectations of various types of relationships.	<ul style="list-style-type: none"> • Class discussion • Guest speaker 	
Analyze the effect of personal needs on relationships.	<ul style="list-style-type: none"> • Class discussion 	
Analyze the effects of self-esteem and self-image on relationships.	<ul style="list-style-type: none"> • Class discussion • Broken Heart Activity • Magazine Activity on what the product is actually selling 	
Analyze the effects of life span events and conditions on relationships	<ul style="list-style-type: none"> • Students will develop a power point presentation with a partner on a selection of events that influence relationships 	
Explain the effects of personal standards and behaviors on interpersonal relationships.	<ul style="list-style-type: none"> • Class discussion • Toothbrush activity 	

CHILD DEVELOPMENT

GRADES 9 – 12

UNIT 1 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Guest Speaker from Groton Crisis Pregnancy Center
- Various magazines
- Toothbrushes and toothpaste

CHILD DEVELOPMENT

GRADES 9 – 12

UNIT 2: THE ROLE OF THE FAMILY

Objectives

Students will analyze the role of family and support systems in meeting the growth and development needs of children.
Students will evaluate parenting practices that maximize human growth and development.

Essential Questions

What are the expectations and responsibilities of parenting?
How does one determine criteria for selecting care and services for children?
What potential societal conditions impact parenting across the life span?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify the concept of the family life cycle and how it influences parenting.	<ul style="list-style-type: none"> Inventory students about prior knowledge of family Life cycle Class discussion Pair/Share family life cycle poster 	<ul style="list-style-type: none"> Poster Rubric Exit card Rubric for pair/share research Unit test Computer survey KWL Prepare questions for teen parents
Identify the characteristics of good parents/caregivers.	<ul style="list-style-type: none"> Class discussion Poster: “Caregiver Wanted” 	
Determine criteria for selecting care and services for children.	<ul style="list-style-type: none"> Class discussion 	
Explore community resources that are available for to parents and families.	<ul style="list-style-type: none"> Share with students where State of CT is going with Birth-3 initiatives from various workshops 	
Analyze the benefits of community resources and support systems for individuals and families.	<ul style="list-style-type: none"> Research services available in CT for families with young children. 	
Identify the difficulty some parents have in meeting their own needs in addition to needs of a family.	<ul style="list-style-type: none"> Teen moms guest speaker panel 	
Compare and contrast cultural differences in roles and responsibilities of parenting.	<ul style="list-style-type: none"> Class discussion 	

UNIT 2 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Teen Mom panel of former students

CHILD DEVELOPMENT

GRADES 9 – 12

UNIT 3: PRE-PARENTING FACTORS

Objectives

Students will analyze physical and emotional factors related to beginning the parenting process.

Students will distinguish biological, physiological, and environmental factors that affect the health of the child and parents.

Students will analyze how life events can influence individual emotional growth and physical safety.

Students will describe how society’s changing economic and technological conditions can influence individual emotional growth and physical safety.

Students will interpret interrelationships among physical, emotional, social, and intellectual aspects of human growth and safety.

Essential Questions

What factors influence the readiness to become a parent?

What is sex and where/when does it begin?

What is the role of the father in parenting? Why is it important to understand the differences between STDs and STIs?

How can STDs and STIs affect one physically, socially, emotionally, morally, and intellectually?

How are communication and education related to the prevention and spread of STDs and STIs?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify how becoming a parent changes one’s life.	<ul style="list-style-type: none"> Inventory students on prior knowledge of how parenting changes one’s life. Class discussion: How does one know if they are ready to become a parent? 	<ul style="list-style-type: none"> KWL Exit card Reading rubric Evaluation of worksheets Class assessment of the shared power point presentations Unit Test Computer survey
Determine the role of the father in a child’s life.	<ul style="list-style-type: none"> Class discussion: What role does the male have in parenting? Video: “Riding in Cars with Boys” 	
Analyze the reasons people become sexually active.	<ul style="list-style-type: none"> Class discussion RFI-“Talking with Kids Openly and Honestly about Sexuality” Worksheets on parent readiness 	
Identify alternative ways of showing affection without becoming sexually active.	<ul style="list-style-type: none"> Video: “Sex Smart For Teens-Abstinence” Video: “Babies Having Babies” Class discussion of videos. 	

CHILD DEVELOPMENT
GRADES 9 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify the issues of becoming sexually active too soon.	<ul style="list-style-type: none"> • Class discussion • Video: “Sex Smart for Teens:STIs” • Class discussion of the difference between STDs and STIs. 	
Define “consent” as used in sexual relationships.	<ul style="list-style-type: none"> • Class discussion concerning consent and mixed messages. • Pair/Share Power Point presentation to the class on various STDs and STIs 	

UNIT 3 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015

Videos:

- Riding in Cars with Boys
- Babies Having Babies
- Sex Smart for Teens – Abstinence
- Sex Smart for Teens – STIs

CHILD DEVELOPMENT

GRADES 9 – 12

UNIT 4: REPRODUCTIVE SYSTEM

Objectives

Students will identify biological processes related to prenatal development.

Essential Questions

What are the male and female reproductive system parts and what is the function on each?

Why is it important to be able to identify and know the function of the male and female reproductive systems?

When is it no longer necessary to be concerned about the reproductive system?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identification of the female reproductive system and explanation of what each part plays.	<ul style="list-style-type: none"> • Inventory students' prior knowledge of the reproductive systems. • Discuss and review female reproductive system using correct vocabulary and diagram. • Complete blank female reproductive. 	<ul style="list-style-type: none"> • KWL • Exit cards • Assessment of diagram and vocabulary • Class evaluation of each group understands of the menstrual cycle • Assessment of diagram and vocabulary • Quiz on reproductive systems and menstruation • Computer survey
Analyze the connection between the menstrual cycle and the female reproductive system.	<ul style="list-style-type: none"> • Class discussion concerning vocabulary. • Pair/Share groupings of how the menstrual cycle works. 	
Identification of the male reproductive system and explanation of what does each part plays.	<ul style="list-style-type: none"> • Survey students about prior knowledge of the male reproductive system. • Class discussion of male vocabulary and review of male reproductive system poster. • Complete diagram. 	

UNIT 4 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Male and Female Reproductive Posters

CHILD DEVELOPMENT

GRADES 9 – 12

UNIT 5: BIRTH CONTROL

Objectives

Students will be able to describe the impact of technology on individual and family resources as related to child development.
 Students will be able to analyze physical, emotional, social, moral, and intellectual development in the power to control their own fertility.
 Students will be able to describe the importance of communication as it relates to self-esteem and fertility.

Essential Questions

Why is it important to understand and be able to communicate with one’s partner about various options of birth control?
How can one determine what type of birth control is best for their own situation at various stages of the life cycle?
What forms of birth control are available now, how do they work, and what are the pros and cons of each?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Explain the relationship between contraceptives, conception, and the menstrual cycle.	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Exit card KWL
Compare and contrast types of birth control available today.	<ul style="list-style-type: none"> Inventory students to Evaluate prior knowledge. Video: “Sex Smart for Teens-Birth Control” RFI-“Can We Talk about Abstinence and Contraception OR Is It a Mixed Message?” Class discussion: Are the terms “birth control” and “the pill” interchangeable? Pair/Share Power Point of each type of birth control. Show and tell of various forms of birth control. Class discussion 	<ul style="list-style-type: none"> Assessment of video activities Assessment of RFI Class assessment rubric Assessment of “Dumb and Dumber” activity Unit test Computer survey

UNIT 5 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Video: “Sex Smart for Teens-Birth Control”
- Visual Aids Set of various types of birth control
- Male and Female Reproductive Parts poster

CHILD DEVELOPMENT
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UNIT 6: BABY THINK IT OVER

Objectives

Students will analyze the roles and responsibilities of parenting.

Students will assess various societal conditions that impact parenting across the life span.

Essential Questions

What affect does this activity have on communication between teens and their parents?

How does the age of the parent affect parenting practices?

How can this activity identify potential consequences of whether one is ready to be a parent now or in the future?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Experience the joys and frustrations of parenting.	<ul style="list-style-type: none"> • Video: “Baby Think it Over” • Class discussion • Each student will take Baby home for the weekend 	<ul style="list-style-type: none"> • Task assessment

UNIT 6 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Video: “Baby Think it Over Instructional Guide for Students”
- “Baby Think It Over” mechanical babies and accessories

CHILD DEVELOPMENT

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UNIT 7: PREGNANCY / CHILD DEVELOPMENT

Objectives

Students will analyze principles of human growth and development across the lifespan.

Students will analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

Students will analyze current and emerging research about human growth and development, including research on brain development.

Students will analyze conditions that influence human growth and development.

Students will analyze the effect of heredity and environment on human growth and development.

Students will analyze the impact of social, economic, and technological forces on individual growth and development.

Essential Questions

How does human life begin, and how can the unborn baby be protected?

How do the stages in prenatal development follow the principles of growth and development?

What are some common complications of pregnancy?

How do today’s knowledge and practices envision childbirth as a natural process while also providing advanced medical care for the mother and baby?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Explain the myths and realities of pregnancy.	<ul style="list-style-type: none"> Inventory students on their prior knowledge of pregnancy. 	<ul style="list-style-type: none"> KWL Assessment of video outline sheets Exit cards Vocabulary activities Text related activities Read text concerning birth defects and testing Various activities to reinforce birth defects
Explanation of how pregnancy occurs.	<ul style="list-style-type: none"> Video: “The Miracle of Life.” Video: “The Timeless Way-A History of Birth from Ancient to Modern Times.” Class discussion. 	
Identify vocabulary that is specific to pregnancy and explain why it is important to know.	<ul style="list-style-type: none"> Class discussion on the “Big Book of Pregnancy” Pregnancy Vocabulary Show and Tell of replicas of fetal stages 	
Identify the signs and symptoms of pregnancy.	<ul style="list-style-type: none"> Read and discuss the chapter on pregnancy in the text. 	

CHILD DEVELOPMENT

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Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze the importance of pre-natal care.	<ul style="list-style-type: none"> • Selection of an obstetrician discussion. • Discussion of birth defects and various testing available. • Pair/share types of pre-natal testing and possible birth defects. • Show, tell, and discuss fetal alcohol baby. • Class discussion on Video: “Beginnings of Life-Hereditry and Environment.”. 	and prevention <ul style="list-style-type: none"> • Assessment of video activities • Evaluation of various text activities • Unit Test • Computer survey
Evaluate the types of preparations that must be made for the physical needs of baby at this time.	<ul style="list-style-type: none"> • Class discussion of baby layette, sleep, and play areas. • Read chapter in text of preparing for baby. • Discussion of importance of naming baby. 	

UNIT 7 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- The Big Book of Pregnancy
- Videos:
 - “The Miracle of Life”
 - “The Timeless Way-A History of Birth from Ancient to Modern Times”
 - “Beginnings of Life-Hereditry and Environment”
- Models of fetus in various stages of pregnancy
- Fetal Alcohol Syndrome Baby
- Fetus Bingo

CHILD DEVELOPMENT

GRADES 9 – 12

UNIT 8: LABOR AND DELIVERY

Objectives

Students will be able to describe the impact of technology on labor and delivery.

Students will be able to analyze common practices and emerging research on labor and delivery.

Essential Questions

What options do mothers have in terms of types of delivery?

How can mothers and fathers be directly involved in the birth of a baby?

How has labor and delivery changed for the better due to emerging technology?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Explain the terminology of labor and delivery.	<ul style="list-style-type: none">• Survey class on prior knowledge• Read chapter on labor and delivery in text	<ul style="list-style-type: none">• KWL• Evaluation of text activities and vocabulary• Exit cards• Unit test• Computer survey
Cesarean Section.	<ul style="list-style-type: none">• Class discussion concerning reasons why this surgery is necessary• Visual aids	
Changes in labor and delivery.	<ul style="list-style-type: none">• Guest Speaker-Labor and delivery nurse from L&M.	
Modern maternity facilities.	<ul style="list-style-type: none">• Field Trip to L&M Hospital Labor & Delivery Rooms• Class discussion	

UNIT 8 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Guest Speaker: Maternity Nurse Educator from Lawrence and Memorial Hospital
- Field Trip: Visit to Lawrence and Memorial Hospital Maternity Floor

CHILD DEVELOPMENT

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UNIT 9: POSTPARTUM CARE OF MOTHER AND BABY

Objectives

Students will be able to describe the physical and emotional care needed for mothers postpartum.

Students will be able to analyze the importance of teamwork and the interrelationships among the needs of both parents during this transition time.

Students will analyze strengths that promote growth and development of children.

Students will analyze the roles and responsibilities of parenting.

Essential Questions

Why do parents have to use teamwork to be sure that all of the needs of mother, father, and baby are met?

How can a new mother get physically back to shape after the baby is born?

What other issues might arise during the postpartum period for mother, father, or baby?

What is the role of nurturance on the growth and development of children?

What is the role of communication on the growth and development of children?

How do gender, ethnicity, and culture effect individual development during childhood?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Summarize postpartum recovery of mother.	<ul style="list-style-type: none"> • Inventory students on prior knowledge. • Class discussion • Read chapter in text • Define vocabulary 	<ul style="list-style-type: none"> • KWL • Exit cards • Assessment of text activities • Assessment of vocabulary • Unit test • Computer survey
Identify changes a baby brings to a family.	<ul style="list-style-type: none"> • Class discussion concerning communication and various changes for parents since birth of baby- physical, emotional, financial. • Class discussion 	
Explain what the care of a newborn entails.	<ul style="list-style-type: none"> • Inventory students' prior knowledge about newborn care. • Class discussion 	
Compare and contrast bottle vs. breast.	<ul style="list-style-type: none"> • Class discussion • Read chapter in text • Possible Guest Speaker: • Lactation consultant from L&M. 	

CHILD DEVELOPMENT

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Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify ways to calm babies and build newborn trust.	<ul style="list-style-type: none"> • Read chapter in text. • Video: "Newborn Care" • Class discussion 	
Well baby visits and when to call the doctor	<ul style="list-style-type: none"> • Video: "When to Call the Doctor." • Class discussion 	

UNIT 9 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Videos:
 - "Newborn Development"
 - "Newborn Care"
 - "The Best for Baby"
 - "The First Years Last Forever"
 - "When to Call the Doctor"
 - "SIDS-Reducing the Risk"
 - "Care After Baby is Born"
 - "Baby Basics"
 - "Breastfeeding Your Baby"
- Guest Speaker: Lactation Consultant from Lawrence and Memorial Hospital
- Breast Pump

CHILD DEVELOPMENT

GRADES 9 – 12

UNIT 10: PHYSICAL DEVELOPMENT DURING THE FIRST YEAR

Objectives

Students will be able to analyze the principles of human growth during the first year.

Students will analyze conditions that influence human growth and development during the first year.

Students will analyze the role of nurturance on human growth and development.

Students will analyze the role of family and social services support systems in meeting human growth and development needs.

Essential Questions

How do babies grow and make great advances in motor skills?

How do parents and other caregivers provide everything babies physically need?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Explain physical growth during the first year.	<ul style="list-style-type: none"> Survey student’s prior knowledge of physical development during the first year. Class discussion of physical growth during the first year. Video: “Physical Development during the First Year.” 	<ul style="list-style-type: none"> KWL Exit Cards Assessment of video activities Assessment of key terms Assessment of chapter and text activities Unit Test Computer Survey
Identify vocabulary used during physical development of the first year.	<ul style="list-style-type: none"> Read Chapter in text Define key terms 	
Explain Failure to Thrive.	<ul style="list-style-type: none"> Class discussion 	
Identify and explain physical changes and maturation during the first six months.	<ul style="list-style-type: none"> Class discussion Text activity Text review 	
Identify and explain newborn and infant physical milestones; order of physical development; difference between fine-motor and gross-motor skills.	<ul style="list-style-type: none"> Class discussion Video: “Infant Milestones” 	

CHILD DEVELOPMENT

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UNIT 10 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Videos:
 - “Physical Development During the First Year”
 - “Understanding Infant Physical Development”
 - “Infant Milestones”
 - “Your Healthy Baby”
 - “Safe from the Start”
 - “Emergency First Aid, Vol 1, Accidents”

CHILD DEVELOPMENT

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UNIT 11: INTELLECTUAL DEVELOPMENT DURING THE FIRST YEAR

Objectives

Students will be able to analyze intellectual development during a baby’s first year

Students will be able to analyze interrelationships among intellectual and all other forms of development during the first year.

Students will be able to analyze current and emerging research on brain development.

Students will be able to analyze the effects of heredity and environment on intellectual development.

Students will be able to analyze the effects of gender, ethnicity, and culture on intellectual development.

Students will be able to analyze the effects of life events on intellectual development during the first year.

Students will be able to analyze the role of nurturance on intellectual development during the first year.

Students will be able to analyze the role of communication on intellectual development during the first year.

Students will be able to analyze the role of family and social services support systems in meeting intellectual development during the first year.

Essential Questions

How do infants come to make sense of their world?

How can parents and other caregivers support the baby’s agenda for learning?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify intellectual growth during the first year vocabulary.	<ul style="list-style-type: none"> Survey students on their prior knowledge of intellectual development during the first year. Class discussion Video: “Intellectual Development during the First Year.” Read Chapter in text Define vocabulary 	<ul style="list-style-type: none"> KWL Exit Cards Assessment of video activities Assessment of text activities Assessment of vocabulary Class assessment of pair sharing Unit Test Computer survey
Summarize brain development and learning support during the first year.	<ul style="list-style-type: none"> Class discussion of function of brain sections Read chapter in text 	
Explain how baby’s vision matures during the first six months.	<ul style="list-style-type: none"> Class discussion of vision development. Read chapter in text 	
Differentiate between sensory stimuli and perceptual learning.	<ul style="list-style-type: none"> Class discussion of the text Various text activities 	
Explain Piaget’s vs. Vygotsky’s cognitive development theories.	<ul style="list-style-type: none"> Read text chapter 	

CHILD DEVELOPMENT

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Knowledge and Skills	Instructional Strategies	Evidence of Learning
Describe how newborns learn through their senses and reflexes.	<ul style="list-style-type: none"> • Read text • Define vocabulary • Class discussion of text • Pair/Share senses/reflexes learnings 	
Explain the concepts infants develop and differentiate between perceptual concepts and relationship concepts.	<ul style="list-style-type: none"> • Class discussion of text • Pair/Share various concepts with class 	
Summarize communication development during infancy.	<ul style="list-style-type: none"> • Class discussion of passive vs. active vocabulary, ways to teach able desire vocabulary to children 	
Identify intellectual developmental milestones in the first year.	<ul style="list-style-type: none"> • Class discussion • Read text chapters 	
Differentiate learning during infancy from learning during later childhood.	<ul style="list-style-type: none"> • Differentiate learning during infancy from learning during later childhood text 	
Identify guidelines for helping babies learn and reinforce concepts.	<ul style="list-style-type: none"> • You Tube clip “Itsy, bitsy spider” 	
Explain why stimulating activities are necessary for a newborn.	<ul style="list-style-type: none"> • Pair/Share activities with class-develop a stimulating activity that could aid babies’ intellectual development for each of the following areas: sensory, motor, memory, and problem solving 	
Evaluate the importance of talking to babies.	<ul style="list-style-type: none"> • Read text chapter • Class discussion of text • Various text activities 	

UNIT 11 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Videos:
 - “Understanding Infants-Cognitive Development”
 - “Cognitive Development during the First Year”
 - “Ready to Learn”

CHILD DEVELOPMENT

GRADES 9 – 12

UNIT 12: SOCIAL-EMOTIONAL DEVELOPMENT IN THE FIRST YEAR

Objectives

Students will be able to analyze the principles of social and emotional development during the first year.

Students will be able to analyze interrelationships of social-emotional and all aspects of human growth during the first year.

Students will be able to analyze the effect of heredity and environment on social-emotional growth during the first year.

Students will be able to analyze the impact of social, economic, and technological forces on social-emotional development during the first year.

Students will be able to analyze the effects of life events on an individuals' social-emotional development during the first year.

Students will be able to analyze the role of nurturance on social-emotional development during the first year.

Students will be able to analyze the role of communication on social-emotional development during the first year.

Essential Questions

What is taking place in the first social and intensely emotional baby-adult interactions?

How can parents develop the “best” foundations for this relationship with their baby?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Explain the three main aspect of social-emotional development.	<ul style="list-style-type: none"> • Survey they students’ prior knowledge of social-emotional development • Class discussion • Video: “Social-Emotional Development during the First Year” • Video activities • Read Chapter in text • Define vocabulary 	<ul style="list-style-type: none"> • KWL • Exit card • Assessment of activities and vocabulary • Class assessment • Assessment of review • Unit Test • Computer Survey
Identify the characteristics of “high-reactive” and “low-reactive infants” and explain the importance.	<ul style="list-style-type: none"> • Class discussion of text • identify three parenting behaviors (environmental factors)that influence high-reactive children’s temperaments • Various text activities • Pair/Share-“Serve and return” in infant-adult relationships and give an example of a positive and negative interaction 	
Explain “focused attachment” and what role it plays.	<ul style="list-style-type: none"> • Text activities 	

CHILD DEVELOPMENT

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Knowledge and Skills	Instructional Strategies	Evidence of Learning
Explain the roots of four emotions-love, fear, anxiety, and anger.	<ul style="list-style-type: none"> • Class debate-Can babies be spoiled? 	
Identify the social-emotional developmental milestones in the first year and how to help your baby accomplish them.	<ul style="list-style-type: none"> • Class discussion of age-appropriate behaviors 	

UNIT 12 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Videos:
 - “Understanding Infants : Social-Emotional Development”
 - “Social-Emotional Development During the First Year”

CHILD DEVELOPMENT

GRADES 9 – 12

UNIT 13: PHYSICAL DEVELOPMENT OF TODDLERS

Objectives

Students will be able to analyze the physical needs of toddlers.

Students will be able to analyze the interrelationship among physical and other areas of toddler development

Students will be able to analyze current and emerging research about toddler growth, including research on brain development.

Students will be able to analyze the effect of heredity and environment on toddler growth and development.

Students will be able to analyze the role of nurturance on toddler development.

Students will be able to analyze the role of family and social services support systems in meeting toddler growth and development needs.

Essential Questions

How do toddlers physically grow and develop?

How can parents meet the toddler’s physical needs while coping with the toddler’s indomitable will?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
What occurs during physical maturation in the toddler years, specifically focusing on the changes in the brain?	<ul style="list-style-type: none"> Survey students on prior knowledge of physical development of toddlers Class discussion 	<ul style="list-style-type: none"> KWL Exit card Evaluation of activities Assessment of vocabulary Assessment of text activities Class assessment Unit test Computer survey
Explain body growth and development in the toddler years in terms of changes in height and weight, body proportions, bones and teeth, and fat and muscles.	<ul style="list-style-type: none"> Video: “Physical Development during the Toddler Years” Class discussion Video activities 	
Distinguish between large muscle development and small muscle development and give physical milestones children during the toddler years.	<ul style="list-style-type: none"> Read Chapter Define vocabulary Class discussion- examples of major gross-and fine-motor skills children develop during the toddler years Class discussion of text 	
Identify changes in toddler’s eating experience.	<ul style="list-style-type: none"> Read chapter in text 	

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Knowledge and Skills	Instructional Strategies	Evidence of Learning
Explain how the nutritional needs of one-to-two-year old toddlers different from other stages of development.	<ul style="list-style-type: none"> • Class discussion • Pair/Share- Develop a meal plan that meets the nutritional needs of two-to-three-year-old toddlers • Various text activities • You Tube on behavior problems caused by food allergies 	
Identify common feeding problems that might occur during the toddler years and give examples of possible ways to solve these problems.	<ul style="list-style-type: none"> • Pair/Share creative snacks and meals for toddlers 	
Give examples of features to consider when choosing garments for toddlers.	<ul style="list-style-type: none"> • Read chapter in text • Class discussion of self- help ways for toddlers to be self sufficient 	
Describe water play learning experiences during the toddler years.	<ul style="list-style-type: none"> • Class discussion 	
Explain the process of potty training and identify factors involved.	<ul style="list-style-type: none"> • Review of potty training books and strategies 	
Identify children’s needs for physical activity, rest, and sleep during the toddler years.	<ul style="list-style-type: none"> • Class discussion • Various text activities 	
Identify common childhood illnesses, treatment, and care.	<ul style="list-style-type: none"> • Video: “Common Childhood Illnesses” • Class discussion of video, vaccinations, home remedies, etc. 	

UNIT 13 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Videos:
 - “Physical Development of the Toddler”

CHILD DEVELOPMENT

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UNIT 14: INTELLECTUAL DEVELOPMENT OF TODDLERS

Objectives

- Students will be able to analyze the intellectual development of toddlers
- Students will be able to analyze the interrelationship of intellectual and other areas of toddler development.
- Students will be able to analyze current and emerging research about toddler intellectual growth, including research on brain development.
- Students will be able to analyze the effect of heredity and environment on toddler growth and development.
- Students will be able to analyze the effects of gender, ethnicity, and culture on toddler development.
- Students will be able to analyze the role of nurturance on toddler growth and development.
- Students will be able to analyze the role of communication on toddler growth and development.
- Students will be able to analyze the role of family and societal services support systems in meeting toddler growth and development needs.

Essential Questions

- How do toddlers make a transition to learning through mental rather than physical actions?*
- How can parents and other caregivers encourage toddlers' curiosity and active exploration?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Summarize brain development during the toddler years.	<ul style="list-style-type: none"> • Survey students' prior knowledge of intellectual development of toddlers • Class discussion 	<ul style="list-style-type: none"> • KWL • Exit card • Assessment of activities • Assessment of vocabulary • Assessment of text activities • Rubric • Class evaluation • Unit test • Computer survey
Describe three characteristics of the toddler's learning in sub stage 5 of the sensorimotor stage.	<ul style="list-style-type: none"> • Video: "Intellectual Development of Toddlers" • Video activities • Class discussion 	
Summarize three characteristics of the toddler's learning in sub stage 6 of the sensorimotor stage.	<ul style="list-style-type: none"> • Class discussion • Read Chapter in text • Define vocabulary 	
Explain how culture is involved in scaffolding for toddlers.	<ul style="list-style-type: none"> • Class discussion of chapter • Various text activities 	
Identify the major areas of concept learning for toddlers and describe one skill a toddler might learn in each area.	<ul style="list-style-type: none"> • Read chapter in text. • Define vocabulary • Class discussion of each concept 	
Give examples of two common types of articulation errors heard in toddler speech.	<ul style="list-style-type: none"> • Text activities • Class discussion 	

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Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify two factors that influence vocabulary development in toddlers.	<ul style="list-style-type: none"> • Various text activities 	
Describe three factors affecting the language development of toddlers.	<ul style="list-style-type: none"> • Various text activities • Class discussion 	
Identify intellectual developmental milestones toddlers might achieve.	<ul style="list-style-type: none"> • Explore and evaluate toddler online learning programs. Choose one and demonstrate to the class 	
Plan activities and toys for stimulating motor, sensory, and basic concept comprehension for toddlers.	<ul style="list-style-type: none"> • Read chapter in text • Define vocabulary and complete text activities 	
Explain how to stimulate symbolic learning in the toddler.	<ul style="list-style-type: none"> • Class discussion of each concept 	
List and describe three ways to help toddlers develop emerging language skills.	<ul style="list-style-type: none"> • Various text activities 	
Evaluate electronic media activities currently available for older toddlers to determine their educational value.	<ul style="list-style-type: none"> • Pair/share children’s TV shows available and show a short clip to the class and explain why it is an appropriate show or not 	

UNIT 14 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Videos:
 - “Toddlers and Cognitive Development”

CHILD DEVELOPMENT

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UNIT 15: SOCIAL-EMOTIONAL DEVELOPMENT OF TODDLERS

Objectives

- Students will be able to analyze social-emotional development of toddlers.
- Students will be able to analyze interrelationships among social-emotional and other areas of toddler development.
- Students will be able to analyze the effect of heredity and environment on toddler growth and development.
- Students will be able to analyze the impact of social, economic, and technological forces on toddler growth and development.
- Students will be able to analyze the effects of gender, ethnicity, and culture on toddler development.
- Students will be able to analyze the effects of life events on toddler’s social-emotional development.
- Students will be able to analyze the role of nurturance on toddler growth and development.
- Students will be able to analyze the role of communication on toddler growth and development.
- Students will be able to analyze the role of family and social services support systems in meeting toddler growth and development needs.

Essential Questions

- What interrelated toddler developments serve as preparation for the emergence of a social child?*
- How can adults gradually and effectively begin to socialize their toddlers?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Describe how self-awareness develops in toddlers.	<ul style="list-style-type: none"> • Survey students’ prior knowledge of social-emotional development of toddlers 	<ul style="list-style-type: none"> • KWL • Exit card • Assessment of vocabulary • Assessment of text activities • Assessment of activities • Class evaluation • Rubric • Unit Test • Computer survey
Identify the conflict toddlers must resolve in the second stage of Erickson’s psychosocial theory.	<ul style="list-style-type: none"> • Read chapter • Class discussion 	
Explain how the parent-child relationship changes from infancy to the toddler years.	<ul style="list-style-type: none"> • Define vocabulary 	
Describe secure attachments in toddlers and explain why insecure attachments lead to negative social-emotional outcomes.	<ul style="list-style-type: none"> • Class review of each concept. • Text activities. 	
Summarize how children express their emotions in the toddler years.	<ul style="list-style-type: none"> • Text activities 	
Give examples of social-emotional developmental milestones toddlers might achieve.	<ul style="list-style-type: none"> • Video: “Social-Emotional Development of Toddlers” • Class discussion • Video activities 	

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Knowledge and Skills	Instructional Strategies	Evidence of Learning
Plan activities and toys for stimulating self-awareness in toddlers.	<ul style="list-style-type: none"> • Pair/Share: Each group will plan one activity demonstrating toddler self-awareness. 	
Explain how parents and caregivers can help toddlers achieve autonomy.	<ul style="list-style-type: none"> • Project: Make a “house rules” poster that is “toddler friendly” • Plan a child’s birthday party • taking into consideration what the CHILD would want 	
Describe how parents and caregivers can foster self-assertion and teach obedience in the toddler years.	<ul style="list-style-type: none"> • Evaluate the set of “Help Me Be Good” books in the classroom. Have students read a few to the class. 	
Identify examples of ways parents and caregivers can help toddlers co-regulate their emotions.	<ul style="list-style-type: none"> • Class discussion 	
Demonstrate how to handle a toddler’s temper tantrum.	<ul style="list-style-type: none"> • Pair/Share best ways to handle a toddler’s tantrum 	
Identify ways parents can help prevent stress in the toddler years.	<ul style="list-style-type: none"> • Write a poem or short rule list for parents to remind them that toddlers have special needs in order to reduce their own stress 	

UNIT 15 RESOURCES

- Parents and Their Children Ryder, Verdene and Decker, Celine A. 8th Edition 2015
- Videos:
 - “Toddlers Social-Emotional Development”
 - “Child’s Play”
 - “The Importance of Play”

CHILD DEVELOPMENT

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PACING GUIDE

Unit	Semester 1	Semester 2
Unit 1: Introduction to Child Development	X	
Unit 2: The Role of the Family	X	
Unit 3: Pre-Parenting Factors	X	
Unit 4: Reproductive System	X	
Unit 5: Birth Control	X	
Unit 6: Baby Think it Over	X	
Unit 7: Pregnancy	X	
Unit 8: Labor and Delivery	X	
Unit 9: Postpartum Care of Mother and Baby		X
Unit 10: Physical Development During the First Year		X
Unit 11: Intellectual Development During the First Year		X
Unit 12: Social-Emotional Development During the First Year		X
Unit 13: Physical Development During the First Year		X
Unit 14: Intellectual Development of Toddlers		X
Unit 15: Social-Emotional Development of Toddlers		X

EARLY CHILDHOOD EDUCATION: PART 1

GRADES 11 – 12

Interested in pursuing a career as an elementary school teacher, social worker, pediatric nurse, doctor, day care provider or just like interacting with young children? This is the course for you! It is a follow-up course designed to help you practice the principles of child development previously learned in Child Development. This first semester of the year you will be completing the requirements for the Three Rivers Community College Introduction to Early Childhood Education course. Field trips, use of a college textbook, and various college preparation activities will be included.

Prerequisite: Child Development and teacher recommendation

Credit: 0.5

EARLY CHILDHOOD EDUCATION: PART 1
GRADES 11 – 12

UNIT 1: PUBLIC MEETING

<p>Objectives Students will be able to analyze the role of professional organizations in education and early childhood.</p> <p>Essential Questions <i>Why do school districts and individual schools have governing boards?</i> <i>How do the governing boards of school districts and individual schools affect students and staff?</i> <i>Should you become a member of a school district or individual school’s governing board?</i></p>

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Critique the role of professional organizations in education in a public meeting format.	Students will attend a school board or PTO meeting during the course of the semester and critique it following preset questions.	Rubric

UNIT 1 RESOURCES

- Beginning Essentials in Early Childhood Education, Gordon, Ann Miles and Brown, Kathryn Williams. Delmar. 2007

EARLY CHILDHOOD EDUCATION: PART 1
GRADES 11 – 12

UNIT 2: HISTORY AND CURRENT ISSUES OF EARLY CHILDHOOD EDUCATION

<p>Objectives Students will be able to evaluate external support systems that provide services for parents.</p> <p>Essential Questions <i>What is the field of early childhood education?</i> <i>What are the basic themes in early childhood education?</i> <i>What are the major historical influences?</i> <i>What are the major issues facing early childhood educators today?</i> <i>How do the theme of our field get expressed in our history and our present challenges?</i></p>
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Knowledge and Skills	Instructional Strategies	Evidence of Learning
Relate previous knowledge to the study of Early Childhood Education.	<ul style="list-style-type: none"> • Survey students’ prior knowledge of ECE • Class discussion of types of preschools they went to, what careers they are interested in, why did they take this course • Read Chapter 1 in text and define vocabulary. 	<ul style="list-style-type: none"> • KWL • Exit card • Assessment of vocabulary • Rubric • Class assessment of presentations • Class assessment of timelines • Class assessment of project • Class assessment of presentations • Unit Test
Synthesize the history of early childhood education.	<ul style="list-style-type: none"> • Group project- • Create a timeline of the major milestones and events that have occurred in the last 400 years that have made our educational systems, children, and families who we are today. 	
Demonstrate the ethics of social reform and how it relates to early childhood education.	<ul style="list-style-type: none"> • Class discussion of child care and education, their impact and status in today’s world 	
Evaluate the importance of childhood.	<ul style="list-style-type: none"> • Students will create their own personal time line • Class discussion 	
Summarize how the transmission of values occurs.	<ul style="list-style-type: none"> • Class discussion concerning what in today’s culture influences the values children develop 	
Evaluate professionalism as it relates to early childhood education.	<ul style="list-style-type: none"> • Class discussion on what is professionalism, and how has it changed over the years. • Group project: “A Day in the Life of..” • Various years in history and the role of the teacher in education 	

EARLY CHILDHOOD EDUCATION: PART 1
GRADES 11 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify the major theorists and their contributions to early childhood education.	<ul style="list-style-type: none">• Project- each student will be assigned a theorist and create a “cereal box biography.”	

UNIT 2 RESOURCES

- Beginning Essentials in Early Childhood Education, Gordon, Ann Miles and Brown, Kathryn Williams. Delmar. 2007
- Videos:
 - “Child Developments Theorists”

EARLY CHILDHOOD EDUCATION: PART 1
GRADES 11 – 12

UNIT 3: OBSERVATION AND ASSESSMENT: LEARNING TO READ THE CHILD

<p>Objectives Students will be able to determine a variety of assessment methods to observe and interpret children’s growth and development. Students will be able to identify various cultural and environmental influences when assessing children’s development.</p> <p>Essential Questions <i>How do observations help us understand people and their behavior?</i> <i>What is the difference between fact and inference?</i> <i>How can we record what we see?</i> <i>How can young children be assessed appropriately?</i> <i>What concerns are there about standardized testing and screening?</i></p>
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Knowledge and Skills	Instructional Strategies	Evidence of Learning
Define observation as it is used in early childhood.	<ul style="list-style-type: none"> • Survey students’ prior knowledge of observation • Class discussion on why observations are necessary as this applies to upcoming observations need to complete Three Rivers requirement • Reach chapter 6 in text and define vocabulary 	<ul style="list-style-type: none"> • KWL • Exit cards • Assessment of vocabulary • Rubric • Class assessment • Unit test
Understanding what we observe.	<ul style="list-style-type: none"> • Class discussion 	
Analyze the various types of observation techniques.	<ul style="list-style-type: none"> • Pair/Share-each group will research and demonstrate various types of observations to the class 	
Assessment of observation.	<ul style="list-style-type: none"> • Class discussion-what comes from observations 	
How to observe and record.	<ul style="list-style-type: none"> • Class discussion of text and rubric for Three Rivers CC. 	

UNIT 3 RESOURCES

- Beginning Essentials in Early Childhood Education, Gordon, Ann Miles and Brown, Kathryn Williams. Delmar. 2007
- Videos:
 - “Observation”
 - “Observing Young Children”

EARLY CHILDHOOD EDUCATION: PART 1

GRADES 11 – 12

UNIT 4: TYPES OF PROGRAMS

Objectives

Students will be able to evaluate external support systems that provide services for parents.
 Students will be able to explore community resources that are available to parents and families.
 Students will be able to analyze the benefits of community resources and support systems for individuals and families.
 Students will identify education and training requirements for various ECE fields.
 Students will be able to analyze opportunities for employment and entrepreneurial endeavors.

Essential Questions

What programs are currently available for ECE?
How are these programs similar and different?
Are all programs developmentally appropriate?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Compare and contrast types of programs available today in early childhood education.	<ul style="list-style-type: none"> Survey students' prior knowledge Class discussion Read Chapter 2 in text Define vocabulary 	<ul style="list-style-type: none"> KWL Exit card Assessment of vocabulary Assessment of video activities Rubric Class assessment Unit Test
Analyze Developmentally Appropriate Practices.	<ul style="list-style-type: none"> Review term Video: "DAP" Class discussion of why it is important 	
Evaluate NAEYC and its significance in early childhood education.	<ul style="list-style-type: none"> Video: "NAEYC" Class discussion 	
Identify and analyze the diversity of programs in early childhood education today.	<ul style="list-style-type: none"> Class discussion of looping, transition, mixed ages 	
Classify observation techniques.	<ul style="list-style-type: none"> Video: "Observing Children" Class discussion 	
Implementing observation techniques.	<ul style="list-style-type: none"> Field trips to Montessori and to Carelot Children's Center. Students will write a comparison paper as described by Three Rivers CC assignment 	

EARLY CHILDHOOD EDUCATION: PART 1
GRADES 11 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze the significance of Head Start.	<ul style="list-style-type: none"> • Possible guest speaker? • PPT; “Sheff vs. O’Neill” • Class discussion 	
Organizing the steps necessary to start your own program.	<ul style="list-style-type: none"> • Pair/Share-Students will research what is necessary to start a home daycare, become a nanny, start a traditional nursery school, employer-sponsored, etc. 	

UNIT 4 RESOURCES

- Beginning Essentials in Early Childhood Education, Gordon, Ann Miles and Brown, Kathryn Williams. Delmar. 2007
- Videos:
 - “Looking at the Basics of Developmentally Appropriate Practices”

EARLY CHILDHOOD EDUCATION: PART 1

GRADES 11 – 12

UNIT 5: DEFINING THE YOUNG CHILD

Objectives

Students will be able to identify a variety of curriculum and instructional models.

Students will be able to plan and implement learning activities in all curriculum areas that meet the developmental needs and learning styles of children.

Students will be able to develop and demonstrate a variety of teaching methods to meet individual needs of children.

Students will be able to determine and demonstrate methods to establish activities, routines, and transitions.

Essential Questions

Why is it important to apply developmental theory in understanding the growth and behavior of children?

How can appropriate programs and curriculum be planned for individual and specific age groups?

How is children's development affected by racial, cultural, gender, and ability bias?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Define the Young Child.	<ul style="list-style-type: none"> Survey students' prior knowledge of "the whole child" Read chapter in text and define vocabulary Class discussion 	<ul style="list-style-type: none"> KWL Assessment of vocabulary Exit card Class assessment of lessons Class assessments of presentations Project rubric Unit test
Apply the use of Word Pictures.	<ul style="list-style-type: none"> Class discussion on what they are, how and why they are useful 	
Identify learning styles.	<ul style="list-style-type: none"> Class discussion Pair/Share- Research ways of teaching the same lesson using the 3 different learning styles 	
Identify and accommodate children with special needs.	<ul style="list-style-type: none"> Class discussion of how special needs are identified Pair/Share-Research types of special needs, how they are or are not included in a regular classroom, laws for special needs people 	
Explain cultural sensitivity and stereotypes and how they are derogatory or beneficial to education.	<ul style="list-style-type: none"> Class discussion on ways to involve parents in the attitudes of their children 	

UNIT 5 RESOURCES

- Beginning Essentials in Early Childhood Education, Gordon, Ann Miles and Brown, Kathryn Williams. Delmar. 2007

EARLY CHILDHOOD EDUCATION: PART 1
GRADES 11 – 12

UNIT 6: DEVELOPMENTAL AND LEARNING THEORIES

<p>Objectives Students will be able to apply child development theories and assess their implications for educational and childcare practices.</p> <p>Essential Questions <i>What basic question do these theories and research attempt to answer?</i> <i>What are the major development and learning theories that affect early childhood education?</i> <i>What are central developmental topics that affect early childhood education?</i> <i>How can theories be applied to the classroom and work with young children?</i></p>

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Critique the nature vs. nurture theories.	<ul style="list-style-type: none"> • Survey students’ prior knowledge • Read chapter 4 in text and define vocabulary • Class discussion-nature vs. nurture 	<ul style="list-style-type: none"> • KWL • Assessment of vocabulary • Exit cards • Rubric • Class assessment • Assessment of video activities • Class assessment • Unit test
Identify the various learning theories and explain their significance in education.	<ul style="list-style-type: none"> • Students will each research one of the developmental or learning theories then present to the class 	
Evaluate the importance of play in early childhood education.	<ul style="list-style-type: none"> • Discussion on importance of play • Video: “Play” 	
Analyze teaching applications.	<ul style="list-style-type: none"> • Class discussion of applying theory to practice • Pair/Share-Using various scenarios given on P, 166 in text 	
Evaluate the use of Bloom’s Taxonomy.	<ul style="list-style-type: none"> • Class discussion-what is it, why is it used 	

UNIT 6 RESOURCES

- Beginning Essentials in Early Childhood Education, Gordon, Ann Miles and Brown, Kathryn Williams. Delmar. 2007

EARLY CHILDHOOD EDUCATION: PART 1

GRADES 11 – 12

UNIT 7: TEACHING: A PROFESSIONAL COMMITMENT

Objectives

Students will be able to summarize education and training requirements and opportunities for career paths in early childhood, education and services.

Students will be able to explain the roles and functions of individual engaged in early childhood, education, and services.

Essential Questions

What qualification does a good teacher possess?

How is my own personal development related to my growth as a teacher?

What is a professional code of ethics, and why should we have one?

What does it mean to be a member of the teaching profession?

How can teachers be culturally competent?

What makes up a good teacher evaluation process?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Evaluate whether “Teaching is a Professional Commitment” or not.	<ul style="list-style-type: none"> Survey students’ prior knowledge Class discussion Read Chapter 5 in text Define vocabulary 	<ul style="list-style-type: none"> KWL Exit card Assessment of vocabulary Class assessment Unit Test
What are the essentials of professionalism.	<ul style="list-style-type: none"> Each student will research and share with class an aspect of professionalism 	
Summarize the out-of-class responsibilities of teachers.	<ul style="list-style-type: none"> Class discussion of what teachers do besides teach 	
Critique the importance of continuing education for teachers.	<ul style="list-style-type: none"> Class discussion of continuing education-what, why, how 	
What is evaluation, who is evaluated, and the implications of evaluation.	<ul style="list-style-type: none"> Class discussion of teacher evaluation-how, why, causes/effects. Who else is evaluated, how, why, cause/effect 	

UNIT 7 RESOURCES

- Beginning Essentials in Early Childhood Education, Gordon, Ann Miles and Brown, Kathryn Williams. Delmar. 2007

EARLY CHILDHOOD EDUCATION: PART 1
GRADES 11 – 12

PACING GUIDE

Unit	Quarter 1	Quarter 2
Unit 1: Public Meeting	X	
Unit 2: History & Current Issues of Early Childhood Education	X	
Unit 3: Observation & Assessment: Learning to Read the Child	X	
Unit 4: Types of Programs	X	
Unit 5: Defining the Young Child		X
Unit 6: Developmental & Learning Theories		X
Unit 7: Teaching: A Professional Commitment		X

EARLY CHILDHOOD EDUCATION: INTERNSHIP

GRADES 11 – 12

Upon successfully completing Early Childhood Education Part 1 with a C- or better, and teacher recommendation concerning various other personal qualities that would be beneficial to your activity at The Friendship School, you will be eligible to take Early Childhood Education Internship. During this second semester of the year you will be spending two days a week with a cooperating teacher in their classroom practicing the observation skills learned during the first semester and working hands on with the students in the class.

The class will meet bi-monthly for seminar sessions in our classroom at Waterford High School. We will then focus our seminar classes on how to complete bulletin boards, plan lessons and transition activities that are developmentally appropriate, how to teach a class at the Pre-K or Kindergarten level, how to read to a large group of children, either with a felt board story or one that is more appropriate for the class. We will discuss classroom management strategies and compare what your reactions are to what you see at The Friendship School.

Seminar will also be used to discuss how to go about applying for jobs in the education field, procuring recommendations, beginning a portfolio of ideas and plans for future use. We will include job searching, interviewing, and how to make yourself stand out as the right candidate for a position you are interested in having in a school district.

Prerequisite: Successful completion of Early Childhood Education Part 1 and teacher recommendation

Credit: 0.5

EARLY CHILDHOOD EDUCATION: INTERNSHIP
GRADES 11 – 12

UNIT 1: PREPARING FOR INTERNSHIP

Objectives

Students will be able to determine the roles and functions of individuals engaged in early childhood education, childcare services, and related fields.

Students will be able to demonstrate use of Standard English language, professionalism, and use of technology.

Students will be able to analyze strategies to manage the effects of changing technologies in the workplace.

Students will describe and demonstrate effective employability skills.

Students will describe the roles of teamwork and leadership skills in the workplace and the community.

Essential Questions

How do I write a letter of introduction using Standard English and type an envelope using appropriate technology skills?

How do I go about finding opportunities for entry level positions in Early Childhood Education?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Organize and prepare an introductory letter.	<ul style="list-style-type: none"> • Write a letter of introduction, including a word processed envelope, to their cooperating teacher explaining why they want to do the Internship and what qualities they can bring to the cooperating teacher’s classroom 	<ul style="list-style-type: none"> • Rubric • Exit card
Develop calendar.	<ul style="list-style-type: none"> • Prepare calendars for cooperating teachers at The Friendship School 	
Analyze their classroom at The Friendship School and meet their cooperating teacher.	<ul style="list-style-type: none"> • Field Trip to The Friendship School. • Class discussion concerning observation 	

EARLY CHILDHOOD EDUCATION: INTERNSHIP
GRADES 11 – 12

UNIT 2: UNDERSTANDING INTERNSHIP EXPECTATIONS

Objectives

Students will be able to summarize education and training requirements and opportunities for career paths in early childhood education, childcare services, and related fields.

Students will be able to analyze career opportunities in early childhood education, childcare services occupations, and related fields.

Essential Questions

Why is it necessary to apply management and planning skills and processes to organize tasks and responsibilities?

What interpersonal skills are desirable to promote positive and productive relationships with children in a professional environment?

Why are the roles of teamwork and leadership skills in the workplace and the community?

What education and training requirements and opportunities are required for various careers in Early Childhood Education?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Summarize expectations of their internship.	<ul style="list-style-type: none"> • Class discussion of expectations for them from instructor, cooperating teacher, and students 	<ul style="list-style-type: none"> • Exit card
Summarize expectations of education requirements for various careers.	<ul style="list-style-type: none"> • Guest Speaker-Youth Services Bureau?, Mitchell or 3 Rivers? 	

EARLY CHILDHOOD EDUCATION: INTERNSHIP
GRADES 11 – 12

UNIT 3: PLANNING FOR INTERNSHIP REQUIREMENTS

Objectives

Students will analyze developmentally appropriate practices to plan for early childhood education and related childcare services.
 Students will be able to identify various cultural and environmental influences when assessing children’s development.
 Students will be able to demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.
 Students will be able to plan and implement learning activities in all curriculum areas that meet developmental needs and learning styles of children.

Essential Questions

How can one determine and demonstrate methods to establish activities, routines, and transitions?
What are various curriculum and instructional models used in Early Childhood Education?
How can child development theories be used and assess their implications for educational and childcare practices?
Why is it important to determine a variety of assessments methods to observe and interpret children’s growth and development?
Why is it important to develop and demonstrate a variety of teaching methods to meet individual needs of children?
What influences the differences in teaching methods to meet the individual needs of children?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Plan a lesson.	<ul style="list-style-type: none"> Teacher explanation of lesson plan outline to be used. 	<ul style="list-style-type: none"> Rubric
Apply lesson plan.	<ul style="list-style-type: none"> Students will brainstorm ideas that could be used in a Smart Board or Computer Lab class Practice writing lesson plan 	
Observe reading to a large group of young children.	<ul style="list-style-type: none"> Teacher demo of reading to class. 	
Apply observation learning.	<ul style="list-style-type: none"> Practice reading to class 	
Observation of bulletin board.	<ul style="list-style-type: none"> Teacher demo of types of bulletin boards and completion of bulletin boards 	
Apply observation learning.	<ul style="list-style-type: none"> Practice completing a bulletin board 	

EARLY CHILDHOOD EDUCATION: INTERNSHIP
GRADES 11 – 12

UNIT 4: SAFE AND HEALTHY LEARNING ENVIRONMENT

Objectives

Students will be able to plan a safe and healthy learning environment for children.
 Students will be able to demonstrate security and emergency procedure.

Essential Questions

What methods can one use to manage physical space, maintaining a safe and healthy learning environment?
How can one demonstrate and implement strategies to teach children health, safety, and sanitation habits?
How can one identify basic health practices and disease prevention procedure for workers and children regarding childhood illness and communicable diseases?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Apply health and safety requirements of The Friendship School.	<ul style="list-style-type: none"> • Model expected behaviors at The Friendship School during the rest of the semester. 	<ul style="list-style-type: none"> • Daily journal entry • Teacher assessment
Friendship School Observations	<ul style="list-style-type: none"> • Students will write a journal entry for each day they are present at The Friendship School. 	<ul style="list-style-type: none"> • Assessment of Journal

EARLY CHILDHOOD EDUCATION: INTERNSHIP
GRADES 11 – 12

UNIT 5: RELATIONSHIPS WITH CHILDREN

Objectives

Students will be able to demonstrate techniques for positive collaborative relationships with children.
 Students will be able to identify and implement developmentally appropriate guidelines for behavior.

Essential Questions

Why is it important to demonstrate problem-solving methods and skills used with children?
How can one identify and apply interpersonal skills that promote positive and productive relationships with children and families?
How can one determine methods for constructive and supportive interactions with parent/caregiver.

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Apply hands on prior learnings in The Friendship School classrooms	<ul style="list-style-type: none"> • Students will model behavior of cooperating teacher and take direction as given. 	<ul style="list-style-type: none"> • Daily journal entry. • Teacher evaluation

EARLY CHILDHOOD EDUCATION: INTERNSHIP
GRADES 11 – 12

UNIT 6: PREPARING FOR A CAREER IN EARLY CHILDHOOD EDUCATION

Objectives

Students will be able to demonstrate job seeking and job keeping skills
 Students will be able to analyze potential career choices to determine the knowledge and skills associated with personal career interest.
 Students will be able to analyze strategies to manage the effects of changing technologies in workplace settings.
 Students will be able to demonstrate work ethics and professionalism.

Essential Questions

How do I find out what education requirements are necessary for the career I want to pursue?
How do I find available jobs in the geographical area I am interested in?
How do I complete a resume and application?
What would make me stand out from other applicants?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Evaluate job requirements.	<ul style="list-style-type: none"> • Guest speaker from Mitchell College, Three Rivers CC 	<ul style="list-style-type: none"> • Preparation of questions for guest speakers • Rubric
Creating a resume.	<ul style="list-style-type: none"> • Research current resume techniques and complete a resume 	
Analyze the job market.	<ul style="list-style-type: none"> • Research current job openings in various geographic areas 	

EARLY CHILDHOOD EDUCATION: INTERNSHIP

GRADES 11 – 12

RESOURCES

- Beginning Essentials in Early Childhood Education, Gordon, Ann Miles and Brown, Kathryn Williams. Delmar. 2007.

PACING GUIDE

Unit	Quarter 1	Quarter 2
Unit 1: Preparing for Internship	X	
Unit 2: Understanding Internship Expectations	X	
Unit 3: Planning for Internship Requirements	X	>
Unit 4: Safe & Healthy Learning Environment	X	>
Unit 5: Relationships With Children	X	>
Unit 6: Preparing for a Career in Early Childhood Education	X	>

FASHION DESIGN

GRADES 9 – 12

Fashion design is a semester course wherein students will explore the latest trends in fashion and the apparel industry, the impact of fashion design on the industry, and on career opportunities in this field. In addition, students will also learn how to make the best decisions regarding the selection and care of apparel. You will research fashion history, learn the principles of design and balance, research your body type and figure analysis and learn what looks best on you.

Prerequisite: none

Credit: 0.5

FASHION DESIGN

GRADES 9 – 12

UNIT 1: APPAREL AND FASHION

Objectives

Students will analyze how clothing helps satisfy human needs.

Students will summarize how clothes reflect personality, value, and self-concept.

Students will explain factors influencing clothing apparel decisions.

Students will recognize the most common garment features and styles.

Students will explain fashion cycles.

Students will research fashion through the ages.

Students will evaluate personal fashion characteristics.

Essential Questions

Why do the garment styles and accessories I choose make a difference in how I look at myself and others?

How can some new fashions resemble ones that were popular when my parents were younger?

How does our culture influence the clothing we wear?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate knowledge of fashion history and trends throughout the ages.	<ul style="list-style-type: none">• Research fashions of the 20th century, and prepare a presentation of what influenced and what fashions were, for their assigned era.• Students will identify fashions from time periods during the 20th century.• Write a two-page paper on your fashion history as an individual.• Prepare an oral or written report on a fashion capital, fashion designer, historic era, or fashion career that has influenced fashion.	<ul style="list-style-type: none">• Power Point Rubric• Task Related worksheets• Written report• Designer report• Graphic organizer• Quiz/test assessments
Demonstrate fashion and apparel designs.	<ul style="list-style-type: none">• Create a style inventory of your own clothing and identify garments and styles discussed in class.• Use magazine clippings to make collages about the French fashion industry.	<ul style="list-style-type: none">• Graphic organizer• collage
Analyze the psychology of fashion.	<ul style="list-style-type: none">• Draw a star diagram to identify the different types of needs that clothing meets and name a type of clothing that meets each need.	<ul style="list-style-type: none">• Graphic organizer

FASHION DESIGN

GRADES 9 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze how clothing and textile buying decisions are influenced through media and technology.	<ul style="list-style-type: none">• Identify and analyze wardrobe needs for a personal lifestyle.• Plan a personal wardrobe using the eight basic pieces and six trendy pieces. Accessorize based on personal taste. Create a visual representation and write a description that explains how this collection expresses your personal fashion characteristics.	<ul style="list-style-type: none">• Clothing inventory• brochure

UNIT 1 RESOURCES

Books:

- Apparel., Liddell, Louise and Carolee Samuels; Goodheart-Wilcox Company, Inc.
- Fashion., Wolfe, Mary G., Goodheart-Wilcox Company, Inc.

Others:

- [Why We Wear Clothes](#)
- [First Impressions](#)
- [Fashion History Information](#)
- [Fashion History Lesson Plan](#)
- [Fashion Careers](#)
- [Fashion Designer Report](#)
- [Fashion Designer Report 2](#)
- [The Story of Fashion Worksheet](#)
- [Instructions for your PowerPoint](#)
- [Build Your Wardrobe](#)
- [Body Silhouettes and Face Shapes](#)
- [Fashion #5 Wardrobe Inventory](#)
- [Wardrobe Project](#)

FASHION DESIGN

GRADES 9 – 12

UNIT 2: COLOR AND DESIGN

Objectives

Students will choose clothes in colors that flatter a person’s hair, eyes, and skin tone.

Students will apply how to use color schemes and illusions effectively in apparel.

Students will demonstrate knowledge of the elements (tools) of design.

Students will evaluate the Elements and Principles of Design.

Students will apply the Principles and elements of design through self-analysis.

Students will evaluate what they would like to emphasize and camouflage on their body type.

Essential Questions

What are the main figure types?

How do I know what looks good on me?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Apply basic and complex color schemes and color theory to develop and enhance visual effects.	<ul style="list-style-type: none">Analyze the colors that look best on your body type.Using the “My Colors” packet, students should have a partner help them decide which colors are better than others. They should record all information in their color packet and turn it in when completed.Create a color wheel identifying primary, secondary, and tertiary/intermediate colors, the warm and cool colors, and tints and shades.Create a fashion project or professional presentation incorporating the principles and elements of design; explain in writing, (design, portfolio, power point, display, etc.).	<ul style="list-style-type: none">Written assignmentColor packetColor wheelPresentation rubric
Demonstrate fashion, apparel, and textile design skills.	<ul style="list-style-type: none">Go through the face shape power point to teach the face shapes. Students should record information in their packet.Make a T-chart that list the different visual designs that clothing contains and what body type fits best with the design.	<ul style="list-style-type: none">Task related worksheetsT-Chart

FASHION DESIGN

GRADES 9 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Determine the importance of the Principles and Elements of design through self-analysis and sketching clothing appropriate for their body type.	<ul style="list-style-type: none">• Figure Self- Analysis Assignment.	<ul style="list-style-type: none">• Power point rubric• Self-assessment

UNIT 2 RESOURCES

Books:

- Apparel., Liddell, Louise and Carolee Samuels; Goodheart-Wilcox Company, Inc.
- Fashion., Wolfe, Mary G., Goodheart-Wilcox Company, Inc.

Others:

- [Color Wheel and Clothing](#)
- [Face Shapes](#)

FASHION DESIGN

GRADES 9 – 12

UNIT 3: CLOTHING CARE

Objectives

Students will select proper care and maintenance practices for clothing and accessories.

Students will evaluate the best ways to treat and remove stains.

Students will interpret labeling information to determine care procedures for apparel products.

Students will describe daily and seasonal methods of storing clothes.

Students will choose the laundry product best suited to a certain laundry task.

Students will demonstrate pressing procedures for apparel products.

Students will apply skills in repairing and altering garments.

Essential Questions

How do I remove a coffee stain?

How do you hand-wash a blouse and why would you do that?

What type of clothing has to be dry-cleaned?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.	<ul style="list-style-type: none">• Describe a garment you plan to store. What is the proper method of storing the garment? Write a summary of your findings.• Describe how you would identify a stain of unknown origin and remove it from a washable fabric.• Compare the cost of clothing care options.• Make over a closet. Clean and organize your closet, take before and after pictures. Explain your reasoning for improvements.• Draw a T-chart diagram on a sheet of paper. In the left column, list the types of clothing cared products. In the right column, list several supporting details for each.• Review websites of two or more stores that sells laundry products. Compare prices of the various products and what they are designed to do. Write a summary of your findings.	<ul style="list-style-type: none">• Written assessment• Slide show presentation• Oral report• T-chart• Task related rubric

FASHION DESIGN

GRADES 9 – 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Utilize elements and principles of design in altering clothing and repair of apparel items.	<ul style="list-style-type: none">• Demonstrate basic skills for producing and altering textile products and apparel.• Practice hemming a garment.• Practice replacing a button.• Practice repairing a rip/tear in garments.• Practice proper ironing techniques.• Create a product from recycled fabrics.	<ul style="list-style-type: none">• Task related rubrics

UNIT 3 RESOURCES

Books:

- Apparel., Liddell, Louise and Carolee Samuels; Goodheart-Wilcox Company, Inc.
- Fashion., Wolfe, Mary G., Goodheart-Wilcox Company, Inc.

Other resources

Recycled fabrics

Buttons, threads and needles

Iron and board

Scissors

Tape measure

FASHION DESIGN

GRADES 9 – 12

UNIT 4: CAREERS IN FASHION AND TEXTILES

Objectives

Students will evaluate careers that might interest you in the fashion industry.

Students will describe the work of a fashion designer and the qualifications needed for that career.

Students will identify careers related to the fashion industry of design, textiles, consumerism, and personal fashion.

Essential Questions

What career in the textile industry do you find most interesting?

What does it take to be a fashion designer?

Can I create a business using my sewing skills and abilities?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze career paths within textiles apparel and design industries.	<ul style="list-style-type: none">• Design a poster display to show the wide range of career possibilities in apparel design and production. Give an oral report on your findings.• Explain the duties of persons involved with direct selling other store operations.• Summarize education and training requirements and opportunities for career paths in textiles and apparel services.• Choose a fashion career to research and report to class.	<ul style="list-style-type: none">• Poster rubric• Oral report• Written assessment• Quiz/test assessments• Power Point Presentation

UNIT 4 RESOURCES

Books:

- Apparel., Liddell, Louise and Carolee Samuels; Goodheart-Wilcox Company, Inc.
- Fashion., Wolfe, Mary G., Goodheart-Wilcox Company, Inc.

Others:

- [Pathways](#)
- [Careers Lesson Plan](#)
- [Fashion Careers List](#)
- [Career Research](#)

Video: [Fashion Industry Careers](#)

FASHION DESIGN

GRADES 9 – 12

UNIT 5: APPAREL DECISIONS

Objectives

- Students will summarize the benefits of wardrobe planning.
- Students will create a clothing inventory and evaluate to determine clothing needs and wants.
- Students will identify consumer influences through media and trends.
- Students will explain the importance of dressing appropriately.
- Students will evaluate personal fashion characteristics.
- Students will describe many types of accessories and how to use them.
- Students will evaluate the information on hangtags and labels.
- Students will consider their sewing abilities as opposed to ready-made clothing.

Essential Questions

- Why is proper apparel so important in the working world?*
- How can a well-planned wardrobe save money?*
- What information should be found on labels of textile products?*
- How can looking at quality cloths in expensive stores help people do their comparison shopping?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
<p>Analyze how clothing and textile buying decisions are influenced through media and technology.</p>	<ul style="list-style-type: none"> • Identify and analyze wardrobe needs for a personal lifestyle. • Plan a personal wardrobe using the eight basic pieces and six trendy pieces. Accessorize based on personal taste. Create a visual representation and write a description that explains how this collection expresses your personal fashion characteristics. • Invite a school guidance counselor or principal to speak about the school dress code. Prepare questions before the interview. • Write an essay describing experiences you have witnessed concerning first impressions. • Discuss examples of accessories that you could use to extend your wardrobe today and in the future. • Use a spreadsheet program to create a wardrobe planning chart. • Read different garment labels and discuss how to care for these products. 	<ul style="list-style-type: none"> • Self-assessment • Teacher evaluation • Written assessment • Poster rubric • Class discussion • Exit card • Pair and share • Graphic organizer

FASHION DESIGN

GRADES 9 – 12

UNIT 5 RESOURCES

Books:

- Apparel., Liddell, Louise and Carolee Samuels; Goodheart-Wilcox Company, Inc.
- Fashion., Wolfe, Mary G., Goodheart-Wilcox Company, Inc.

Others:

- [First Impressions](#)
- [Build Your Wardrobe](#)
- [Body Silhouettes and Face Shapes](#)
- [Fashion #5 Wardrobe Inventory](#)
- [Wardrobe Project](#)

PACING GUIDE

Unit	Quarter 1	Quarter 2
Unit 1: Apparel & Fashion	X	
Unit 2: Color & Design	X	
Unit 3: Clothing Care	X	>
Unit 4: Careers in Fashion & Textiles		X
Unit 5: Apparel Decisions		X

INDEPENDENT LIVING

GRADE 12

You are now preparing to leave high school and whether you pursue further education or enter the world of work your life will change. These are some of the topics that will be discussed in Independent Living:

- How to live on your own, maintain the lifestyle you want, and how to cope
- When things do not work out as you planned
- Who's FICA and why does he get part of my paycheck?
- Higher education opportunities and costs
- What is the right career for you and what do you need to achieve it
- The cost of credit
- How to use your checkbook and keeping it current
- Keeping your wheels-and-you-rolling
- Buying and leasing cars
- Car, Health and Home insurances
- Cost of interest, budgeting and investment alternatives
- The decision making process
- How to communicate and get along with others at home and in the Workplace
- Wellness Issues: weight management, eating disorders, stress management
- Interpersonal relations: friendship, dating, and marriage

Prerequisite: none

Credit: 1.0

INDEPENDENT LIVING

GRADE 12

UNIT 1: WHO AM I?

Objectives

- Students will analyze principles of human growth and development across the lifespan.
- Students will analyze conditions that influence human growth and development
- Students will survey their prior knowledge of human growth and development conditions.
- Students will analyze interrelationships among physical, emotional, social, spiritual, and intellectual development.
- Students will analyze factors that influence human growth and development.
- Students will discuss the effect of heredity and environment on human growth and development.
- Students will analyze the effects of gender, ethnicity, and culture on individual development.

Essential Questions

- Why are physical, emotional, social, spiritual, and intellectual development related?*
- How does one acquire physical, emotional, social, spiritual, and intellectual characteristics?*
- How are the principles of human development interrelated and can they change over the course of the lifespan?*
- What are the effects of heredity and environment on human growth and development?*
- What is the impact of social, economic, and technological forces on individual growth and development?*
- How do geographical, political, and global influences affect human growth and development?*
- How do the effects of gender, ethnicity, and culture have on individual development?*
- What are the effects of life events on individuals' physical, intellectual, social, moral and emotional development?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Knowledge of heredity and environment and how they affect how people development.	<ul style="list-style-type: none">• KWL: discussion about your family and how physical characteristics are part of your heredity.• Class discussion along with various activities such as:• “Family Tree”• “Developmental Tasks of Teen Years”• “Environmental Factors of Development”	<ul style="list-style-type: none">• Exit card• Assessment of each activity

INDEPENDENT LIVING

GRADE 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze emotional, social, spiritual, and intellectual characteristics.	<ul style="list-style-type: none"> • Various activities that identify personality traits, abilities, & preferences. • Students will write a paper about themselves, their heredity and environment, and what they think they would like to do with their lives, i.e. where to they see themselves in 5 years. • Students will be able to discuss various things that could cause changes to who they are now and how they see themselves in the future. 	<ul style="list-style-type: none"> • Assessment of each activity • Rubric for paper “Who Am I?”
Analyze the effects of life events on individuals’ physical, intellectual, social, moral, and emotional development.	<ul style="list-style-type: none"> • View: Ashton Kucher You Tube clip. Followed by class discussion. • “Fish” video and related activities • Class discussion • “What does it feel like to be a lime” activity with class discussion • RFI: “Double standards, do they exist today?” “Does discrimination exist today?” 	<ul style="list-style-type: none"> • Assessment of activities • Exit cards • Par and Share • Exit cards
Analyze the impact of social, economic, and technological forces on individual growth and development.	<ul style="list-style-type: none"> • Video: “Who moved my Cheese” and related activities • Class discussion 	<ul style="list-style-type: none"> • Assessment of activities • Exit cards
Analyze geographic, political, and global influences on human growth and development.	<ul style="list-style-type: none"> • New domain vocabulary. • Class discussion of geographical vs global; Class discussion of US politics and the importance of being an informed and active member in our society; • Guest speaker: Waterford Registrar of Voters 	<ul style="list-style-type: none"> • Vocabulary Quiz • Exit cards from class discussions • Unit test

UNIT 1 RESOURCES

Books:

- Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.
- Contemporary Living, Verdene Ryder., Goodheart-Willcox .

Video:

Personality and Values: What’s Important to You?

INDEPENDENT LIVING

GRADE 12

UNIT 2: FAMILY CONNECTIONS

Objectives

Students will analyze the role of family on human growth and development

Students will identify different types of families and how they affect human growth and development.

Students will be surveyed on prior knowledge of “the family.”

Students will analyze the role of family and social services support systems in meeting human growth and development needs.

Students will analyze the effects of social, economic, and technological change on work and family dynamics.

Essential Questions

What is the definition of “the family?”

Why is “the family” considered the cornerstone of our society?

How does “the family” affect human growth and development?

Does “the family” need social services support in order to maximally function?

Should government be involved in “the family?”

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze how individuals and families make choices to satisfy needs and wants	<ul style="list-style-type: none">Brainstorm what can be done to ensure that “the family” remains the cornerstone of our society Brainstorming in class the Pros/cons of ideasPair/Share a new law to ensure “the family” remains or returns to its place as the cornerstone of our society.	<ul style="list-style-type: none">Exit cardsPair/Share rubricUnit test

INDEPENDENT LIVING

GRADE 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze government involvement in the family.	<ul style="list-style-type: none"> • Students will be surveyed on prior knowledge of social services. KWL and class discussion • Report on government involvement with the family which should include the right or responsibility for government assistance in the family along with the cost of services. Pair/Share • Class debate: • Government right? Pros/Cons ¼ yes, ¼ no • Government Responsibility? Pros/Cons ¼ yes, ¼ no • Brainstorm: How should services be financed? Who gets the services? Should families be required to use services they don't want? 	<ul style="list-style-type: none"> • Exit card • report • Pair/Share rubric • Debate rubric • Exit card

UNIT 2 RESOURCES

Books:

- Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.
- Contemporary Living, Verdene Ryder., Goodheart-Willcox .

Video:

Your Place in the Family

INDEPENDENT LIVING

GRADE 12

UNIT 3: COMMUNICATION SKILLS

Objectives

- Students will identify styles of communication within one’s family.
- Students will analyze the role of communication on human growth and development.
- Students will apply communication skills in school, community, and workplace settings.
- Students will explain the difference between listening and hearing.
- Students will compare and contrast “I statements” and “You statements”
- Students will explain how context affects your communication with others.
- Students will practice techniques for active listening.
- Students will practice effective communication skills.

Essential Questions

- Why is listening just as important to communication as speaking?*
- Why is communication important in every relationship one enters?*
- What are the ways people communicate?*
- What is the best way for each form of communication to be used?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Describe the different types and ways to communicate	<ul style="list-style-type: none"> • Survey students on prior knowledge of communication. Class discussion • Describe the difference between listening and hearing. • View and discuss VCR: Gender Communication. Class discussion on identifying differences between verbal and nonverbal communication. Verbal communication components: Various activities concerning inflection, volume, insinuation, mixed messages, I vs. you statements. • RFI: chapter in class book on Communication Skills. Read orally for content and discussion. Jot down notes from this chapter. Practice good and bad examples of these types of communication then analyze possible consequences of poor communication. Class discussion • Non-Verbal communication: Various activities concerning body language, written communication, texting, emails. • You Tube clip: “I need an A” After viewing clip pair/share the consequences in the various scenarios viewed. 	<ul style="list-style-type: none"> • KWL • Exit cards • Assessment of the verbal communication activities • Assessment of non-verbal communication activities • Quiz • Pair/share rubric • Assessment of editor letter

INDEPENDENT LIVING

GRADE 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
	<ul style="list-style-type: none">• Read the editorial from “The Day” paper and write an age appropriate response.• View VCR show: “body language” (25 minutes.) Take notes on show and discuss when done. Do some of the activities that are in the booklet that comes with the vcr show.	

UNIT 3 RESOURCES

Books:

- Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.
- Contemporary Living, Verdene Ryder., Goodheart-Willcox .

Videos:

- Body Language: An Intro to Non-Verbal Communications
- Gender & Communication: She Talks, He Talks
- Say it Better: Fearless Public Speaking
- Communication: The Person to Person Skill
- 9 ½ Tips to Understanding Body-Language

INDEPENDENT LIVING

GRADE 12

UNIT 4: VALUE CLARIFICATION

Objectives

- Students will demonstrate management of financial resources to meet the goals of individual and families across the lifespan.
- Students will evaluate the need for personal goals.
- Students will analyze strategies to manage time effectively.
- Students will analyze the difference between short term and long term goals.
- Students will analyze strategies to manage the effect of changing technologies in workplace settings.
- Students will apply management and planning skills to organize tasks and responsibilities.
- Students will demonstrate transferable and employability skills like decision making in school, community, and workplace settings.
- Students will analyze how individuals and families make choices to satisfy needs and wants.
- Students will describe the decision making process, including acceptance of personal responsibility for the consequences of the decision.
- Students will examine the effect of values and goals on choices.

Essential Questions

- What are resources?*
- How does one determine their goals?*
- What are values and how do they play a part in your goals for life?*
- Why are short and long term goals necessary?*
- Why is time management important?*
- How can time management skills be developed?*
- What is the decision making process?*
- How and when is the decision making process used?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Define goals for life-long learning and leisure opportunities for all family members.	<ul style="list-style-type: none"> • Survey student' prior knowledge of goals and resources • Class discussion • Read Chapter 4.1 in text • Various activities on short and long term goal setting. • Class discussion of resources that are available to everyone i.e., time management, human resources and <u>Scrap paper activity</u>: List a situation where you made a decision that had a consequence & discuss with class. • Determine ways to manage time efficiently. Identify the technology 	<ul style="list-style-type: none"> • KWL • Exit cards • Assessment of activities • Related worksheets • Chapter review questions • Assessment of the

INDEPENDENT LIVING

GRADE 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
	<p>available to help with time management.</p> <ul style="list-style-type: none"> • Make 4 columns on your paper. Title them, “Values” “Skills” “Interest” “Jobs” Students are to fill in the columns with all of their abilities and aptitudes. Analyze the type of job that may be best for them. • Discuss: What are values and how do they play a part in your goals for life? Prepare jars that contain different values and have students choose (3) top values and discuss in front of the class. • Complete worksheet: Your Values Profile • <u>VCR show</u>: “Self-Image and your Career” Worksheet that goes with this VCR. Class discussion and continued analysis. • Class discussion on different types of decisions that teens must make. Define Factors involved in the decision making process. • Activity: 10 things I like to do (worksheet). Discuss worksheet when everyone is finished. • VCR show: “Decisions/Decisions What’s a Teenager to do”. Class discussion when done. • Read for information: Chapter 41 and 4.2 of text • Define vocabulary and complete various activities concerning the decision making process involving resources, short and long term goals, needs, and wants. • Analyze the steps of the decision making process. Teacher gives example and demonstrates the step-by-step process. Students are then given a scenario in which they need to perform the decision making process. • <u>Class activity</u>: Get into decision-making groups of 4 (count off so friends are not together) • Create a decision-making skit to be videotaped. • Must follow the steps in decision-making. Presentation of Decision making skits. Students will list and come up with a dollar amount for all the things they use in one day. This list will be used to discuss needs vs. wants, resources, life style, and how our choices affect us not only today but also in the future. 	<p>decision making process</p> <ul style="list-style-type: none"> • Decision making rubric • Quiz/unit test • Specific task rubrics

INDEPENDENT LIVING

GRADE 12

UNIT 4 RESOURCES

Books:

- Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.
- Contemporary Living, Verdene Ryder., Goodheart-Willcox .

Videos:

- Ready...Set...Goals
- Fish
- Who Moved My Cheese
- The Problem Solving Process

Others:

- [Decision Making](#)
- [Game of Life Worksheet](#)

INDEPENDENT LIVING

GRADE 12

UNIT 5: EXPLORING CAREERS

Objectives

Students will demonstrate job seeking and job keeping skills

Students will analyze potential career choices to determine the knowledge and skills associated with personal career interest.

Students will analyze strategies to manage the effects of changing technologies in workplace settings.

Students will demonstrate work ethics and professionalism.

Students will analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.

Students will practice writing a resume and a cover letter.

Students will complete a job application.

Students will discuss and practice interview skills.

Essential Questions

Why is it important to choose a career that one likes and has some of the necessary abilities to be successful?

How can one identify which careers are most suitable to their abilities, lifestyle preferences?

How does one develop teamwork, leadership, work ethic, professionalism?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze potential career choices to determine the knowledge, skills and attitudes associated with each career.	<ul style="list-style-type: none">RFI: chapter 1.1-1.3. Complete vocabulary definitions. Complete review at the end of each section.Video Series: "Getting a Job when Your Past is not so Hot" Class discussion on topic.Research careers you are interested in, determine criteria and the availability of jobs in your desired location.	<ul style="list-style-type: none">Assessment of vocabularyReview questionsExit cardResearch Rubric

INDEPENDENT LIVING

GRADE 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate work ethics, professionalism and building resume skills.	<ul style="list-style-type: none"> • Class discussion on downsizing, getting along with others, dealing with the boss, coping with not liking your chosen job. Various worksheet activities to go along with this topic are to be completed. • Class discussion of application, resumes, cover letter, and thank you notes. • Research how to write a resume and then write one. • Fill-in and complete a job application. • Research how to write a cover letter. • Practice writing a resume and a cover letter. • Write an appropriate thankyou note for an interview. 	<ul style="list-style-type: none"> • Exit card • Assessment of activities • Completed job application • Resume writing Rubric • Cover letter Rubric
Identify places to look for a job.	<ul style="list-style-type: none"> • Class discussion of where to look for jobs • Computer research of job you might be interested in. • Write a letter applying for the job and attach your resume. • Read Chapter 3.1 for information. • Students will find a teamwork building activity and lead the class in the activity. 	<ul style="list-style-type: none"> • Exit cards • Quiz/test • Rubric • Unit Test • Group presentation

UNIT 5 RESOURCES

Books:

- Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.
- Contemporary Living, Verdene Ryder., Goodheart-Willcox .
- Getting Ahead at Work

Others:

- [Job Kit](#)
- [Careers](#)
- [Exploring Careers](#)
- [Resumes](#)

Videos:

- Top 9 ½ Resume Tips
- Selling Yourself without a College Degree
- Career Self-Assessment: Where Do You Fit
- Getting Back into the Swing of Things: Returning to School
- Places to Look for Work When You Don't have a College Degree
- Getting Basic Work Habits without a College Degree
- Self-Image and Your Career
- Jobs for the 21st Century
- Finding a Job When Your Past Is Not So Hot

INDEPENDENT LIVING

GRADE 12

UNIT 6: FINANCIAL LITERACY

Objectives

Students will discuss and apply basic money management.

Students will examine the influence of goals and values on decisions about financial management.

Students will apply management principles to individual and family financial practices.

Students will evaluate the need for personal and family financial planning.

Students will demonstrate management of financial resources to meet the goals of individuals and families across the lifespan.

Students will assess ways of using resources to meet financial needs.

Students will develop a budget for independent living.

Students will analyze practices that allow families to maintain economic self-sufficiency.

Students will demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Students will evaluate the need for personal and financial planning.

Students will apply management principles to individual and family financial practices.

Students will evaluate personal and legal documents related to managing individual and family finances.

Students will apply management principles to decisions about insurance for individuals and families.

Students will summarize information about procuring and maintaining health care to meet the needs of individuals and family members.

Students will demonstrate management of financial resources to meet the goals of individuals and families across the lifespan.

Students will describe the role of insurance and its applications.

Students will list the various types of insurance including their components, including those required by law (automotive, life, medical, household).

Essential Questions

Why do businesses check with credit bureaus before extending credit to individuals?

What do I need to know regarding financial management?

How will you spend your money?

What are the various ways to earn money?

What banking services are available and necessary in the adult world?

What can be done to protect identity theft?

What is budgeting and is it really necessary?

How can budgets be helpful to managing family finances?

Can budget and financial planning be done by oneself or is professional help necessary?

What types of insurance does one need and why?

How can one compare different policies?

INDEPENDENT LIVING

GRADE 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
<p>Evaluate services provided by financial institutions to deposit transfer funds.</p>	<ul style="list-style-type: none"> • Survey students' prior knowledge of money. Class discussion on the difference between hourly, salary. Class discussion on how money is spent. Video: "Money Smart-Earning". Video worksheet "Earning" • Class discussion on what to look for in a bank. Guest speaker from a local bank. Evaluate products and services and related costs associated with financial institutions in terms of personal banking needs. Identify the rights and responsibilities associated with using a checking account. Class discussion on why people need and use checking accounts. • Read for information: Chapter 17.1 on checking accounts. Define terminology associated with savings & checking accounts. • Compare and contrast the characteristics of a passbook savings account, a CD and a bond. • Compare investment and savings alternatives. Write checks, keep a check register and balance a checkbook. Various activities on writing checks, balancing checkbooks. • Practice reconciling a checking account. Demonstrate the use of a planner as an organizational tool. • Differentiate among types of electronic monetary transactions offered by various financial institutions. 	<ul style="list-style-type: none"> • KWL • Exit cards • Assessment of activity • Chapter questions • Assessment of "Earning" • Assessment of bank services • Reconciliation of checkbook • Quiz/test
<p>Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.</p>	<ul style="list-style-type: none"> • Class discussion on debit cards and how they are different from credit cards, why they are useful. Video: "Money Smart-Spending". Video worksheet "Spending" • Class discussion on why everyone needs a major credit card in their own name, use and abuse of credit cards, potential credit card issues. • Class discussion on protecting one's identity, what can be done if identity theft occurs. 	<ul style="list-style-type: none"> • Exit cards • Assessment of "Spending"
<p>Develop and evaluate a budget plan.</p>	<ul style="list-style-type: none"> • Research and budget for a spring vacation for their senior year. You have \$2,000.00 saved for your vacation. Information will be displayed on a poster and clearly advertised. You will be expected to keep a vacation itinerary and keep track of all your expenses. You will write checks to pay for all your expenses. Students will give an in-class oral report on their findings. 	<ul style="list-style-type: none"> • Research report • Poster rubric • presentation

INDEPENDENT LIVING

GRADE 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Evaluate savings and investment options to meet short- and long-term goals	<ul style="list-style-type: none"> • Read Chapter 17.4 for information, define vocabulary. Video: “Saving and Investing”. Video worksheet “Saving and Investing” • Financial Planner guest speaker: Each student will write a summary of information given by guest speaker. • Read Handout from Chapter 25 in “Contemporary Living” (p.646-652) for information. Class discussion. • Video: “Money Smart-Tracking and Giving” • Video worksheet “Tracking and Giving” 	<ul style="list-style-type: none"> • KWL • Exit cards • Summary information • Assess vocabulary • Assessment of “Saving and Investing”
Analyze the type of insurance associated with different types of risk such as automobile, personal and professional liability, home and apartment, health, life, long-term care, and disability.	<ul style="list-style-type: none"> • Research report on a variety of insurances. Students will research and create a power point presentation on chosen insurance types and present findings to class. 	<ul style="list-style-type: none"> • Power Point Presentation

UNIT 6 RESOURCES

Books:

- Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.
- Contemporary Living, Verdene Ryder., Goodheart-Willcox .

Others:

[Budget](#)
[Credit Basics Teacher Material](#)
[Credit Basics Transparency](#)
 Credit Match [Review](#) & [Key](#)

Videos:

Money Smart: Making Cents of Your Finances
 Using Credit Cards Wisely
 Understanding Credit Basics
 A Penny Saved: How to Grow Money
 Top 9 ½ Tips to Understanding Your Paycheck
 Playbook for Life: The Student’s Guide to Understanding and Planning Your Financial Future

INDEPENDENT LIVING

GRADE 12

UNIT 7: CONSUMER SKILLS

Objectives

Students will evaluate management practices related to the human, economic, and environmental resources.

Students will understand the rights and responsibilities of buyers and sellers, the process of comparison-shopping and consumer laws.

Students will analyze state and federal policies and laws providing consumer protection.

Students will analyze how policies become laws relating to consumer rights.

Students will analyze skills used in seeking information to consumer rights.

Students will analyze how media and technological advances affect family and consumer decisions.

Students will assess the use of technology and its effect on quality of life.

Students will analyze the use of resources in making choices that satisfy needs and wants of individuals and families.

Students will analyze relationships between the economic system and consumer actions.

Students will apply consumer skills to decisions about recreation.

Essential Questions

What options are available when deciding where to shop?

What factors affect consumer buying decisions?

What are your consumer rights and responsibilities in the marketplace?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Apply a decision-making model to maximize consumer satisfaction when purchasing goods and services.	<ul style="list-style-type: none">• Survey students' prior knowledge on consumer skills and knowledge and have a class discussion on this topic.• Read for information: Chapter 18.1 Complete text activities.• Video: "Money Smart-Spending". Class discussion on video topic.• Guest Speaker: possible former students who now have families talking about how they manage their home and finances.• Pair/Share-Research shopping options; pros/cons of each.• Students will use technology to research and plan a birthday/holiday party, purchase holiday gifts and compare products from different vendors.	<ul style="list-style-type: none">• KWL• Exit card• Chapter questions and worksheets• Assessment of "Spending"• Class evaluation• Fact sheet on consumer research project

INDEPENDENT LIVING

GRADE 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Identify the costs of utilities, services, maintenance, and other expenses involved in independent living.	<ul style="list-style-type: none"> Students will do research on a list of items to be determined and prepare a cost analysis. 	<ul style="list-style-type: none"> Class assessment Cost analysis on consumer items
Describe and give examples of consumer rights, responsibilities, and remedies.	<ul style="list-style-type: none"> Class discussion on consumer rights and responsibilities and be able to give examples of these rights. Read Chapter 18.4 on consumer rights. Answer chapter questions. Read Chapter 18.3 Pair/Share-Each group will make up a bait and switch ad and role play with the class. 	<ul style="list-style-type: none"> Exit card Class assessment Chapter questions Quiz/unit test Role-play

UNIT 7 RESOURCES

Books:

- o Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.
- o Contemporary Living, Verdene Ryder., Goodheart-Willcox .

Videos:

How Consumers Decide
Know Your Consumer Rights

Others:

- [Vocabulary Worksheet and Key](#)
- [Personal Consumer Rating Scale](#)
- [Being a Wise Customer Lecture Notes](#)
- [Guidelines for Consumer Transparency](#)
- [Consumer Lab Teacher Notes](#)
- [Consumer Lab Worksheet](#)
- [Consumer Product Research Assignment](#)
- [Letter of Complaint Assignment](#)

INDEPENDENT LIVING

GRADE 12

UNIT 8: TRANSPORTATION

Objectives

Students will be able to apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.

Students will create a plan for meeting their transportation needs.

Students will analyze the relationship between values and goals and transportation needs.

Students will distinguish how human relationships are affected by transportation needs.

Students will examine factors to consider when deciding who will provide and pay for transportation.

Students will analyze costs and responsibilities of owning a car.

Essential Questions

What are your transportation options?

What must you consider when making transportation decisions?

What criteria should be used when determining the cost of a car?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
<p>Analyze the costs and responsibilities of owning a car and decide whose role it is to provide and pay for transportation.</p>	<ul style="list-style-type: none"> • Survey students' prior knowledge. Class discussion-what affects one's options for transportation. Read Chapter 24.1 and 24.2 for information. Class discussion-new vs. used Car. • Have a car sales person come talk to the class on the cost of owning a car vs leasing a car, i.e. car payments, financing, insurance, taxes, licensing, gas, oil, maintenance, repairs, and tires. After guest speaker/student handout on "estimating the cost of owning a car." • Work together in groups of 3-4 and pick three cars to call about car insurance. Use your own family car or one you would be interested in buying. Get the cost of full coverage insurance from two companies and with different deductibles. Report your information to the class. • Participate in a simulated car purchase: <ul style="list-style-type: none"> ○ Identify the advantages and disadvantages of owning a car. ○ List guidelines for judging the performance of a car. ○ Debate whether it is better to purchase a used car or a new car. ○ Select a car to purchase. ○ Assess the annual costs of gas, oil, insurance, repairs, payments, 	<ul style="list-style-type: none"> • KWL • Exit card • Assessment of activities • Worksheets • Group work rubric • Research report • Quiz/test

INDEPENDENT LIVING

GRADE 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
	and maintenance; prorate for a monthly amount. <ul style="list-style-type: none"> ○ Explain the importance of a full warranty. ○ Identify possible sources of automobile loans. 	

UNIT 8 RESOURCES

Books:

- Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.
- Contemporary Living, Verdene Ryder., Goodheart-Willcox .

Video:

How to Buy a Used Car

INDEPENDENT LIVING

GRADE 12

UNIT 9:

Objectives

Students will be able to apply consumer skills to decisions about housing, utilities, and furnishing.

Students will be able to integrate life roles and responsibilities in family, work, and community settings.

Students will be able to evaluate management practices related to the human, economics, and environmental resources.

Students will be able to evaluate the significance of family and its effects on the well-being of individuals and society.

Essential Questions

What are various housing options?

How can housing needs change over the course of the lifespan?

What are the factors that determine one's housing needs?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze how housing needs are every-changing and identify ideas to these changes.	<ul style="list-style-type: none"> Survey students' prior knowledge Class discussion-how do you know when it's time to move out? Read Chapter 22.1 and 22.2 for housing information. Class discussion and complete review questions and various activities on types of housing. 	<ul style="list-style-type: none"> KWL Exit card Review questions Assessment of activities
Apply housing and interior design knowledge, skills and processes to meet specific design needs	<ul style="list-style-type: none"> Each student will furnish and decorate a one bedroom apartment; Pair/Share- half of class will determine the cost of furnishing their apartment with new furniture, half will furnish with self-made, used, family hand-me-downs and compare findings with the class. 	<ul style="list-style-type: none"> Housing Rubric presentations Class assessment
Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical, and mechanical systems.	<ul style="list-style-type: none"> Evaluate floor plans for efficiency and safety in areas. Report findings to class. Oral discussion. Class discussion of what needs to be maintained in a home and cost. Pair/Share-Groups will research different scenarios concerning the cost of various home safety items, cost of having someone clean their home, how to clean your home yourself. Present findings to class. 	<ul style="list-style-type: none"> Exit card Pair/share Group rubric Quiz/test

INDEPENDENT LIVING
GRADE 12

UNIT 9 RESOURCES

Books:

- Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.
- Contemporary Living, Verdene Ryder., Goodheart-Willcox .

Others:

[Housing Case Study](#)

INDEPENDENT LIVING

GRADE 12

UNIT 10: CLOTHING CARE

Objectives

- Students will apply consumer skills to providing and maintaining clothing.
- Students will demonstrate basic skill for clothing repair.
- Students will apply information about selecting and caring for clothing.
- Students will examine individual values regarding clothing and appearance.
- Students will identify the effect of relationships on clothing choices.
- Students will prioritize clothing needs and resources.
- Students will use effective consumerism skills when purchasing clothing.
- Students will use appropriate methods and products when caring for clothing.
- Students will identify why we wear clothes (protection, adornment, identification, modesty, status).

Essential Questions

- Why do people need clothes and why do they choose the ones they do?*
- What items of clothing do I need in my wardrobe now and how will that change in the future?*
- How do I take care of my clothes?*

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze the role of clothes for the image people project.	<ul style="list-style-type: none">• Survey students' prior knowledge• Class discussion• Read Chapter 19.1 for information	<ul style="list-style-type: none">• KWL• Exit card
Utilize elements and principles of design in altering clothing and repair of apparel items.	<ul style="list-style-type: none">• Practice replacing a button.• Practice repairing a rip/tear in garments.• Practice proper ironing techniques.• Practice proper tie techniques.• Teacher (or student) demo of how to polish shoes that can be polished	<ul style="list-style-type: none">• Task related rubrics• Students tie a tie• Polish shoes

INDEPENDENT LIVING GRADE 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Apply consumer skills to providing and maintaining clothing.	<ul style="list-style-type: none"> • Class discussion of permanent care labels, • Who does laundry and how, who sorts? How to sort, why it's a good idea • Teacher demo of sewing buttons, students will sew buttons to make general clothing repairs. • Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products. Report finding to class in a power point presentation. 	<ul style="list-style-type: none"> • Exit card • Quiz/test • Rubric • Power point presentation

UNIT 10 RESOURCES

Books:

- Apparel., Liddell, Louise and Carolee Samuels; Goodheart-Wilcox Company, Inc.
- Fashion., Wolfe, Mary G., Goodheart-Wilcox Company, Inc.
- Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.

Others:

- [First Impressions](#)
- [Why We Wear Clothes](#)
- [Sort Laundry](#)

INDEPENDENT LIVING

GRADE 12

UNIT 11: NUTRITION ASPECTS

Objectives

Students will be able to analyze decisions about providing safe and nutritious food for individuals and families.

Students will be able to analyze factors that influence nutrition and wellness practices across the lifespan.

Students will be able to evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

Students will be able to demonstrate nutrition and wellness practices that enhance individual and family well-being.

Students will know how to shop and get the best value for the dollar spent in making wise consumer shopping decisions

Students will demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.

Students will evaluate factors that affect food safety from production through consumption.

Students will evaluate management practices related to the human, economic, and environmental resources.

Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

Essential Questions

Why is it important to choose nutritious foods?

Why are cooking skills necessary?

How does one determine where to shop for food, what to buy, or how much to buy?

How are food choices influenced by physical, emotional, social, and cultural factors?

What are special nutrients needed at different stages of the lifespan?

What factors affect energy needs for metabolic and physical activity?

What are the guidelines for healthy weight loss and healthy weight gain?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Analyze factors that influence nutrition and wellness practices across the life span.	<ul style="list-style-type: none">• Survey students' prior knowledge then class discussion on factors that influence their nutrition.• Read Chapter 13.1 for information. Define vocabulary• Research basic information about 6 key nutrients. Complete textbook activities and review questions.	<ul style="list-style-type: none">• KWL• Exit card• Assessment of vocabulary• Class assessment• Assessment of activities

INDEPENDENT LIVING

GRADE 12

Knowledge and Skills	Instructional Strategies	Evidence of Learning
Demonstrate the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.	<ul style="list-style-type: none"> • Read Chapter 13.2 through 13.4 for information. Class discussion of MyPlate. • Each student will write down and analyze what their nutrition looked like yesterday and share with the class. Each student will make their own Daily Food Plan base on whether they want to gain, lose, or maintain their weight using the DGA. Complete chapter reviews. • Research nutrition needs at different times across the lifespan. Report findings to class. 	<ul style="list-style-type: none"> • Exit card • Food Plan Rubric • Chapter review • Chapter worksheets • presentations
Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.	<ul style="list-style-type: none"> • Read Chapter 14.1 through 14.4 for information. Define domain vocabulary, complete various worksheets associated with consumer shopping skills, and complete chapter review questions. • Lecture on Spending the Food Dollar - supermarket shopping tips, supermarket services, how, where and when to shop, meal planning, making a list, ways to reduce the food bill, comparison shopping, unit pricing and cost per serving, be a label reader, shop coupons, national vs. store brands, convenience foods, and impulse buying. 	<ul style="list-style-type: none"> • Quiz/ Test • Worksheets • Chapter review • Lecture notes
	<ul style="list-style-type: none"> • Read Chapter 12.1 on Health and Fitness. Pair/Share-the various factors described in Chapter 12.1 • Read Chapter 12.2 on Mental Health Issues. Class discussion then Pair/Share defense mechanisms. • Read Chapter 12.3 Class discussion. Guest Speaker on STD's, AIDS. 	<ul style="list-style-type: none"> • Exit card • Class assessment

UNIT 11 RESOURCES

Books:

- Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.
- Contemporary Living, Verdene Ryder., Goodheart-Willcox .

Others:

- [Let's Read Labels](#)
- [Nutrition Strategies](#)
- [Dietary Guidelines](#)

INDEPENDENT LIVING

GRADE 12

UNIT 12: WELLNESS AND CITIZENSHIP

Objectives

Students will be able to summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.

Students will evaluate the reciprocal effects of individual and family participation in community activities.

Students will analyze personal and family assets and skills that provide service to the community.

Students will analyze the effects of public policies, agencies, and institutions on the family.

Students will identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.

Students will analyze factors that contribute to maintaining safe and healthy school, work, and community environments.

Students will analyze community resources and systems of formal and informal support available to individuals and families.

Students will analyze the relationship of the environment to family and consumer resources.

Essential Questions

Why are physical and mental health and wellness important?

How does one insure that physical and mental health and wellness needs are being met?

What are the warning signs that one is in physical or mental danger?

What are the principles of good citizenship?

Can we model good citizenship to demonstrate its importance?

Knowledge and Skills	Instructional Strategies	Evidence of Learning
<p>Analyze strategies to manage multiple roles and responsibilities to health and wellness of the individual.</p>	<ul style="list-style-type: none"> • Class discussion on stress and health risks and what strategies students can take to manage their roles as a student, teenager and a member of society. • Read Chapter 12.4 for information. Class discussion on quality of life factors. Complete various text activities on the principles of citizenship. • Brainstorm ways of sharing the importance of good citizenship among the students at WHS. Class decides on ways to inform the public by preparing and presenting one of the following: public service announcement, posters around school and community, letters to editor of local newspaper. • Examine attributes and issues related to family life and the skills needed to enhance independent living. 	<ul style="list-style-type: none"> • Exit card • Class assessment • Quiz/test • Chapter worksheets • Task related rubric

INDEPENDENT LIVING

GRADE 12

UNIT 12 RESOURCES

Books:

- Succeeding in Life and Career, Parnel, Frances Baynor. 2017, Goodheart-Willcox.
- Contemporary Living, Verdene Ryder., Goodheart-Willcox.

PACING GUIDE

Unit	Semester 1	Semester 2
Unit 1: Who Am I?	X	
Unit 2: Family Connections	X	
Unit 3: Communication & Skills	X	
Unit 4: Value Clarification	X	
Unit 5: Exploring Careers	X	
Unit 6: Financial Literacy	X	
Unit 7: Consumer Skills		X
Unit 8: Transportation		X
Unit 9: A Place to Live		X
Unit 10: Clothing Care		X
Unit 11: Nutrition Aspects		X
Unit 12: Wellness & Citizenship		X

APPENDIX BROCHURE RUBRIC

Task Description:					
Student Name:					
Criteria	weight	Professional	Adequate	Needs Work	Unsatisfactory
Content	50%	<input type="checkbox"/> Demonstrates in depth understanding of topic <input type="checkbox"/> Accurately utilizes researched information in the brochure	<input type="checkbox"/> Demonstrates understanding of the topic <input type="checkbox"/> Employs research information with an adequate degree of accuracy	<input type="checkbox"/> Demonstrates little understanding of topic <input type="checkbox"/> Employs research information with a fair degree of accuracy	<input type="checkbox"/> Lacks understanding of topic <input type="checkbox"/> Reports only the most basic parts of the information
Written Presentation	20%	<input type="checkbox"/> Well organized content <input type="checkbox"/> Attractive and well-designed format <input type="checkbox"/> Clear and easily understood message <input type="checkbox"/> Computer generated with strong visual appeal	<input type="checkbox"/> Content is organized <input type="checkbox"/> Format is adequate <input type="checkbox"/> Message is sufficiently understood <input type="checkbox"/> Computer generated with acceptable eye appeal	<input type="checkbox"/> Content lacks organization <input type="checkbox"/> Format is difficult to follow and poorly organized <input type="checkbox"/> Message not clearly understood <input type="checkbox"/> Computer generated but poorly designed	<input type="checkbox"/> Unorganized content <input type="checkbox"/> Hard to follow <input type="checkbox"/> Message difficult to understand; tendency to wander or ramble <input type="checkbox"/> Handwritten or computer generated with little organization or skill
Research Quality	15%	<input type="checkbox"/> Three sources used <input type="checkbox"/> Use of reliable sources <input type="checkbox"/> Accurate analysis of research	<input type="checkbox"/> Two sources used <input type="checkbox"/> Sources have some reliability <input type="checkbox"/> Adequate analysis of research	<input type="checkbox"/> One source used <input type="checkbox"/> Questionable reliability of sources <input type="checkbox"/> Basic information with questionable accuracy	<input type="checkbox"/> No sources used <input type="checkbox"/> Inaccurate information
Visual Appeal	15%	<input type="checkbox"/> Imaginative; original <input type="checkbox"/> Use of graphics make the message "come alive"	<input type="checkbox"/> Creativity is acceptable <input type="checkbox"/> Use of graphics adequate to present message	<input type="checkbox"/> Little creativity used <input type="checkbox"/> Poor selection of graphics	<input type="checkbox"/> No originality <input type="checkbox"/> Graphics do not tie in with the message

Assignment Final Score: _____

APPENDIX CLASS PRESENTATION RUBRIC

<i>Category</i>	<i>10</i>	<i>8</i>	<i>6</i>	<i>4</i>
Content	Conveys a full understanding of topic and covers all 4 criteria: 1) Topic 2) Question 3) Stance 4) Sources	Conveys a good understanding of topic and/or covers 3/4 criteria: 1) Topic 2) Question 3) Stance 4) Sources	Conveys a marginal understanding of topic and/or covers 2/4 criteria: 1) Topic 2) Question 3) Stance 4) Sources	Does not understand the topic and/or covers 1/4 criteria: 1) Topic 2) Question 3) Stance 4) Sources
Focus -5 points for any time outside 4:30-5:30 (videos don't count)	Presentation is organized in a logical manner and students stays on topic 100% of the time	Presentation is organized in a logical manner and students stays on topic 90% of the time	Presentation isn't organized very well and student stays on topic 75% of the time	It is hard to tell what the topic is and student isn't organized
Presentation	Student does all 5 criteria well: 1) Confidence 2) Posture 3) Eye Contact 4) Volume 5) Enthusiasm	Student does 4 of 5 criteria well: 1) Confidence 2) Posture 3) Eye Contact 4) Volume 5) Enthusiasm	Student does 3 of 5 criteria well: 1) Confidence 2) Posture 3) Eye Contact 4) Volume 5) Enthusiasm	Student does 2 or less of 5 criteria well: 1) Confidence 2) Posture 3) Eye Contact 4) Volume 5) Enthusiasm
Appearance	Student is completely prepared, has obviously rehearsed, and is appropriately dressed	Student seems somewhat prepared and is appropriately dressed.	Student is somewhat prepared, but is not appropriately dressed.	Student doesn't seem prepared at all, regardless of dress.
Comprehension	Student is able to accurately answer all questions posed by classmates about the topic	Student is able to accurately answer most questions posed by classmates	Student is able to accurately answer a few questions posed by classmates about the topic	Student is unable to accurately answer questions posed by classmates about topic

Total _____/50

<i>Category</i>	<i>25-21</i>	<i>20-16</i>	<i>15-11</i>	<i>10-0</i>
Product/Visual Aid	Student uses a product that enhances presentation and helps audience understand topic	Student uses a product that is interesting, but doesn't significantly add to the presentation	Student only uses words on PowerPoint/Prezi as product	Student brings in an unrelated product or nothing at all

Total _____/25

**APPENDIX
TEXT-BASED RESPONSE RUBRIC**

3	<p>The response</p> <ul style="list-style-type: none"> • Gives substantial evidence of the ability to infer, interpret or evaluate the text. The interpretation is thoughtful and insightful, revealing strong analytic reasoning. • Thoroughly supports thinking with clearly relevant evidence from the text. Selected evidence is presented clearly and concisely. Connection between evidence and the reader’s thinking is clearly drawn.
2	<p>The response</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to infer, interpret or evaluate the text • Adequately supports thinking with clearly relevant evidence from the text
1	<p>The response</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to infer, interpret or evaluate the text • Provides some evidence from the text to support ideas
0	<p>The response</p> <ul style="list-style-type: none"> • Shows no evidence of the ability to infer, interpret or evaluate the text <p>AND/OR</p> <ul style="list-style-type: none"> • Provides no evidence from the text to support ideas

APPENDIX POWERPOINT PRESENTATION RUBRIC

Task Description:					
Criteria	weight	Strong Impact 4	Good Impact 3	Some Impact 2	Minimal Impact 1
Introduction	10%	<input type="checkbox"/> Fully captures the attention of the audience <input type="checkbox"/> Topic has a clear focus	<input type="checkbox"/> Captures the attention of the audience <input type="checkbox"/> Topic is mostly focused	<input type="checkbox"/> Few audience members seem interested <input type="checkbox"/> Topic focus is vague	<input type="checkbox"/> Audience is not captured <input type="checkbox"/> No topic focus
Content	50%	<input type="checkbox"/> Accurate <input type="checkbox"/> Organized <input type="checkbox"/> Fully understands topic	<input type="checkbox"/> Mostly accurate <input type="checkbox"/> Mostly organized <input type="checkbox"/> Understands topic	<input type="checkbox"/> Partially accurate <input type="checkbox"/> Partially organized <input type="checkbox"/> Fair understanding	<input type="checkbox"/> Inaccurate <input type="checkbox"/> Unorganized <input type="checkbox"/> Does not understand
Writing Mechanics; Text Elements; Citations	10%	<input type="checkbox"/> No errors in grammar, usage, mechanics, spelling <input type="checkbox"/> Text elements easy to read (fonts, size) <input type="checkbox"/> Background and color enhance readability of text <input type="checkbox"/> Sources are properly cited so audience can determine credibility	<input type="checkbox"/> Text is written with little or no editing required <input type="checkbox"/> Text elements are somewhat easy to read, but do not distract from the presentation <input type="checkbox"/> Background and color distract from readability <input type="checkbox"/> Most sources of information are properly cited	<input type="checkbox"/> Grammar, usage, mechanics, and spelling impair readability <input type="checkbox"/> Text elements are too busy or are difficult to read <input type="checkbox"/> Background and color distract and make text difficult to read <input type="checkbox"/> Some sources are not properly cited	<input type="checkbox"/> Grammar, usage, mechanics, and spelling errors distract; major editing needed <input type="checkbox"/> Text elements extremely difficult to read <input type="checkbox"/> Choice of background and color needs improvement <input type="checkbox"/> Most sources are incorrectly cited
Layout	10%	<input type="checkbox"/> Includes placeholders, such as title, bulleted list, and graphics <input type="checkbox"/> Appropriate use of white space	<input type="checkbox"/> Includes some titles, bulleted lists, and graphics <input type="checkbox"/> Too much text; distracts from white space	<input type="checkbox"/> Minimal use of layout placeholders <input type="checkbox"/> Text dominates slide	<input type="checkbox"/> Poor use of placeholders <input type="checkbox"/> Slide is too full
Graphics, Sound, Animation	10%	<input type="checkbox"/> Enhances overall theme	<input type="checkbox"/> Somewhat enhances theme, but are lacking in resolution or quality	<input type="checkbox"/> Seems unrelated to theme; poor quality, resolution	<input type="checkbox"/> Unrelated to theme and distracts from content; inappropriate
Teamwork	10%	<input type="checkbox"/> The project is clearly a group effort	<input type="checkbox"/> Most of the team members contribute to group effort	<input type="checkbox"/> Few people contribute their fair share of work	<input type="checkbox"/> No collaboration in teamwork

APPENDIX GROUP EVALUATION RUBRIC

Group Topic: _____

Write down all group members' name, **except your name**.

(A) Member Name: _____ Score: /25

(B) Member Name: _____ Score: /25

(C) Member Name: _____ Score: /25

(D) Member Name: _____ Score: /25

Directions: Place the names of the peers being evaluated at the top of this page. Place the number of points in the blanks below that best describes how you feel about a peer's participation regarding each statement. Total points and fill in scores next to names.

5 points – strongly agree 4 points – very much agree 3 points – agree
2 points – somewhat agree 1 points –somewhat disagree 0 points – disagree

A	B	C	D	Tasks
				This person worked hard during class time to help our group meet the group objectives.
				This person completed their assigned role without any prodding from their group members
				This person spent time browsing for appropriate material and did their share of the assignment.
				This person worked hard at accepting other members of the group and the ideas they presented.
				This person stayed with our group and did not waste time socializing in other groups.
				TOTAL POINTS- out of 25 (add up and place this score by names above)

Comments:

I understand that for peer evaluation to be fair and helpful to all group members, I need to be honest in completing this evaluation and will not discuss scores with anyone in my class.

(your signature)

APPENDIX INTERNET RESEARCH RUBRIC

Task Description:					
Criteria	weight	Exemplary	Admirable	Acceptable	Attempted
Research of Topic	25%	<input type="checkbox"/> Use of more than two search engines <input type="checkbox"/> Factual information is accurate <input type="checkbox"/> Narrow focus of topic	<input type="checkbox"/> Use of two search engines <input type="checkbox"/> Most information can be confirmed <input type="checkbox"/> Topic needs narrower focus	<input type="checkbox"/> Use of one search engine <input type="checkbox"/> Some errors in information <input type="checkbox"/> Topic somewhat broad	<input type="checkbox"/> Use only one source <input type="checkbox"/> Errors in information <input type="checkbox"/> Topic too general
Product	30%	<input type="checkbox"/> Logical, intuitive sequence <input type="checkbox"/> Consistent menus; paths are clear <input type="checkbox"/> Original, inventive, creative <input type="checkbox"/> Correct grammar, usage, mechanics, spelling <input type="checkbox"/> Visuals effectively entice audience	<input type="checkbox"/> Logical <input type="checkbox"/> Generally consistent menus; clear paths <input type="checkbox"/> Original <input type="checkbox"/> Mostly correct grammar, usage, mechanics, spelling <input type="checkbox"/> Visuals and images convey message	<input type="checkbox"/> Some logic <input type="checkbox"/> Somewhat consistent menus; somewhat clear paths <input type="checkbox"/> Some originality <input type="checkbox"/> Several grammar, usage, mechanics, spelling errors <input type="checkbox"/> Use of visuals and images is limited	<input type="checkbox"/> Information confusing <input type="checkbox"/> Inconsistent menus and paths <input type="checkbox"/> Rehash of other people's ideas <input type="checkbox"/> Obvious grammar, usage, mechanics, spelling errors <input type="checkbox"/> Use of visuals and images is confusing or absent
Collaboration/ Teamwork (optional)	15%	<input type="checkbox"/> Work load is divided and shared equally	<input type="checkbox"/> Some members contribute	<input type="checkbox"/> Few members contribute	<input type="checkbox"/> One or two people do all of the work
Evaluation of Reliable Sources	15%	<input type="checkbox"/> Sources used are accurate and reliable <input type="checkbox"/> Variety of domain name suffix (.com, .edu, .net, .gov)	<input type="checkbox"/> Most sources used are accurate and reliable <input type="checkbox"/> Some variety of domain name suffix (.com, .edu, .net, .gov)	<input type="checkbox"/> Some sources used are inaccurate and unreliable <input type="checkbox"/> Little variety of domain name suffix	<input type="checkbox"/> Sources are inaccurate and unreliable <input type="checkbox"/> Use of only one domain name suffix
Documentation	15%	<input type="checkbox"/> All sources are documented correctly	<input type="checkbox"/> Most sources are documented correctly	<input type="checkbox"/> Few sources are documented correctly	<input type="checkbox"/> No documentation of sources

APPENDIX POSTER RUBRIC

Name: _____

Date: _____

Block: _____

Score: _____

CATEGORY	4	3	2	1
Title	Title can be read from 6 ft. away and it is quite creative.	Title can be read from 4 ft. away, describes content well.	Title can be read from 4 ft. away, but the letters are all uneven	The title is too small and/or does not describe the content of the poster well.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Knowledge Gained	Student can accurately answer all statements related to facts in the poster and processes used to create the poster.	Student can accurately answer most statements related to facts in the poster and processes used to create the poster.	Student are not too sure about the content of facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Use of Class Time	Used time well during the class period. Focused on getting the project done. Everyone participated in project	Used time well during the class period. Usually focused on getting the project done. Team work was good	Used some of the time well during the class period. There was some focus on getting the project done but basically one person did it all	Did not use class time to focus on the project .

Feedback:

Subtotal: _____

Weight: _____

Total: _____

APPENDIX PROJECT RUBRIC

Task Description:					
Criteria	weight	4 - Professional	3 - Proficient	2 - Developing	1 - Incomplete
Choice of Project	___%	<input type="checkbox"/> Appropriate <input type="checkbox"/> Focused <input type="checkbox"/> Innovative <input type="checkbox"/> Relevant <input type="checkbox"/> Purposeful	<input type="checkbox"/> Generally appropriate <input type="checkbox"/> Evidence of some focus <input type="checkbox"/> Moderate creativity <input type="checkbox"/> Expresses some relevance <input type="checkbox"/> Adequate purpose shown	<input type="checkbox"/> Somewhat appropriate <input type="checkbox"/> Evidence of minimal focus <input type="checkbox"/> Limited creativity <input type="checkbox"/> Difficulty in identifying relevance <input type="checkbox"/> Includes evidence of some purpose	<input type="checkbox"/> Inappropriate <input type="checkbox"/> Lacks focus <input type="checkbox"/> Lacks innovation <input type="checkbox"/> Lacks relevance <input type="checkbox"/> Purpose unclear
Use of Planning Process	___%	<input type="checkbox"/> Well planned <input type="checkbox"/> Willingness to take risks	<input type="checkbox"/> Attempts well developed ideas that lead to a general understanding <input type="checkbox"/> Willingness to take slight risks	<input type="checkbox"/> Limited explanation of ideas creates misunderstanding of project <input type="checkbox"/> Minimal evidence of risk taking	<input type="checkbox"/> Lacks thoroughness <input type="checkbox"/> Little evidence of willingness to take risk <input type="checkbox"/> No evidence of risk taking
Written Summary	___%	<input type="checkbox"/> Concise <input type="checkbox"/> Depth of thought; thorough and specific development of ideas <input type="checkbox"/> Writer exhibits mastery of grammar	<input type="checkbox"/> Generally concise <input type="checkbox"/> Ideas are thoughtful with moderate evidence of topic development <input type="checkbox"/> Writer exhibits moderate command of grammar	<input type="checkbox"/> Some segments ramble <input type="checkbox"/> Omits information that creates gaps in the information <input type="checkbox"/> Errors in grammar	<input type="checkbox"/> Rambles to the extent that main point is lost <input type="checkbox"/> Omits information that creates lack of understanding <input type="checkbox"/> Limited evidence of correct use of grammar
Oral Presentation	___%	<input type="checkbox"/> Polished <input type="checkbox"/> Engaging	<input type="checkbox"/> Well designed <input type="checkbox"/> Informative	<input type="checkbox"/> Reasonably neat <input type="checkbox"/> Somewhat maintains audience attention	<input type="checkbox"/> Sloppy <input type="checkbox"/> Poorly presented

Assignment Score _____ + Beyond/Bonus _____ = Final Score _____

APPENDIX

IA. COMMUNICATE IN STANDARD ENGLISH FOR A VARIETY OF PURPOSES – WRITING

	5 EXCELLENT	4 VERY PROFICIENT	3 PROFICIENT	2 APPROACHING PROFICIENCY	1 LACKING PROFICIENCY	SCORE
IA(a). Purpose and Audience	The writing sample effectively establishes a specific topic and purpose, addresses an audience, and conveys a main idea.	The writing sample establishes a specific topic, <u>and purpose</u> addressees an audience, and conveys a main idea.	The writing sample establishes a topic <u>and purpose</u> , addresses an audience, and conveys a main idea.	The writing sample attempts to establish a topic and purpose, may address an audience and /or attempts to convey a main idea.	The writing sample shows little or no attempt to establish a topic and/or address an audience. There's little or no evidence of a main idea.	
IA(b). Content	The writing sample effectively displays appropriately specific content to support and develop the main idea. <u>The content is properly documented.</u>	The writing sample displays appropriate content to support and develop the main idea. <u>The content is properly documented.</u>	The writing sample displays content to support and develop the main idea. <u>The content documented in a somewhat appropriate format.</u>	The writing sample attempts to display some content to support a main idea. <u>Documentation is attempted but inaccurate.</u>	The writing sample displays little or no content in an attempt to support a main idea. <u>Proper documentation is not provided.</u>	
IA(c). Organization	The writing sample effectively maintains structure by demonstrating balance and coherent development.	The writing sample maintains structure by demonstrating balance and coherent development.	The writing sample maintains structure with some balance and development.	The writing sample attempts to maintain structure with some balance and/or development.	The writing sample displays little or no structure.	
IA(d). Analysis and Synthesis	The writing sample effectively displays an understanding of direct or implied ideas and demonstrates critical insight.	The writing sample displays an understanding of direct or implied ideas and demonstrates critical insight.	The writing sample displays some understanding of direct or implied ideas and demonstrates some insight.	The writing sample attempts to display some understanding of ideas and/or some insight.	The writing sample displays little to no understanding of ideas and/or insight.	
IA(e). Comprehensiveness	The writing sample effectively displays appropriately varied information and support.	The writing sample displays appropriately varied information and support.	The writing sample displays some appropriately varied information and support.	The writing sample attempts to display some varied information and/or support.	The writing sample displays little to no varied information and/or support.	
IA(f). Language	The writing sample effectively displays standard written English, fluency of expression, and appropriate tone.	The writing sample displays standard written English, fluency of expression, and appropriate tone.	The writing sample displays standard written English, some fluency of expression, and tone.	The writing sample attempts to use standard written English, some fluency of expression, and/or tone.	The writing sample uses little to no standard written English, fluency of expression, and/or tone.	

APPENDIX KITCHEN LAB SCORING RUBRIC

Kitchen #: _____ Product Name: _____ Block: _____ Date: _____

Cook: _____ Asst. Cook: _____ Manager: _____ Swing: _____

Criteria	Professional (5)	Above Proficiency (4)	Proficient (3)	Below Proficiency (2)	Lacks Proficiency (1)
Sanitation	<ul style="list-style-type: none"> -Hand washing with hot soapy water -All work surfaces are cleaned and sanitized -Sink area is wiped out clean & dried at end of lab. -Maintains clean work space throughout activity. -Floor is swept under table & around kitchen area. 	<ul style="list-style-type: none"> Follows hand washing steps; warm water Work surfaces are cleaned and sanitized Sink area is left clean & dry. Maintains clean work space. Floor is not swept under table & work area 	<ul style="list-style-type: none"> Follows hand washing steps Work surfaces moderately cleaned. Sink left wet or dirty Floor is not swept. 	<ul style="list-style-type: none"> uses cold water Not all work surfaces were cleaned & sanitized. cross-contamination. Below proficiency in the kitchen 	<ul style="list-style-type: none"> Does not follow sanitation rules when working in the kitchen lab.
Safety	<ul style="list-style-type: none"> -Extreme care is taken with all tools & equipment. -Always pulls oven racks out; --Follows all safety rules as stated -Avoids cross-contamination throughout activity. 	<ul style="list-style-type: none"> Care is taken with all tools & equipment, including cutlery. Pulls oven rack out occasionally; follows safety rules as stated; avoids cross-contamination 	<ul style="list-style-type: none"> Misuse in care & procedures for some tools, equipment &/or cutlery; needs to pull oven rack out; needs to follow safety rules as stated; may have caused cross contamination 	<ul style="list-style-type: none"> Below proficiency with food safety procedures and has caused cross contamination with food or surface due to misuse of tool & equipment. Left dirty and wet items at end of lab. 	<ul style="list-style-type: none"> Lacks proficiency with too many personal and food safety issues. Left dirty and wet items
Planning	<ul style="list-style-type: none"> -Thorough and efficient planning is evident. -Reads & writes equipment down on recipe page. -has writing utensil 	<ul style="list-style-type: none"> Planning is evident before and during lab activity. Reads recipe Borrows writing utensil 	<ul style="list-style-type: none"> Not much planning or reading of recipe. Must tell you to focus Not too sure of jobs 	<ul style="list-style-type: none"> Did not focus on planning today's lab Too much discussion on other matters that do not involve cooking 	<ul style="list-style-type: none"> Nothing done for planning

APPENDIX KITCHEN LAB SCORING RUBRIC

Mise en Place	-all food measurements and equipment are in place on work table in order of usage. -All utensils & tools are organized & in place on work table. Stored properly at the end of the lab. -Excellent Mise en place	Food measurements & equipment are in place on work table in order of usage. Missing equipment stored properly at end of lab 1-2 mistakes w/ Mise en Place	Some disorganization with Mise en place. Some disorganization with equipment. 2-3 measuring mistakes.	Doesn't listen Is not organized with Mise en place. Not a team player. Disorganized at end of lab. Not done at the end of block.	Lacks knowledge in prep work and planning. Very poor job with Mise en Place. Kitchen is not organized at end of lab.
Directions	-Very attentive to oral instructions. -Demonstrates understanding of recipe terminology. -Product is prepared according to directions; -oven or stove is off at the end	Somewhat attentive to oral instructions; demonstrates understanding of recipe terminology; product is prepared according to directions with one error	Listens to directions w/some prodding; understands most recipe terms; product came out 2 errors with following the directions.	Does not listen to oral direction; Written directions are confusing b/c you didn't listen product is over/under cooked; lab is incomplete at the end of block	Does not follow any directions; does not understand terms; product and lab are incomplete
Final product and group work	Your product came out exactly the way it should come out! It looks delicious. You worked exceptionally well with your group and helped each other	There was just one mistake with your final product, it still looks good and your helped out your team at the end of the lab	Two mistakes with final product. Okay work with helping each other out at the end of the lab	Below average with final product and team work	Poor teamwork and final product just did not work out.
Table setting	Table is set correctly	One error in table setting	Two errors in table setting	3 or more errors	Incomplete setting

Student Comments (required):

Cooperative Lab Grade: