Family and Consumer Sciences Curriculum

Presented to the Colchester Board of Education

May 10, 2011
Table of Contents

Members…………… 1
Meetings [agendas, action notes]……… 2
Curriculum Document……… 3
Program Evaluation……… 4
State Standards……… 5
Articles and Research……… 6
FCS Curriculum Committee

Linda Iacobellis  Bacon Academy
Donna Kaik  Bacon Academy
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Barbara Free  William J. Johnston Middle School
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VISION STATEMENT

In an increasingly diverse and ever-changing world, students need to be prepared to adapt. The vision of the Colchester Public Schools' Family and Consumer Sciences Program (FCS) is to empower students to effectively manage emerging life issues by applying knowledge and skills while problem solving and collaborating with others 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.

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. Through the integration of academic and occupational content, as well as community partnerships, the Colchester FCS program provides a coherent, rigorous, and practical education, emphasizing the higher-order thinking skills necessary for pursuing further education and/or entering the workforce.

PHILOSOPHY

1. We believe that FCS combines academic learning and hands-on application as part of an educational process intended to be useful to the students today as well as throughout their adulthood. Our students learn to:
   - apply knowledge gained through interdisciplinary connections to real life applications
   - use critical and creative thinking skills

2. We believe that FCS programs are an essential part of the effort to nurture and strengthen interpersonal, family, and community relationships. This is accomplished through an emphasis on:
   - building a positive self image in each student and encouraging mutual respect for others
   - develop positive communication and employability skills
   - balancing personal, home, family, and work lives

3. We believe that FCS provides opportunities for all students to succeed by:
   - preparing our students to meet the needs of the workplace through career-related contexts
   - offering authentic opportunities for our students to develop a wide variety of skills for immediate and future use
Colchester Public Schools
Family and Consumer Sciences Curriculum

**PROGRAM GOALS** *

Family and Consumer Sciences Education will prepare students for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop independence and the knowledge, skills, attitudes, and behaviors needed for:

- Becoming responsible citizens and leaders in family, community, and work settings
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments
- Promoting optimal nutrition and wellness across the life-span
- Functioning effectively as providers and consumers of goods and services
- Successful life management, employment, and career development
- Strengthening the well-being of individuals and families across the life span
- Managing resources to meet the material needs of individuals and families
- Balancing personal, home, family, and work lives
- Appreciating human worth and accepting responsibility for one’s actions and successes in family and work life

These program goals are achieved through course work aligned with the following Family and Consumer Sciences national and state standards:
- Career, Community, and Family Connections
- Consumer Science and Family Resource Management
- Interpersonal Relationships
- Leadership
- Individual and Family Development
- Education and Family-Community Services
- Nutrition and Wellness
- Hospitality, Food Science, Dietetics, Food Production and Services
- Child Development and Parenting Education
- Early Childhood Education and Childcare Services
- Textiles and Design
- Textile, Apparel, Housing, Interiors, and Related Careers

*Adopted from CT State Frameworks for Family and Consumer Sciences*
School Mission Statements

Bacon Academy students enrolled in Family and Consumer Sciences courses will meet the academic and civic expectations as set forth in the Bacon Academy Mission Statement.

**Academic Expectations**
- Communicate in a variety of ways
- Read, analyze and evaluate information from multiple sources
- Use problem-solving skills across disciplines
- Use technology as a tool for learning

**Civic Expectations**
- Develop and maintain a healthy lifestyle
- Demonstrate active participation and the ability to cooperate in a diverse world
- Create an environment of respect and take appropriate action against harassment, abuse, and discrimination

William J. Johnston Middle School students enrolled in Family and Consumer Sciences courses will meet the expectations set forth in the William J. Johnston Middle School Mission Statement.

WJMS is committed to embracing the spirit of the changing adolescent. In a community where respect for self and others is highly valued, each student is empowered to employ high standards in taking responsibility to make good personal and academic choices. Students are expected to:

Be Respectful

Be Responsible

Be Honest

Be Safe
Colchester Public Schools
Family & Consumer Sciences Curriculum
Program Delivery Standards

I. CURRICULUM
Our high-quality family and consumer sciences program...
- is defined, guided and supported by a comprehensive, developmentally appropriate, written curriculum that has been developed in accordance with the latest research and state and national standards.

It includes:
- a vision statement
- program philosophy and goals
- a scope and sequence
- content standards and benchmarks
- Understanding by Design units to guide teaching

II. ASSESSMENT PRACTICES
Our high-quality family and consumer sciences program...
- has a coherent system of assessment that is closely aligned with national and state standards and the curricular and instructional goals of the program.
- uses Understanding by Design to create units and assessments based on Big Ideas and Essential Questions.
- Uses rubrics for expected performance tied to the curriculum and is aligned with the Bacon Academy rubrics for academic expectations.
- incorporates assessments of student accomplishments using multiple sources which may include:
  - lab work and lab evaluations
  - individual and team projects
  - portfolios
  - observation
  - specialty software projects
  - quizzes and tests
  - journal writing
  - library and internet research activities
  - student self assessment

III. INSTRUCTIONAL TECHNOLOGY
Our high-quality family and consumer sciences program...
- includes the use of project-related technical equipment and software to transform the student from a novice learner to a proficient user.
- provides student with instruction in the appropriate and correct use of equipment to meet the goals of the curriculum.
- provides ongoing professional development to educate teachers to use new technical equipment and software in the classroom.
• strives to provide classrooms with safe, current, well-maintained workstations to achieve the goals of the curriculum.
• provides teachers with access to appropriate technology for instruction, assessment and record keeping.

V. FACILITY AND PHYSICAL ENVIRONMENT

*Our high-quality family and consumer sciences program provides...*

• student access to work stations, information, ideas and resources for learning.
• a climate that is safe and conducive to learning.
• space that is sufficient for safe, current and well-maintained equipment for student use.
• adequate and appropriate space to meet the goals of the curriculum.

VI. INSTRUCTIONAL PRACTICES

*Our high quality family and consumer sciences program ensures that teachers assume responsibility for...*

**Promoting family and consumer sciences communication by:**

• providing performance tasks and open-ended problems that facilitate class discussion.
• eliciting students’ reasoning, justification and clarification of meaning, orally, in writing, and/or in illustration.
• modeling correct language and terminology during problem solving situations.

**Addressing student learning styles by:**

• varying instructional methods and activities to address student learning styles by presenting information through visual, auditory and kinesthetic modalities.
• providing students with access to a wide range of teaching materials to accommodate their learning strengths.
• encouraging a variety of student responses based on various learning styles.

**Providing time for exploration by:**

• ensuring that students have opportunities to explore, discover, and investigate problems.

**Making instructional connections by:**

• regularly making connections both within family and consumer sciences topics and to reading and math concepts and skills
• incorporating CMT and CAPT and NOCTI objectives that naturally align with family and consumer sciences units and courses.
• relating class experiences to life experiences.
• aligning student activities with Colchester’s core values and academic expectations.

**Engaging students in problem solving by:**
teaching basic skills through a problem-solving approach.
• encouraging the use of different strategies for problem solving.
• challenging students to think by using open-ended problems.
• promoting the use of 21st Century Skills in all units and courses.
• selecting tasks that promote the understanding of concepts and the power to reason and solve problems related to family and consumer sciences.
• Providing opportunities to solve authentic classroom, home and workplace challenges

VII. INSTRUCTIONAL RESOURCES
*Our high-quality family and consumer sciences program provides...*
• an adequate supply of supplementary print and non-print materials to accomplish the goals of the curriculum.
• current materials that are selected after evaluation using established criteria.
• non-print instructional materials as part of core components of instruction.
• a variety of current, well-maintained instructional equipment and related supplies to support performance-based learning and assessment as defined by the curriculum.
• the use of tools, equipment, and technology in order to accomplish the goals of the curriculum.
• a variety of resource materials to teachers in order to enhance the curriculum.
• materials sufficient for each student.

VIII. PROFESSIONAL DEVELOPMENT AND COLLABORATION
*Our high-quality family and consumer sciences program...*
• maximizes opportunities for ongoing professional interaction among family and consumer sciences teachers.
• provides opportunities to consult with colleagues and other professionals outside of our district through attendance at related conferences, seminars, institutes and training.
• provides ongoing training to maximize utilization of current technologies available to teachers and students.
• assures that teachers have time and resources to interact professionally on substantive matters of curriculum and assessment.
• provides opportunities for teachers to work cooperatively on instructional issues and projects.
• reduces professional isolation and promotes the sharing of ideas, experiences and knowledge through:
  ▪ formal and informal opportunities for sharing
  ▪ district-level vertical team meetings
  ▪ release time for curriculum development
  ▪ opportunity to collaborate with special needs and content area teachers

IX. INSTRUCTIONAL TIME AND OPPORTUNITY
Our high-quality family and consumer sciences program provides...
- adequate time allocations for instruction.

X. MONITORING OF PROGRAM
Our high-quality family and consumer sciences program is continually monitored through...
- a comprehensive, ongoing system of curriculum evaluation that consistently reviews and seeks to improve programs in accordance with the Colchester Curriculum Development Cycle.
- the results of program evaluation to develop and implement programmatic improvements
Program Overview

Middle School

**Grade 6** - 45 days - required
- Introduction to Baking (Breakfast)
- Introduction to Sewing

**Grade 7** - 23 days - required
- Textiles/Sewing
- Foods and Cooking
- Safety and Sanitation

**Grade 8** - 45 days - elective
- Textiles/Sewing (Boxers)
- Food Preparation - Healthy Snacks
- Human Development*  

*Proposed
**Program Overview**

High School - Half-Year Electives
(Available based on enrollment)

**Foods and Nutrition**
- Culinary Arts I
- Unified Culinary Arts I *
- Culinary Arts II
- Bake Shop I
- Bake Shop II
- Cultures and Cuisines
- Hospitality Management*
- Food Service
- Academy Café Chef Preparation (double period or period 5)

**Textiles**
- Clothing and Fashion
- Fashion Seminar I
- Fashion Seminar II
- Costume Creation
- Independent Study

**Human Development**
- Early Childhood (conception to 3 years)
- Middle Childhood and Exceptionality (ages 3 - 13)
- The Preschoolers (ages 3-5)
- Internship: Human Services Field Experience*
- Teen Issues and Relationships
- UCONN HDFS 1070 Life Span Development (ECE)
- Independent Study

*Proposed
<table>
<thead>
<tr>
<th>CT Career Performance Standard and Competency</th>
<th>Career Cluster</th>
<th>Math integration Reading integration</th>
<th>Course and UBD units</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 Identify employability skills</td>
<td>All</td>
<td>Make connections between text and outside experience and knowledge. (R)</td>
<td>General information/course background</td>
<td></td>
</tr>
<tr>
<td>1.6 Apply skills through community outreach projects and activities</td>
<td>All</td>
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<tr>
<td>1.7 Explore the impact technology has on careers, community and family</td>
<td>All</td>
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<tr>
<td>2.5 List steps to become a responsible, satisfied consumer</td>
<td></td>
<td>Reading #6</td>
<td>FCS 6 Consumerism</td>
<td>Unit Test</td>
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<tr>
<td>2.7 List consumer products</td>
<td></td>
<td>Reading #6</td>
<td>FCS 6 Consumerism</td>
<td>Unit Test</td>
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<tr>
<td>2.13 Demonstrate principles of “Let the Buyer Beware” and redress of grievances.</td>
<td></td>
<td>Reading #6</td>
<td>FCS 6 Consumerism</td>
<td>Unit Test</td>
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<tr>
<td>7.1 Discuss how U.S. dietary guidelines influence nutrition and wellness,</td>
<td></td>
<td>Reading #6, #7 Math #2</td>
<td>One Body for Life • Nutrition • FCS 6</td>
<td>Diet Analysis</td>
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<tr>
<td>7.2 Identify nutritious food choices.</td>
<td></td>
<td>Reading #6, #8</td>
<td>One Body for Life • Nutrition • FCS 6</td>
<td>Unit Test</td>
</tr>
<tr>
<td>7.7 Examine factors that influence nutrition and wellness practices for adolescents.</td>
<td></td>
<td>Reading #6</td>
<td>One Body for Life • Nutrition • FCS 6 • Eating Disorders</td>
<td>Label Comparison</td>
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<tr>
<td>7.8 Determine individual nutritional needs based on U.S. dietary guidelines.</td>
<td></td>
<td>Reading #6, #8</td>
<td>One Body for Life • Nutrition • FCS 6</td>
<td>Reflection Paper</td>
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<tr>
<td>7.9 Investigate nutritionally linked diseases and disorders.</td>
<td></td>
<td>Reading #6, #7, #8</td>
<td>One Body for Life • Nutrition • FCS 6</td>
<td>Label Comparison Unit Test</td>
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<tr>
<td>7.13 Utilize technology in nutritional food preparation.</td>
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<td>Nutrient Research Project</td>
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</tbody>
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**FAMILY AND CONSUMER SCIENCE CURRICULUM**

10/28/2011
<table>
<thead>
<tr>
<th>CT Career Performance Standard and Competency</th>
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<tr>
<td>8.4 Practice correct selection and use of equipment (utensils for table setting).</td>
<td>Math integration</td>
<td>Reading #6, #8</td>
<td>FCS 6 Table setting &amp; manners</td>
<td>Practical Exam</td>
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<tr>
<td>8.5 Discuss the importance of manners.</td>
<td>Reading</td>
<td>Reading #6</td>
<td>FCS 6 Table setting &amp; manners</td>
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<td>11.5 Demonstrate skills needed to produce or repair textile products and apparel</td>
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<td>Reading #7 Math #1</td>
<td>FCS 6 gr</td>
<td>Observation of performance Final Product</td>
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<td>5.0 Students will make and use measurement to compare length and width.</td>
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<td>5.6 Select and use appropriate measurements, tools (and techniques) to make measurements to the degree of accuracy required by the situation.</td>
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<tr>
<td>1.9 Apply standard employability skills in community and workplace settings.</td>
<td>Arts, Manufacturing, Finance/Entrep. Marketing</td>
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<tr>
<td>1.11 Develop and apply content specific service learning projects and activities.</td>
<td>Arts, Manufacturing, Finance/Entrep. Marketing</td>
<td>Math #3 and # 1 Reading #6</td>
<td>Clothing &amp; Fashion</td>
<td>Community Project – Portfolio Evaluation</td>
</tr>
<tr>
<td>1.12 Utilize technological advances as it applies to family, work and community.</td>
<td>Arts, Manufacturing</td>
<td>Math # 1</td>
<td>Clothing &amp; Fashion</td>
<td>Portfolio Evaluation</td>
</tr>
<tr>
<td>1.12 Utilize technological advances as it applies to family, work and community.</td>
<td>Hospitality, Health</td>
<td>Math #3</td>
<td>Culinary Arts 1 Mypyramid.gov project</td>
<td>Personal Nutrition Project &amp; Evaluation</td>
</tr>
</tbody>
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FAMILY AND CONSUMER SCIENCE CURRICULUM 11/4/2011
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</tr>
</thead>
</table>
| 1.9 Apply standard employability skills in community and workplace settings. | Human Services Health Science Education & Training | CCTE Reading #6 CCTE Reading #10    | Early Child  
• Final Project  
• Occupation/Career  
Teen Issues & Relationships  
• Mentoring  
The Preschooler  
• Bobcat Preschool  
Middle Childhood & Exc  
• Unique Learner  
Life Span Development  
• Internship | Final Project Rubric  
Career Poster  
Mentoring Rubric  
Teacher Rubric  
Unique Learner Project Rubric  
Internship Evaluation Rubric |
<p>| 1.10 Evaluate the benefits of individual and family participation in community activities. |                                                      |                                      |                                                                                                                                                      |                                                  |
| 1.11 Develop and apply content specific service learning projects and activities. |                                                      |                                      |                                                                                                                                                      |                                                  |
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</tr>
</thead>
</table>
| 2.19 Identify policies that support consumer rights and responsibilities. | Manufacturing | Reading #6, #8 | Clothing & Fashion  
- Clothing Care | Post Quiz |
| 2.20 Utilize technology for individual and family resources. | Arts, Manufacturing | Math #3 | Costume – Play  
- Designing & Costuming | Final Project & Evaluation |
| 2.20 Utilize technology for individual and family resources. | Arts, Manufacturing, Finance (Entrep) | Math #3 | Interior Decoration  
- Client Design Projects | Final Project & Evaluation |
| 2.20 Utilize technology for individual and family resources. | Health, Hospitality | Reading #6, #8 | Sports Nutrition  
- Final Personal Nutrition Project | Final Personal Nutrition Project & Evaluation |
| 2.20 Utilize technology for individual and family resources. | Health, Hospitality | Math #3 | Culinary Arts 1  
- Mypyramid.gov project | Personal Nutrition Evaluation |
| 2.26 Demonstrate skills needed for product development. | Arts, Manufacturing, Finance, Marketing | Math #3, #1 Reading #6 | Clothing & Fashion  
- Community Project  
- Interior Decorating  
- Client Project  
- Play Designing Project | Portfolio Evaluation |
| 2.27 Investigate career paths in consumer service industries. | Clothing & Fashion  
- Community Project  
- Interior Decorating  
- Client Project  
- Play Designing Project | Culinary Arts 1  
- Sports Nutrition Career Activity Unit | Final Portfolio Evaluation |

All Finals include rubrics
<table>
<thead>
<tr>
<th>State Standard 2.0 Consumer Science and Family Resource Management</th>
<th>Level: High School</th>
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</thead>
<tbody>
<tr>
<td>2.18 Analyze the relationship of the environment to family and consumer resources</td>
<td></td>
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<tr>
<td>2.20 Utilize technology for individual and family resources.</td>
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<th>Health Science Human Services Education &amp; Training</th>
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<tbody>
<tr>
<td>Early Childhood</td>
<td>Why Study Children</td>
<td>Life-Span Development</td>
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<td>Impact of Poverty</td>
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<p>| Why Study Children Exam | Exam |</p>
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<tr>
<td>7.15 Analyze factors that influence nutrition and wellness practices across the lifespan.</td>
<td>Hospitality Human Services Education &amp; Training Health Science</td>
<td>CCTE Math #3 CCTE Reading #6</td>
<td>Culinary • Breakfast Myth Busters</td>
<td>Cost Out Rubric</td>
</tr>
<tr>
<td>7.16 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</td>
<td>Hospitality Human Services Education &amp; Training Health Science</td>
<td>CCTE Math #5 CCTE Reading #6, #10</td>
<td>Culinary • My Pyramid Project</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>7.19 Evaluate factors that affect food safety, from production through consumption.</td>
<td>Hospitality Human Services Education &amp; Training Health Science</td>
<td>CCTE Reading #6, #10</td>
<td>Culinary • Introduction to Food Safety Food Service • Introduction to Food Safety Bakeshop • Introduction to Food Safety</td>
<td>Performance Rubrics</td>
</tr>
<tr>
<td>7.20 Demonstrate safety and sanitation practices in food preparation.</td>
<td>Hospitality Human Services Education &amp; Training Health Science</td>
<td></td>
<td>Culinary • Food Service Exec. Chef Menu Planning Bakeshop • High Tea Research</td>
<td>Executive Chef Rubric Writing Rubric</td>
</tr>
<tr>
<td>7.22 Demonstrate the use of technology in food preparation and nutrition analysis.</td>
<td>Hospitality Education &amp; Training</td>
<td>CCTE Math #3 CCTE Reading #6, #10</td>
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FAMILY AND CONSUMER SCIENCE CURRICULUM 10/26/2011
### STAGE 1: IDENTIFY DESIRED RESULTS

#### Content Standard(s)
*Generalizations about what students should know and be able to do*

8. Demonstrate the integration of knowledge, skills, and practices required for careers in hospitality, food science, dietetics, food production and services.

8.4 Practice correct selection and use of [utensils for table setting].

8.5 Discuss the importance of [manners].

#### Enduring Understandings
*Insights earned from exploring generalizations via the essential questions (Students will understand THAT…)*

- Proper table manners are important in everyday life. (8.5)
- Setting the table is an important part of meal preparation. (8.4)

#### Essential Questions
*Inquiry used to explore generalizations*

- Why is it important to know how to set a table correctly?
- What are manners and why do we need them?

#### Knowledge and Skills
*What students are expected to know and be able to do*

**Knowledge:**
- How to correctly set the table.
- Manners are important.

**Skills:**
- Set a table correctly according to the menu planned.
- Demonstrate the proper manners to use in various situations, (i.e. Asking for food to be passed to you.)

### STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

#### Performance Task(s)
*Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)*

- Students will set the table for serving foods prepared in the foods lab.

#### Other Evidence
*Application that is functional in a classroom context only to evaluate student achievement of desired results*

- Observation of practical application in the foods lab.
STAGE 3: PLAN LEARNING EXPERIENCES

Learning Plan

1. Begin with an entry question, (Why are table manners important?) to hook students into considering the effects of table setting and manners on their daily lives.

2. For homework have students draw a picture of how the table was set last night for dinner. Include a list of the food they ate. Taking turns have volunteer students draw their table setting on the board.

3. Each student is given a placesetting and instructed to set the table correctly, to the best of their knowledge. The teacher will let each table know how many are correct, but not who. Students continue rearranging until all are correct.

4. Using scissors have students cut out drawings of flatware and dishes and arrange them as a placesetting. Using the overhead show and explain to students the correct way the table show be set. Have students make correction and glue in place for later reference.

5. Show and discuss video on tablesetting.

6. Show video on napkin folding. Demonstrate and have student practice different ways to fold napkins.

7. Show and discuss video on “Table Manner Murders”. Stop video were indicated and have students match up the manners mistake with the person committing the mistake. Discuss.

8. Enrichment: Working in small groups, 2-3, students are given the task to plan a party. A theme must be selected; invitations sent out, a menu and decorations planned, as well as a detailed drawing of the table setting and centerpiece to be used. The planning team will share their plans with fellow students who in return will send “thank you notes” to fellow teams for inviting them to the party.
Title: One Body for Life: Nutrition                      Subject: FCS
Grade/Course: 6                                           Designers: Barbara Free, Kathy Purtell

### Stage 1 - Desired Results

**Established Goals:**
1. The student will exhibit an understanding of the concepts and develop skills related to nutrition.
2. Discuss how the US dietary guidelines influence nutrition and wellness. (#1)
3. Identify nutritious food choices. (#3)
4. Examine factors that influence nutrition and wellness practices for adolescents. (#1, 6)
5. Determine individual nutritional needs based on US dietary guidelines. (#3, 6)
6. Investigate nutritionally linked diseases and disorders. (#17)

**Essential Understandings**

*Students will understand that…*
- Food choices affect health and well-being (7.2, 7.8)
- The food pyramid is a guide to healthy eating (7.1, 7.2, 7.8)
- Nutrients affect all your body processes (7.2, 7.7)

**Essential Questions**

*What is a healthy diet?*
- Why is balance important?
- Why are nutrients essential?

**Students will know…**
- The Food Pyramid groups, serving sizes, and recommended number of servings
- The six nutrient groups
- The function of specific nutrients in the body
- Nutrient food sources
- Nutrient deficiency diseases

**Students will be able to…**
- Analyze/evaluate their own eating habits
- Identify/recognize a balanced diet
- Articulate the pros and cons of the Food Pyramid
- Select nutrient dense foods

### Stage 2 - Assessment Evidence

**Performance Tasks**
- Each student creates a researched based power-point slide or poster, on an assigned nutrient, which includes; function in the body, food sources, and deficiency diseases. All slides will be presented to the class during which time the class will take notes for an open note test.
- Analyze and evaluate your diet in comparison to the Food Pyramid.

**Other Evidence**
- Quiz on Food Pyramid
- Pre/post quiz on nutrients
- Open note test on nutrients
- Written diet evaluation and action plan

Revised 4/24/09
Students will plan a “nutrient buffet” of nutrient dense foods which have been identified through their research.

### Stage 3 - Learning Plan

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Begin with an entry question (Why are nutrients essential?) to hook students into considering the effects of diets on their daily lives.</td>
<td>H</td>
</tr>
<tr>
<td>2. Introduce the essential questions and discuss the culminating unit performance tasks.</td>
<td>W</td>
</tr>
<tr>
<td>3. Key vocabulary terms are introduced as needed by the various learning activities and performance tasks.</td>
<td>E</td>
</tr>
<tr>
<td>4. Students keep a 1 to 3-day food record for later review and evaluation.</td>
<td>E</td>
</tr>
<tr>
<td>5. Teacher reviews how to read and interpret food label information.</td>
<td>E</td>
</tr>
<tr>
<td>6. Students sort labels according to their existing knowledge of the Food Pyramid. (Label sorting game)</td>
<td>E</td>
</tr>
<tr>
<td>7. Teach the Food Pyramid groups, serving sizes, and recommended number of servings. Students work in groups to develop a poster of the Food Pyramid containing pictures of food from magazines. Display poster in classroom.</td>
<td>E</td>
</tr>
<tr>
<td>8. Introduce Food Pyramid with Organizer Paragraph.</td>
<td>E</td>
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<tr>
<td>9. Students listen to and question a guest speaker (cafeteria dietitian) about criteria that cafeteria personal follow to meet USDA guidelines.</td>
<td>E</td>
</tr>
<tr>
<td>10. Give quiz on the food groups and food pyramid.</td>
<td>E</td>
</tr>
<tr>
<td>11. Introduce Diet Analysis project and discuss as a class.</td>
<td>E</td>
</tr>
<tr>
<td>12. Working individually, students complete Diet Analysis project.</td>
<td>E, R-2, T</td>
</tr>
<tr>
<td>13. Working in groups, students analyze “Frank’s” diet (deliberately unbalanced) and make recommendations for improvement. Teacher observes and coaches students as they work.</td>
<td>E-2</td>
</tr>
<tr>
<td>14. Students develop a full day meal plan, for a fictional person, which meets the food pyramid guidelines.</td>
<td>E,T</td>
</tr>
<tr>
<td>15. Pre quiz on the essential nutrients.</td>
<td>E</td>
</tr>
<tr>
<td>16. Show and discuss videos (i.e., ‘Minerals You Eat’ &amp; ‘Vitamins from A to Zinc’), provide Internet sites and text resources on essential nutrients.</td>
<td>E</td>
</tr>
<tr>
<td>17. Each student designs a nutrient power-point slide/poster to teach fellow students about the importance of his or her nutrient. Included on the slide are food sources, body function and deficiency or excess diseases and/or symptoms.</td>
<td>E,T</td>
</tr>
<tr>
<td>18. Students share slides with fellow students. Students take notes on the nutrients presented. Question and answer period to follow.</td>
<td>E,R</td>
</tr>
<tr>
<td>19. Give post quiz (same as pre quiz).</td>
<td>E</td>
</tr>
<tr>
<td>20. Give open-note test on essential nutrients.</td>
<td>E</td>
</tr>
</tbody>
</table>
**STAGE 1: IDENTIFY DESIRED RESULTS**

**Content Standards**

*Generalizations about what students should know and be able to do*

11.0 Analyze the principles of design as they apply to textiles.
11.5 Demonstrate skills needed to produce a textile product.

5.0 Students will make and use measurements...to compute [length and width]...
5.6 Select and use appropriate measurement units, tools, and techniques to make measurements to the degree of accuracy required by the situation.

**Enduring Understandings**

*Insights earned from exploring generalizations via the essential questions (Students will understand THAT...)*

<table>
<thead>
<tr>
<th>U</th>
<th>Q</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think before you start.</td>
<td>What is the role of math in project construction?</td>
</tr>
<tr>
<td>The quality of the end product depends not only on the materials, but also on the quality of the construction.</td>
<td>Why read instructions?</td>
</tr>
<tr>
<td>Instructions provide direction.</td>
<td>What can you learn from your mistakes?</td>
</tr>
<tr>
<td>Mistakes are opportunities for learning.</td>
<td></td>
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<tr>
<td>Sometimes, the process is more important than the product.</td>
<td></td>
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</tbody>
</table>

**Essential Questions**

*Inquiry used to explore generalizations*

<table>
<thead>
<tr>
<th>Q</th>
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<tbody>
<tr>
<td>What is the role of math in project construction?</td>
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<tr>
<td>Why read instructions?</td>
</tr>
<tr>
<td>What can you learn from your mistakes?</td>
</tr>
</tbody>
</table>

**Knowledge and Skills**

*What students are expected to know and be able to do*

**Knowledge:**

- The difference between paper scissors and fabric shears.
- How to tie a knot.

**Skills:**

- Interpret and follow pattern instructions.
- Demonstrate safe use of fabric shears.
- Complete a simple textile project (No-Sew Pillow).
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

<table>
<thead>
<tr>
<th>Performance Task(s)</th>
<th>Other Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</td>
<td>Application that is functional in a classroom context only to evaluate student achievement of desired results</td>
</tr>
</tbody>
</table>
| Your task is to complete a simple textile project, the No-Sew Pillow. During construction of the project, you must demonstrate you knowledge of proper and safe use of rulers/yardsticks, fabric markers, and fabric shears. In addition to the above criteria, you will also be evaluated on your use of class time and problem solving efforts. You will serve as your own evaluator by completing the project rubric. | • Observation of performance  
• Final product |

STAGE 3: PLAN LEARNING EXPERIENCES

Learning Plan

1. Introduce the essential questions. H
2. Discuss unit performance task, “No-Sew Pillow”. WO
3. Introduce small equipment. Demonstrate or explain the safe use of each. E
5. Students will pin and mark their fabric according to the instruction sheet. R
6. Teacher will demonstrate cutting along markings. E
7. Students will cut their fabric along markings. R
8. Teacher will demonstrate knot tying. E
9. Students will tie knots and stuff their pillows. E
10. Students will complete project rubric according to performance task criteria. E-2
### STAGE 1: IDENTIFY DESIRED RESULTS

#### Content Standards

Generalizations about what students should know and be able to do

2.0 Evaluate management practices related to human, economic, and environmental resources.
2.5 Identify steps to become a responsible, satisfied consumer.
2.7 Identify consumer procedures.
2.14 Demonstrate principles of “Let the Buyer Beware” and redress of grievances.

#### Enduring Understandings

Insights earned from exploring generalizations via the essential questions (Students will understand THAT...)

- Consumers have rights and responsibilities.
- Consumers are targets.
- Labels provide valuable information.

#### Essential Questions

Inquiry used to explore generalizations

- Who is a consumer?
- What are your legal rights as a consumer?
- What are your responsibilities as a consumer?
- What’s on a label?

#### Knowledge and Skills

What students are expected to know and be able to do

**Knowledge:**
- How to read product labels.
- Factors that influence buying decisions.
- Procedures to follow when making a return.

**Skills:**
- Evaluate advertising messages.
- Compare and contrast label information.

### STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

#### Performance Task(s)

Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)

- Design a visually appealing food label for a new product that your company is marketing. Provide your label with the necessary information legally required on a label. Take into consideration what makes a product sell. Present your label to the class.
- **Enrichment:** Create a commercial/jingle to accompany your product.

#### Other Evidence

Application that is functional in a classroom context only to evaluate student achievement of desired results

- Brainstorm what’s on a label?
- Compare similar product labels to find the most nutritious product.

Revised 04/24/09
STAGE 3: PLAN LEARNING EXPERIENCES

Learning Plan

1. Begin with an entry question (Who is a consumer?) to hook students into considering what begin a consumer means.  H

2. Go over a list of consumer definitions with students. Reinforce them with a crossword puzzle.  E

3. Show and discuss the video, “Your Consumer Rights”. Role-play different consumer scenarios (i.e. making a return).  E

4. Assign students to bring in a food label. In small groups have students brainstorm, “What’s on a label”, have students share their list with the class by making a list on the board.

5. Show and discuss video on food labels.  E

6. Workings in small groups, students are given similar type food labels. Their task is to compare the nutritional facts and determine which food is the most nutritious.  E

7. Using the Internet, students will investigate a food web site of their choice and share their findings, according to the rubric, with the class.

8. Following rubric guidelines, students will design a food label.

9. Students will participate in a blind taste test, store brand vs. national brand, and will participate in a follow-up discussion of results.

10. Given food products, groups of students will distribute foods containing specified amounts of a particular nutrient or number of calories to other groups in the class.

11. Students will compare assorted unit pricing labels, identify information on the labels, and discuss how to make informed purchasing decisions.
## Food/Kitchen Safety & Sanitation

### STAGE 1: IDENTIFY DESIRED RESULTS

<table>
<thead>
<tr>
<th>Content Standard(s)</th>
<th>Generalizations about what students should know and be able to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.0</td>
<td>The students will exhibit an understanding of the concepts and develop skills related to nutrition.</td>
</tr>
<tr>
<td>7.5</td>
<td>Identify safe and sanitary methods to prepare food. (facet #1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Insights earned from exploring generalizations via the essential questions (Students will understand THAT...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Food safety and sanitation prevent disease.</td>
<td></td>
</tr>
<tr>
<td>• Kitchen safety prevents injury</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Inquiry used to explore generalizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can you prevent food poisoning?</td>
<td></td>
</tr>
<tr>
<td>• How can you prevent kitchen injuries?</td>
<td></td>
</tr>
<tr>
<td>• What procedures are needed to ensure food safety and sanitation?</td>
<td></td>
</tr>
<tr>
<td>• Under what circumstances can food poisoning kill you?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Skills</th>
<th>What students are expected to know and be able to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>• Food safety and sanitation procedures.</td>
</tr>
<tr>
<td></td>
<td>• Kitchen safety procedures</td>
</tr>
</tbody>
</table>

Skills  
• Identify/recognize food safety and sanitation procedures.  
• List/demonstrate kitchen safety rules.

### STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

<table>
<thead>
<tr>
<th>Performance Task(s)</th>
<th>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify “staged” safety hazards in classroom kitchens.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate kitchen/food safety techniques while working in foods lab</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Evidence</th>
<th>Application that is functional in a classroom context only to evaluate student achievement of desired results</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Food safety/sanitation video quiz</td>
<td></td>
</tr>
<tr>
<td>• Discussion of the mistakes made in the video, Food Safety</td>
<td></td>
</tr>
<tr>
<td>• Kitchen Safety video quiz</td>
<td></td>
</tr>
<tr>
<td>• Discussion of the safety rules for the kitchen</td>
<td></td>
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</tbody>
</table>

Revised 05/25/11
### STAGE 3: PLAN LEARNING EXPERIENCES

<table>
<thead>
<tr>
<th>Learning Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Begin with an entry question (How can food poisoning kill you?) to hook students into considering the effects of food safety and sanitation in their lives. H</td>
</tr>
<tr>
<td>2. Various learning activities and performance tasks introduce key vocabulary terms. Students read and discuss relevant selections from FCS textbook and handouts to support learning activities and tasks. E</td>
</tr>
<tr>
<td>3. Show and discuss videos, (Food Safety and Kitchen Safety). Discuss potential problems from <em>not</em> following sanitation and safety guidelines. E</td>
</tr>
<tr>
<td>4. Working independently, students identify food safety/sanitation issues in a fictional story and make recommendations for improvement (Picnic Disaster, Brenda’s Party). E</td>
</tr>
<tr>
<td>5. Compete activity on preventing cuts, falls, burns, etc. E, T</td>
</tr>
</tbody>
</table>