

7th Grade Family and Consumer Sciences

Family Unit – 1 Week

Essential Questions

1. What are the different types of family structures?
2. What is the importance of the family structure?
3. How do changes in family structures affect individuals?
4. How does communication affect family relationships?

Standards

- 1.1 Analyze strategies to manage multiple individual, family, career and community roles and responsibilities.
- 3.1 Explain the significance of the family as the basic unit of society.
- 3.2 Analyze family development and change across time and culture.
- 3.3 Analyze strong, healthy families.
- 3.4 Analyze the relationship among families, communities, and employment.
- 4.1 Analyze functions and expectations of various types of relationships.
- 4.2 Analyze personal characteristics, needs and behavioral standards, which influence relationships.
- 4.3 Demonstrate communication skills that contribute to positive relationships.
- 4.4 Evaluate strategies to prevent and manage conflict.
- 4.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
- 5.1 Analyze roles and responsibilities of parenting.
- 7.3 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Content and Activities

- Brainstorm different types of families.
- Discuss family handout.
- Watch video “The Long Road Home”
- Discuss video questions.
- Wright Family Listening Activity
- Watch video “Invasion of the Step People”
- Group Activity—Mind map the good and bad when a family structure changes.

Assessment

-Review and take Family Unit Quiz

7th Grade Family and Consumer Sciences

Sewing Unit – 4 Weeks

Essential Questions

1. Why are technical reading skills important in today's society?
2. What are the sewing machine parts and their purpose?
3. How would you use general sewing principles in life?
4. What new technology is available to enhance sewing projects?

Standards

- 7.1 Demonstrate management principles to meet individual and family needs and wants in relation to food, clothing, shelter, health care, recreation, and transportation.
- 7.2 Analyze the interrelationship between the economic systems and consumer decisions and actions.
- 7.4 Evaluate the impact of technology on resource management for individuals.

Content Activities

- Learn machine parts and vocabulary.
- Explain daily lab procedures.
- Complete paper sewing.
- Demonstrate bobbin winding and threading.
- Stitch Sample
- Seam Sample
- Pincushion
- Complete bag project

Assessments

- Sewing machine parts test.
- Evaluation of sewing bag project.
- Sewing machine final test.

7th Grade Family and Consumer Sciences

Food Preparation Unit – 4 weeks

Essential Questions

1. What are the main cooking measurements and their equivalents?
2. What are the common abbreviations used in cooking?
3. What are some important safety issues in the kitchen?
4. What is the importance of working as a team in a lab setting?
5. What is the importance of reading and following a recipe?
6. What are the basic steps in simple food preparation such as French toast, pancakes, beverages, quick breads, nutritious snack, etc.

Content Standards

- 1.1. Analyze strategies to manage multiple individual, family, career and community roles and responsibilities.
- 1.2. Demonstrate transferable and employability skill in community and workplace settings.
- 2.3. Evaluate strategies that promote healthy development across the life span.
- 3.4. Analyze the relationship among families, communities, and employment.
- 4.1. Analyze functions and expectations of various types of relationships.
- 4.3. Demonstrate communication skills that contribute to positive relationships.
- 4.4. Evaluate strategies to prevent and manage conflict.
- 4.5. Demonstrate teamwork and leadership skills in the family, workplace, and community.
- 6.1. Analyze factors that influence nutritional practices and wellness across the life span.
- 6.2. Evaluate the nutritional needs of individual and families in relation to health and wellness across the life span.
- 6.3. Demonstrate planning, selecting, storing, preparing, and serving foods to meet nutritional needs of individuals and families across the life span.
- 7.1. Demonstrate management principles to meet individual and family needs and wants in relation to food, clothing, shelter, health care, recreation, and transportation.

Content/Activities

- Measurement Computer Program
- “Measure Up” card game.
- Snack Video – To be determined
- “The Best of Muffins” Video
- Study Guides
- Food Labs

Assessments

Measurement Quiz

Pre-lab Quiz

Food Labs

Quizzes over the study guides.

7th Family and Consumer Sciences

Child Care Unit

Essential Questions

1. What responsibilities are involved in being a good babysitter?
2. What emergency situations may occur while babysitting?
3. What are the proper procedures for general infant and toddler care?
(Bathing, diapering, feeding, etc.)
4. What are appropriate play activities for small children?
5. What is positive vs. negative guidance?

Standards

- 1.1 Analyze strategies to manage multiply individual, family career and community roles and responsibilities.
- 1.2 Demonstrate transferable and employability skills in community and work place settings.
- 1.3 Analyze the reciprocal impact of individual and family participation in community activities.
- 2.1 Analyze principles of human growth and development across the life span.
- 2.2 Examine personal and social forces that impact human growth and development across the life span.
- 2.3 Evaluate strategies that promote healthy development across the life span.
- 4.1 Analyze functions and expectations of various types of relationships.
- 4.2 Analyze personal characteristics, needs and behavioral standards, which influence relationships.
- 4.3 Demonstrate communication skills that contribute to positive relationships.
- 4.4 Evaluate strategies to prevent and manage conflict.
- 4.5 Demonstrate teamwork and leadership skills in the family, and community.
- 6.2 Evaluate the nutritional needs of individual and families in relations to health and wellness across the life span.
- 6.3 Demonstrate planning, selecting, storing preparing, and Serving foods to meet nutritional needs of individuals and families across the life span.

- 7.1 Demonstrate management of financial resources to meet the goals of individuals and family needs and wants in relation to food, clothing, shelter, health care, recreation and transportation.
- 7.6 Evaluate how individuals and family behaviors maintain and protect the environment.

Content/Activities

- Video discussing the social, emotional, physical, intellectual development.
- Article "Adventures in Babysitting."
- Super Sitter Video – Dr. Lee Sulk
- Activity Sheet- Alive and Alert
- Activity Sheet – Baby Care
- Class Demonstrations: Bathing, Diapering and Feeding, Temp. etc.
- Bathing Diapering Lab
- Children's Book and Toy Evaluation
- Relating to Children – Communication Activity
- Home Safety Evaluation

Assessment

Babysitting Quiz
Lab Evaluation
Child Care Test

8th Grade Family and Consumer Sciences

Clothing and Self Image Unit – 5 days

Essential Questions

1. How can clothing positively affect my appearance?
2. How can clothing negatively affect my appearance?
3. What does clothing and self image have in common?
4. What is socially appropriate attire for specific events? (ex: funeral)
5. Why are consumer shopping skills important?

Standards

- 1.1 Analyze strategies to manage multiple individual, family, career and community roles and responsibilities.
- 4.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
- 7.1 Demonstrate management principles to meet individual and family needs and wants in relation to food, clothing, shelter, health care, recreation and transportation.
- 7.2 Analyze the interrelationship between the economic systems and consumer decisions and actions.
- 7.3 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 7.4 Evaluate the impact of technology on resource management for individuals.
- 7.5 Analyze policies that support consumer rights and foster consumer responsibilities.

Content/Activities

- Watch “In the Mix” Video
- Use the internet to complete Consumer Shopping Guide
- Use the internet to complete Appropriate Clothing Guide

Assessment

- Completion of Consumer Shopping Guide
- Completion of Appropriate Clothing Guide

8thGrade Family and Consumer Sciences

Athletic Nutrition- 1 Week

Essential Questions

1. What foods play an important role in athletics?
2. What foods negatively impact our athletic performance?
3. Why is water the most important beverage in athletics?
4. How can energy drinks and soda negatively impact our bodies?
5. What are the new supplement trends and how do they affect your body?

Content Standards

- 6.1 Analyze factors that influence nutritional practices and wellness across the life span.
- 6.2 Evaluate the nutritional needs of individual and families in relation to health and wellness across the life span.
- 6.3 Demonstrate planning, selecting, storing, preparing, and serving foods to meet nutritional needs of individuals and families across the life span.
- 6.4 Evaluate factors affecting food safety, from production through consumption.
- 6.5 Evaluate the impact of science and technology on food composition and safety, nutrition, and wellness of individuals and families.

Content/Activities

- Athletic Nutrition Video “Fueling a Winner”
- True and False Pretest
- Athletic Nutrition Notes/Power Point Presentation
- Study Guide
- Video “Obesity in a Bottle”

Assessments

- Athletic Nutrition Test

8th Grade Family and Consumer Sciences

Food Preparation Unit – 4 weeks

Essential Questions

1. What are the main cooking measurements and their equivalents?
2. In cooking, what are common abbreviations?
3. What are some important safety issues in the kitchen?
4. What is the importance of working as a team in a lab setting?
5. What is the proper way to read and follow a recipe?
6. What are proper procedures for the preparation of eggs, cookies, meats, noodles, yeast breads, candy, etc.

Content Standards

- 1.1. Analyze strategies to manage multiple individual, family, career and community roles and responsibilities.
- 1.2. Demonstrate transferable and employability skills in community and workplace settings.
- 2.3. Evaluate strategies that promote healthy development across the life span.
- 3.4. Analyze the relationship among families, communities, and employment.
- 4.1. Analyze functions and expectations of various types of relationships
- 4.3. Demonstrate communication skills that contribute to positive relationships.
- 4.4. Evaluate strategies to prevent and manage conflict.
- 4.5. Demonstrate teamwork and leadership skills in the family, workplace, and community.
- 6.1. Analyze factors that influence nutritional practices and wellness across the life span.
- 6.2. Evaluate the nutritional needs of individual and families in relation to health and wellness across the life span.
- 6.3. Demonstrate planning, selecting, storing, preparing, and serving foods to meet nutritional needs of individuals and families across the life span.
- 6.4. Evaluate factors affecting food safety, from production through consumption.
- 6.5. Evaluate the impact of science and technology on food composition

and safety, nutrition, and wellness of individuals and families.

- 7.1 Demonstrate management principles to meet individual and family Needs and wants in relation to food, clothing, shelter, health care, recreation, and transportation.

Content/Activities

- “All about Cookies” Video
- “Amazing Eggs” Video
- Study Guides
- Food Labs

Assessments

Pre-lab Test

Food Labs

Quizzes over study guides.

8th Grade Family and Consumer Sciences

Sewing Unit – 12 days

Essential Questions

1. Why are technical reading skills important in today's society?
2. What are the sewing machine parts and their purpose?
3. How would you use general sewing principles in life?
4. What new technology is available to enhance sewing projects?
5. What is the financial comparison between making or buying clothing?

Standards

- 7.1 Demonstrate management principles to meet individual and family needs and wants in relation to food, clothing, shelter, health care, recreation, and transportation.
- 7.2 Analyze the interrelationship between the economic systems and consumer decisions and actions.
- 7.4 Evaluate the impact of technology on resource management for individuals.

Content Activities

- Review machine parts and vocabulary.
- Review bobbin winding and threading.
- Explain daily lab procedures.
- Completing boxer shorts project.

Assessments

- Completion of boxer shorts.
- Sewing test.

8TH Family and Consumer Science

Eating Disorder Unit

Essential Questions

1. How has society's unrealistic emphasis on physical appearance led to an alarming rise in eating disorders?
2. What are the 3 main eating disorders?
3. What are the main symptoms, causes and effects of eating disorders?
4. What is the treatment for eating disorders?
5. What type of professionals help in the treatment of eating disorders?

Standards

- 2.1 Examine personal and social forces that impact human growth and development across the life span
- 2.2 Evaluate strategies that promote healthy development across the life span
- 4.2 Analyze personal characteristics, needs and behavioral standards, which influence relationships
- 4.3 Demonstrate communication skills that contribute to positive relationships
- 5.4 Evaluate external support systems that provide services for parents
- 6.1 Analyze factors that influence nutritional practices and wellness across the life span
- 6.2 Evaluate the nutritional needs of individual and families in relation to health and wellness of individuals and families.

Content/Activities

Eating Disorder Pre-Test

Article "Driven to be Thin" – Choices Challenge Activity Sheet

Eating Disorder Video – "Perfect Body."

Eating Disorder Signs and Symptoms – Study Guide

Real Life Stories – 3 question reading activity

Assessments

Eating Disorder Test

8th Family and Consumer Sciences

Laundry and Clothing Care

Essential Questions

1. What should a consumer look for on a clothing label?
2. What are the proper procedures of basic laundry?
3. What are the products and procedures involved in stain removal?
4. What are the basic steps in ironing?
5. How do you sew on a button?

Standards

- 7.1 Demonstrate management principles to meet individual and family needs and wants in relation to food, clothing , shelter, health care, recreation, and transportation.
- 7.3 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 7.4 Evaluate the impact of technology on resource management for individuals.

Content/Activities

Clothing Care Video
Clothing Label Activity
Stain Removal Activity
Laundry Demonstration – Products, Appliance Settings, Sorting.
Home Laundry Project
Button Demonstration.
Sew on Button.
Ironing Demonstration
Press a collared shirt.

Assessments

Laundry Quiz
Home Laundry Activity
Lab Evaluations – Button, Ironing, Stain Removal.

**7th and 8th Grade FACS
Blizzard Team Curriculum**

Year 1 of 2 year rotation

Week 1: Families, Self, and Social Discovery

Week 2: Nutrition for Life and Lab Expectations, Basic Kitchen Skills.

**Week 3, 4, and 5: Food Labs yet to be decided. Some related to
topics in core classes with emphasis on breakfast.**

Week 6: Laundry and Clothing Care. (Ironing, Button, Patching)

Week 7: Sewing Principles

Week 8 and 9: Project Time – Bag

Year 2 of 2 year rotation

Week 1 : Self Discovery and Communication Skills

Week 2: Review Lab Expectations and Basic kitchen skills.

**Week 3, 4, and 5 : Food Labs yet to be decided.
Focus on Snacks, Healthy eating and holidays.**

Week 6: Consumer and Clothing Choice.

Week 7, 8, 9 : Sewing Unit - Shorts

8th Grade FACS
Blizzard Team
9 Week Curriculum

Essential Questions

1. What are important clothing choices?
2. Why are communication skills important?
3. What are basic kitchen skills?
4. Why is it important to work as a team in lab settings?
5. What are some basic sewing and mending skills?

Content Standards

- 1.1 Analyze strategies to manage multiple individual, family, career and community roles and responsibilities.
- 1.2 Demonstrate transferable and employability skills in community and workplace settings.
- 1.3 Analyze the reciprocal impact of individual and family participation in community activities.
- 3.4 Analyze the relationship among families, communities, and employment.
- 4.1 Analyze functions and expectations of various types of relationships.
- 4.2 Analyze personal characteristics, needs and behavioral standards, which influence relationships.
- 4.3 Demonstrate communication skills that contribute to positive relationships.
- 4.4 Evaluate strategies to prevent and manage conflict.
- 4.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
- 6.3 Demonstrate planning, selecting, storing, preparing, and serving food to meet nutritional needs of individuals and families across the life span.
- 7.1 Demonstrate management principles to meet individual and family needs in relation to food, clothing, shelter, health care, recreation, and transportation.
- 7.2 Analyze the interrelationship between the economic systems and consumer decisions and actions.
- 7.4 Evaluate the impact of technology on resource management for Individuals.

Content Activities

Communication Activities
Food Labs
Sew a Button
Ironing
Mending
Sew a Pincushion
Sew Boxer Shorts
“In the Mix” Video
Consumer Shopping Guide
Appropriate Clothing Guide

Assessment

Communication Quiz
Food Labs
Completed Clothing Care Projects
Completion of Boxer Shorts
Sewing Test
Completion of Shopping/Clothing Guides
Peer and Teacher Relationship Evaluation

Foods and Nutrition I

Foods and Nutrition I is a course designed to develop the knowledge and skills necessary for students to improve their own health and wellness, as well as their families (current and future) and to make healthy food choices.

Unit 1: RECIPES AND MEASURING

Essential Questions:

1. What basic information does a recipe provide?
2. Why is it important to understand recipe terms?
3. What measuring tools are used in food preparation?
4. How does knowing equivalents make it possible to change the yield of a recipe?

Standards:

Comprehensive: 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content: 6.3: Demonstrate planning, selecting, storing, **preparing** and serving foods to meet nutritional needs of individuals and families across the lifespan.

Content/Activities:

Objectives	Activities
Identify parts of a recipe	Bulletin board; power point; handout
Identify steps to follow to successfully prepare a recipe	
Know, understand and apply basic recipe terms	www.studystack.com (term games)
Memorize standard measuring cups and spoons	Visuals; drill
Memorize and apply standard equivalents	Manipulative packets; Quia games; practice worksheet
Apply correct measuring and recipe directions	Preparing Dump Bars as a class; Practice test

Assessments:

Recipe review quiz

Unit test (84% required to participate in cooking labs)

Foods and Nutrition I

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Unit 2: KITCHEN SAFETY AND SANITATION

Essential Questions:

1. Why do we need to be concerned with HARMFUL bacteria in the foods classroom?
2. What can be done to prevent problems stemming from harmful bacteria?
3. What is the “Danger Zone” and how can it affect our health?
4. What types of common accidents can happen in the kitchen?
5. How can kitchen accidents be prevented?

Standards:

Comprehensive: 1.0: Integrate multiple life roles and responsibilities in family, career, and community settings.

6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content: 1.2.7: Examine factors that contribute to maintaining safe and healthy work and community environments.

6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the lifespan.

6.4: Evaluate factors affecting food safety from production through consumption.

6.4.1: Determine conditions and practices that promote safe food handling.

6.4.5: Review current issues about food safety and sanitation.

Content/Activities:

Objectives

Activities

Examine the importance of cleanliness in kitchen

Identify safe/unsafe practices

Guided practice

Students read pgs 154-171 in Discovering Foods.; teacher prepared power point

Kitchen scenarios

Students place appropriate safety/sanitation tips in correct “boxes”

Assessments:

Students are expected to use safe and sanitary practices during all class activities.

Unit test—84% required to cook in class.

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Unit 3: MICROWAVE

Essential Questions:

1. What kinds of foods can be prepared in a microwave?
2. What cookware can be used to prepare food in a microwave?
3. What types of foods require “covers” while cooking in the microwave?
4. What can be used as a “cover” for food types?
5. What microwave principles need to be applied for successful food preparation?

Standards:

- Comprehensive:** 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.
7.0: Evaluate management practices related to human, economic, and environmental resources.
- Content:** 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the lifespan.
7.4: Evaluate the impact of technology on resource management for individuals

Content/Activities:

Objectives	Activities
Identify appropriate cooking utensils to use in a microwave	Teacher prepared power point; visuals; video: “Zap It”
Identify coverings that can be used successfully in the microwave	Visuals, power point, video
Know and use correct microwave cooking principles	Bulletin board; Power point; video; hot spot and wattage tests; Rice Krispie bar lab
Changing the yield of a microwave recipe	RK bar lab
Applying microwave cooking principles	Brown Bag lab

Assessments:

Microwave review—group activity
Microwave labs
Unit test

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Unit 4: NUTRITION AND WELLNESS

Essential Questions:

1. What factors affect nutrition and wellness?
2. What are the 6 main nutrients?
3. What are the jobs of the 6 main nutrients?
4. How does the Food Pyramid promote healthy lifestyle?
5. What are the two words that can sum up the dietary guidelines?

Standards:

Comprehensive: 6.0 Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content: 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.

6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

Content/Activities:

Objectives

Activities

Know the 6 main nutrients, their food sources and particular "jobs" for the body

Interactive student handout; teacher prepared power point; video: "Introduction to Nutrition"

Recognize nutritional problems associated with too much/too little of specific nutrients

case study scenario

Discover how the dietary guidelines promote a healthy lifestyle

www.mypyramid.gov ; handout for internet activity; Eating habits count activity

Review nutrition information

Review sheets to prepare for unit test; Nutrition Bingo game ; practice test

Assessments:

Food Pyramid activity

Unit test

Foods and Nutrition I

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Unit 5: ETIQUETTE

Essential Questions:

1. Why is good etiquette important to practice daily?
2. What is the proper way to set a table?
3. What is the recommended practice for eating various foods?

Standards:

Comprehensive: 3.0: Evaluate the significance of family and its impact on the well being of individuals and society

Content: 3.1: Explain the significance of family as the basic unit of society.

3.1.3: Analyze the role of family in transmitting societal expectations.

Content/Activities:

Objectives

Activities

Acquaint students with acceptable table manners and etiquette

Read pgs. 192-199 (selected portions) in *Discovering Food and Nutrition*; Video: Fundamental Table Etiquette

Demonstrate correct basic table setting

Visuals (text book, video, teacher demo); student practice

Discover how to properly eat various foods

Video; class discussion

Assessments:

Student table setting

Partner etiquette test

Foods and Nutrition I

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Unit 6: EGGS

Essential Questions:

1. What nutrients are in eggs?
2. What cooking principles must be used to retain texture and color?
3. What is the purpose of eggs as an ingredient when preparing other recipes?
4. How do you identify the stages of beaten egg whites?

Standards:

Comprehensive: 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content: 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.

6.4: Evaluate factors affecting food safety from production through consumption.

Content/Activities:

Objectives

Activities

Identify nutritional value of eggs, as well as sizes available

Video: "The Incredible, Edible Egg"; video handout

Understand principles of cooking eggs and purposes of eggs as an ingredient in other recipes

Video: "The Incredible, Edible Egg"; teacher demonstration (hard cooked egg, egg separating, omelet in a bag); handout

Recognize stages of beaten egg whites

Meringue cookies

Assessments:

Activity : What eggs do in recipes (found in handout)

Class discussion in future lessons—do you remember???

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Unit 7: MILK

Essential Questions:

1. What is the nutritional value of milk?
2. What milk products are available for your use?
3. What cooking principles need to be applied when cooking with milk?
4. What are nutritional concerns relating to milk products?

Standards:

Comprehensive: 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

- Content:**
- 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.
 - 6.2: Evaluate the nutritional needs of individuals and families in health and wellness across the lifespan.
 - 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.

Content/Activities:

Objectives	Activities
Know forms of milk available	Cooperative reading pgs 204-213 in <i>Discovering Food and Nutrition</i> ; class discussion; visuals (milk cartons); bulletin board
Identify nutrients in milk and milk products	Visuals (food models); handout; teacher power point
Know and use correct milk cooking principles	Teacher demo (pudding, white sauce, curdling); student lab (pudding and white sauce); bulletin board
Identify dietary concerns related to milk	Discussion on osteoporosis; lactose intolerance internet assignment
Review milk information	Scrambled milk words; Milk choices

Assessments:

Student cooking labs—white sauce and pudding
Rubric for lactose intolerance assignment
Unit test

Foods and Nutrition I

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Unit 8: CHOCOLATE

Essential Questions:

1. Where does chocolate originate?
2. How do various chocolate forms differ?
3. What cooking principles need to be applied when melting chocolate?
4. What are the attributes of an aesthetically pleasing chocolate creation?

Standards:

Comprehensive: 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content: 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.

Content/Activities:

Objectives

Activities

Discover origin of chocolate

www.howstuffworks.com/chocolate

Introduce forms of chocolate products

Visuals; discussion of substituting one chocolate form for another;

Know and correctly apply cooking principles for melting chocolate

Explanation of methods of melting chocolate (double boiler, microwave, etc.); chocolate dipping lab

Prepare aesthetically pleasing dipped candies

Video: Candy and Chocolate; chocolate dipping lab

Assessments:

Chocolate dipping lab

Rubric for properly melting, dipping and decorating chocolate candy

Foods and Nutrition I

Foods and Nutrition I is a course designed to develop the knowledge and skills necessary for students to improve their own health and wellness, as well as their families (current and future) and to make healthy food choices.

Unit 9: PRODUCE

Essential Questions:

1. What is produce?
2. What nutritional value does produce provide, generally and specifically?
3. What 4 forms is produce available to the consumer?
4. How should produce be selected, stored, prepared to insure best food value, color, texture and flavor?
5. What is enzymatic browning and how can it be prevented?

Standards:

Comprehensive: 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content: 6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.

6.3.1: Apply various dietary guidelines in planning to meet nutrition and wellness needs

Content/Activities:

Objectives	Activities
Define produce	Read pgs 232-239 in <i>Discovering Food and Nutrition</i> ; complete structured note taking handout; class discussion following completion of reading; bulletin board
Identify nutritional value of produce, both generally and specifically	as above
List 4 forms of produce, its care and best storage practices	as above
Know and apply correct preparation principles to insure best food value, color, texture and flavor	Video: Produce; Teacher demo; student lab (Apple Crisp and vegetable recipe of students choice); Video: Selecting and Storing Fruits and Vegetables
Explain 2 ways to prevent enzymatic browning	Teacher demo; reading

Assessments:

Student labs (Apple Crisp; vegetable)
Rubric for grading structured note taking
Unit review sheet

Foods and Nutrition I

Foods and Nutrition I is a course designed to develop the knowledge and skills necessary for students to improve their own health and wellness, as well as their families (current and future) and to make healthy food choices.

Unit 10: PASTRY

Essential Questions:

1. What ingredients are used to create a plain pastry?
2. What is the difference between a plain and a puff pastry?
3. What technique is used to make a plain pastry flaky?
4. How can pastries be used in menu planning?

Standards:

Comprehensive: 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content: 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.

6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span

Content/Activities:

Objectives

Activities

Explain the function of the main ingredients in a plain pastry

Teacher demo; student handout;

List types of pastry and their uses in menu planning

as above

Know and apply the techniques of cutting in, mixing, and rolling pastry correctly

Teacher demo; student lab (turnovers)

Review of pastry principles

Pastry work sheet

Identify how puff pastry is prepared differently from plain pastry

Teacher demo (cream puff)

Assessments:

Student lab (turnovers)

Unit quiz

Foods and Nutrition I

Foods and Nutrition I is a course designed to develop the knowledge and skills necessary for students to improve their own health and wellness, as well as their families (current and future) and to make healthy food choices.

Unit 11: YEAST BREADS

Essential Questions:

1. What is the food value of bread products?
2. What is the function of each of the ingredients in yeast breads?
3. What special techniques are used to prepare yeast products?
4. How is yeast handled for standard mixing, cool rise method of mixing, and rapid mix method of mixing?
5. How are Caramel rolls and pretzels shaped, proofed, and baked?

Standards:

Comprehensive: 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content: 6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.

Content/Activities:

Objectives

Activities

Explain the nutritional value of yeast breads

Teacher demo; student handout

Explain the purposes of each of the 6 ingredients in yeast breads

as above

Apply correct mixing, kneading, proofing, shaping, baking of yeast dough

Teacher demo; student lab (caramel rolls, pretzels)

Review of yeast bread principles

handout

Assessments:

Student labs

Unit quiz

Foods and Nutrition I

Foods and Nutrition I is a course designed to develop the knowledge and skills necessary for students to improve their own health and wellness, as well as their families (current and future) and to make healthy food choices.

Unit 12: MEAT

Essential Questions:

1. What is the difference between wholesale and retail cuts of meat?
2. What cooking methods are used for tender and less tender cuts of meat?
3. How do beef and pork compare in retail cuts and cooking techniques?
4. How can the cooking methods learned for beef apply to other kinds of meat?
5. How does correct cooking of meat products save money for the consumer?

Standards:

Comprehensive: 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

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

Content: 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.

6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.

7.2: Analyze the interrelationship between the economic systems and consumer decisions and actions.

7.2.1: Examine how individuals and societies make choices to satisfy needs and wants with limited resources.

Content/Activities:

Objectives	Activities
Identify wholesale and retail cuts of beef	Bulletin board; student beef pamphlet
Match cooking methods (dry/moist heat) with tender/less tender cuts	Teacher prepared power point; Video: Meat Cooking Techniques
Discover various cooking methods with the dry/moist methods	as above
Realize the similarities between beef and pork cuts and in cooking methods	Class discussion
Transfer knowledge of cooking methods to other meat forms, such as chicken and pheasant	Student lab (various meat recipes using both dry and moist heat preparation)
Conclude that cooking meat correctly can save money for the consumer	Tasting lab; comparison chart; label reading activity; local grocery store ads for meat

Assessments:

Student labs and worksheets

Unit test

Foods and Nutrition I

Foods and Nutrition I is a course designed to develop the knowledge and skills necessary for students to improve their own health and wellness, as well as their families (current and future) and to make healthy food choices.

Unit 13: FINAL INDIVIDUAL COOKING LAB

Essential Questions:

1. What do we need to know to reduce the quantity of a recipe?
2. How can a recipe guide us in choosing tools and equipment to successfully prepare the recipe?
3. How does knowing correct cooking principles insure the success of a recipe?
4. How does proper table setting and food presentation contribute to the appeal of a food?
5. Why is it important to apply safe and sanitary practices every time you prepare food?

Standards:

- Comprehensive:** 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.
7.0: Evaluate management practices related to human, economic, and environmental resources.

Content:

- 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.
7.1: Demonstrate management principles to meet individual and family needs and wants in relation to food, clothing, shelter, health care, recreation and transportation.

Content/Activities:

Objectives

Apply knowledge of recipe equivalents, proper measuring (tools and amounts)
Know how to follow recipe directions, understand terms, select correct cookware, and apply principles of cooking for the assigned recipe
Practice safe and sanitary habits during food preparation and clean up
Present food appropriately (table setting and completed food product)
Use time management skills to complete work within the time frame

Activities

Individual cooking lab for all objectives
Assigned recipes: Apple Crisp, Pastry turnover, Macaroni and cheese, Pudding (students draw ONE to prepare)
55 minutes; all recipes have been previously prepared in class

Assessments:

Rubric for final individual cooking lab

FOODS AND NUTRITION II

Foods and Nutrition II is a course that will further study standards learned in Foods and Nutrition I to develop the knowledge and skills necessary to improve their own health and wellness, as well as their families (current and future), and to make healthy food choices, for themselves and others.

Unit 1: Review of material learned in Foods and Nutrition I

Essential questions:

1. What abbreviations, equivalents, recipe terms are use in food preparation?
2. How are recipe amounts cut in $\frac{1}{2}$ or doubled?
3. What cooking principles are commonly used in food preparation?

Standards:

Comprehensive:

- 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content:

- 6.1: Analyze factors that influence nutritional practices and wellness across the life span.
- 6.2: Evaluate the nutritional needs of individual and families in relation to health and wellness across the lifespan.
- 6.3: Demonstrate planning, selecting, storing, preparing, and serving foods to meet nutritional needs of individuals and families across the life span.

Content/Activities

Objectives

Review abbreviations, terms, equivalents
Review halving and doubling of ingredients
Explain and/or identify food preparation practices
Tell in your own words how to correctly apply cooking principles for specific sections of assigned recipes

Activities

Pre-test

Recipe Review

Assessments:

Pre-test
Recipe review

FOODS AND NUTRITION II

Foods and Nutrition II is a course that will further study standards learned in Foods and Nutrition I to develop the knowledge and skills necessary to improve their own health and wellness, as well as their families (current and future), and to make healthy food choices, for themselves and others.

Unit 2: Tour of Restaurant (facility and kitchen)

Essential questions:

1. How does the cleanliness of a facility affect our opinion of that business?
2. What similarities are there between the safety/sanitation methods used at school and at the restaurant?
3. What differences are there between the equipment found in school and at the restaurant for food preparation?
4. What differences are there between the school, your home, and the restaurant as far as how recipes are prepared?
5. How does a tour of this nature apply to what we are learning in the Foods and Nutrition II class?
6. How do restaurants make their food apply to Dietary guidelines of more healthy eating?

Standards:

Comprehensive:

- 1.0 Integrate multiple life roles and responsibilities in family, career and community settings.
- 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.
- 7.0: Evaluate management practices related to human, economic, and environmental resources.

Content:

- 1.2: Demonstrate transferable and employability skills in community and workplace settings.
- 6.1: Analyze factors that influence nutritional practices and wellness across the life span.
- 6.2: Evaluate the nutritional needs of individual and families in relation to health and wellness across the life span.
- 6.4: Evaluate factors affecting food safety, from production through consumption.

Content/Activities

Objectives

Compare and contrast restaurant food preparation practices to those at school and home.

Summarize a response to the tour following rubric content guidelines

Activities

Restaurant tour

Response paper

Assessments:

Response paper

Foods and Nutrition II

Foods and Nutrition II is a course designed to further develop the knowledge and skills necessary for students to improve their own health and wellness, as well as their families (current and future) and to make healthy food choices, for themselves and others.

Unit 3: SAFETY AND SANITATION

Essential Questions:

1. What safety and sanitation procedures need to be practiced during food preparation?
2. Why do consumers need to be aware of food borne illnesses, pathogens, and cross contamination?
3. Why do new problems arise from time to time regarding food that is safe for human consumption?

Standards:

Comprehensive:

6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content:

- 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.
- 6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
- 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.
- 6.4: Evaluate factors affecting food safety, from production through consumption.
 - 6.4.1: Determine conditions and practices that promote safe food handling.
 - 6.4.5: Review current issues about food safety and sanitation.

Content/Activities:

Objectives

Activities

Review and discuss safe and sanitary procedures
Categorize s/s practices into 5 specific groups

Paper pass between tables; interactive video: Food Safety and Sanitation
Chart prepared by students from the paper pass activity

Assessment:

Safety/sanitation quiz—must be passed with 84% to cook in labs.

FOODS AND NUTRITION II

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Unit 4: Soup

Essential questions:

1. What nutritional value is found in soups?
2. What are the forms of soup and types of soup available to buy or prepare?
3. How does reading labels help the consumer make informed decisions?
4. What cooking principles need to be applied when preparing soups?

Standards:

Comprehensive:

- 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.
- 7.0 Evaluate management practices related to human, economic, and environmental resources.

Content:

- 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.
- 6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
- 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.
- 6.4: Evaluate factors affecting food safety, from production through consumption.

Content/Activities

Objectives

Recognize importance of soups in nutrition

Identify forms and types of soups available

Explain how labels help the consumer make better decisions for their family.

Review and correctly apply preparation principles

Review soup terms

Activities

Read pgs. 310-315 in *Discovering Food and Nutrition* text; teacher prepared power point

As above

As above

Soup lab—recipes chosen by students for either stock based or milk based.

Scrambled words

Assessments:

Soup lab

Soup quiz

FOODS AND NUTRITION II

Foods and Nutrition II is a course that will further study standards learned in Foods and Nutrition I to develop the knowledge and skills necessary to improve their own health and wellness, as well as their families (current and future), and to make healthy food choices, for themselves and others.

Unit 5: Salads

Essential questions:

1. What are the 9 categories of salads?
2. What nutrients might be found in salads of various types?
3. What types of salad dressings are there, and how are they different from each other?
4. How can salads be used in menu planning?
5. What cooking principles need to be applied when preparing salads?

Standards:

Comprehensive:

- 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content:

- 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.
- 6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
- 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.
- 6.4: Evaluate factors affecting food safety, from production through consumption.

Content/Activities

Objectives

Name salad categories

Identify nutrition of salads

Summarize uses of salads in the meal plan

Identify and correctly apply correct principles of preparation to chosen recipe

Discover answers to 3 specific questions regarding salad ingredients

Activities

Class discussion

Read pgs. 3020309 in text—*Discovering Food and Nutrition*; Teacher prepared power point; student handout

As above

Salad lab—recipes chosen by students; teacher demo—pasta, gelatin, emulsions

Internet activity—how to tell if pasta is done cooking, why pineapple prevents gels from setting, how mayonnaise is made

Assessments:

Salad lab

Salad quiz

FOODS AND NUTRITION II

Foods and Nutrition II is a course that will further study standards learned in Foods and Nutrition I to develop the knowledge and skills necessary to improve their own health and wellness, as well as their families (current and future), and to make healthy food choices, for themselves and others.

Unit 6: YEAST BREADS

Essential questions:

1. What is the food value of bread?
2. What functions does each of the ingredients in bread serve?
3. What specific mixing methods are there for making bread?
4. Why are the liquid temperatures and the way yeast is handled critical to the outcome of yeast breads?
5. What other methods of mixing can be employed that save time for the consumer?

Standards:

Comprehensive:

- 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.
- 7.0: Evaluate management practices related to human, economic, and environmental resources.

Content:

- 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.
- 6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
- 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.
- 6.4: Evaluate factors affecting food safety, from production through consumption.
- 7.4: Evaluate the impact of technology on resource management for individuals.

Content/Activities

Objectives

Review yeast bread principles, nutrition, special techniques learned in Foods and Nutrition I

Conclude how yeast bread doughs can be used/prepared in a new way

Plan cooking experiences where preparation principles are correctly applied.

Assessments:

Labs

Unit quiz

Activities

Yeast crossword puzzle; Video: *Fleishmann's Yeast* (parts 1,2)

Video: Fleishmann's (part 5—Meal in a Loaf); (part ____: Food processor bread); teacher demo with food processor

Plan 2 labs: dinner rolls; meal in a loaf or other different method of shaping yeast dough (specialty bread lab)

FOODS AND NUTRITION II

Foods and Nutrition II is a course that will further study standards learned in Foods and Nutrition I to develop the knowledge and skills necessary to improve their own health and wellness, as well as their families (current and future), and to make healthy food choices, for themselves and others.

Unit 7: PASTRY

Essential questions:

1. What is the food value of pastry?
2. What types of pastries can be made and how can they be used in the menu?
3. What common ingredients are used to prepare plain pastry, and what is the function of each?
4. What principles of preparation must be followed to correctly prepare a flaky pastry?

Standards:

Comprehensive:

6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content:

- 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.
- 6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
- 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.
- 6.4: Evaluate factors affecting food safety, from production through consumption.

Content/Activities

Objectives

Review of ingredients, purposes, principles of mixing and baking

Recall cutting in, rolling, dough transfer skills

Plan pie lab from chosen recipe

Apply pastry principles

Review of information

Activities

Pastry power point; read pages 366-369 in *Discovering Foods and Nutrition*;

Teacher demo: double crust pie with lattice top; 10 questions about pastry worksheet to be filled in during demo

Students find recipe for fruit pie or main dish pie

Student pastry lab

Pastry Word Search worksheet

Assessments:

Pastry lab

Unit quiz

FOODS AND NUTRITION II

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Unit 8: FOOD ISSUES

Essential questions:

1. What health problems arise from excesses of fat, sugar, and sodium in the diet?
2. What health issues occur from too little fiber in the diet?
3. What other factors (caffeine, fast food consumption, etc.) also affect general health?
4. How can we implement ways to reduce the harmful aspects of our diet, and to increase the good things?
5. How can the use of technology and food additives affect food consumption?

Standards:

Comprehensive:

- 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.
- 7.0: Evaluate management practices related to human, economic, and environmental resources.

Content:

- 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.
- 6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
- 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.
- 6.4: Evaluate factors affecting food safety, from production through consumption.
- 6.5: Evaluate the impact of science and technology on food composition and safety, nutrition, and wellness of individuals and families.
- 7.4: Evaluate the impact of technology on resource management for individuals.

Content/Activities

Objectives

Discuss health implications of diet excesses and deficiencies

Analyze how food, food services, food packaging has changed over time

Identify low fat cooking techniques

Discover how recipes can be changed to improve nutrition; using new recipes that are lower in fat, etc.

Activities

Class discussion of why it is necessary to make changes in diets because of excesses, deficiencies, age, diseases

Brainstorm changes in soda (packaging, covers, sweeteners, sizes, availability)

Video: Low Fat Cooking with study guide

Student lab: CC cookies made with less fat, less sugar, sugar substitute, wheat flour; other recipes substituting apple sauce for part of the fat; recipes with lower

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sodium content, etc.

Explain how food additives are used in food processing

Compare/contrast student acceptance of altered recipes; current eating habits and how that should change

Video: *Food Additives: Do You Know What You Eat*; video study guide

Written assignment with specific content to cover;

Assessments:

Lab

Written assignment with rubric for grading

FOODS AND NUTRITION II

Foods and Nutrition II is a course that will further study standards learned in Foods and Nutrition I to develop the knowledge and skills necessary to improve their own health and wellness, as well as their families (current and future), and to make healthy food choices, for themselves and others.

Unit 9: GUEST MEAL

Essential questions:

1. How can the cooking experiences, as well as learning and applying correct principles of preparation that we have practiced, help in preparing a meal for families/guests?
2. How does time management and use of equipment promote efficiency in the kitchen?
3. How does proper table setting, good etiquette, and aesthetically pleasing food all play a part in enjoyment of a meal?

Standards:

Comprehensive:

- 1.0: Integrate multiple life roles and responsibilities in family, career and community settings.
- 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.
- 7.0: Evaluate management practices related to human, economic, and environmental resources.

Content:

- 1.2.4: Demonstrate team skills in community and workplace settings.
- 1.2.6: Demonstrate leadership skills and abilities in the workplace and community.
- 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.
- 6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
- 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.
- 6.4: Evaluate factors affecting food safety, from production through consumption.

Content/Activities

Objectives

Review of guidelines for planning menus, methods of service, etiquette, table setting

Plan meal for a quest, showcasing student learning

Activities

Power point; student handouts—guidelines for planning meals, meal time and energy management, menu planning worksheets (modify the menu, menu planning)
Students plan meal (main dish, accompaniment, dessert, beverage)—following class guidelines; prepare grocery order

FOODS AND NUTRITION II

Correctly apply principles of preparation to chosen foods for meal

Students prepare and store foods for guest meal, using 2 class periods for preparation and 1 class period for presentation and clean up

Demonstrate proper etiquette during guest meal as well as serving and clean up

Students introduce guests, serve food, entertain guest, and clean up

Assessments:

Rubric for guest meal work covers all 3 days of preparation and presentation

FOODS AND NUTRITION II

Foods and Nutrition II is a course that will further study standards learned in Foods and Nutrition I to develop the knowledge and skills necessary to improve their own health and wellness, as well as their families (current and future), and to make healthy food choices, for themselves and others.

Unit 10: CAKE DECORATING

Essential questions:

1. What are the three design principles to be followed when cake decorating?
2. What kinds of designs can be made with the 6 basic tips provided?
3. How does cake decorating allow for individual creativity?
4. How can the basic skill of cake decorating be used as a career choice?

Standards:

Comprehensive:

- 1.0: Integrate multiple life roles and responsibilities in family, career and community settings.
- 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.
- 7.0: Evaluate management practices related to human, economic, and environmental resources.

Content:

- 1.2: Demonstrate transferable and employability skills in community and workplace settings.
- 6.1: Analyze the factors that influence nutritional practices and wellness across the lifespan.
- 6.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
- 6.3: Demonstrate planning, selecting, storing, preparing and serving foods to meet nutritional needs of individuals and families across the life span.
- 6.4: Evaluate factors affecting food safety, from production through consumption.
- 7.1.2: Utilize a time management plan to meet individual and family goals.

Content/Activities

Objectives

Demonstrate ability of correctly using a pastry bag and decorating tips
Create a pleasing and appropriate cake design; decorate cake
Submit cake for grading and judging;
students have 4 class periods to bake cake, make frosting, and decorate cake

Activities

Video: *Wilton: Cake Decorating—Easy as 1,2,3*; practice on waxed paper
Students create individual designs and decorate their own cakes
Teacher grades cakes (rubric); guests judge cakes (prizes awarded); cakes on display in showcase for 1 day.

Assessments:

Finished cake (rubric)

FOODS AND NUTRITION II

Foods and Nutrition II is a course that will further study standards learned in Foods and Nutrition I to develop the knowledge and skills necessary to improve their own health and wellness, as well as their families (current and future), and to make healthy food choices, for themselves and others.

Unit 11: PURCHASING LARGE (major) AND SMALL (portable) KITCHEN APPLIANCES

Essential questions:

1. What kitchen appliances are considered to be large (major) purchases? Small (portable)?
2. How do kitchen appliances help us to accomplish daily tasks?
3. What part does personal preference play when purchasing appliances?
4. Why is consistent care of appliances important to the overall “life expectancy”?
5. Where can kitchen appliances be purchased?

Standards:

Comprehensive:

- 7.0: Evaluate management practices related to human, economic, and environmental resources.

Content:

- 7.1.6: Implement decisions related to housing and furnishings based on the needs of individuals and family members.
- 7.2.1: Examine how individuals and societies make choices to satisfy needs and wants with limited resources.
- 7.4.4: Use appropriate technology to assist individuals and families with activities at home, in the workplace, and in the community.

Content/Activities

Objectives

Outline criteria helpful in choosing, purchasing and caring for large and small appliances

Discuss “reasons” that apply to the purchase of a chosen small appliance

Activities

Teacher prepared power point; student hand out; class discussion; visuals

www.cooking.com web site; student handout with rubric for written assignment

Assessments:

Written assignment

FOODS AND NUTRITION II

Foods and Nutrition II is a course that will further study standards learned in Foods and Nutrition I to develop the knowledge and skills necessary to improve their own health and wellness, as well as their families (current and future), and to make healthy food choices, for themselves and others.

Unit 12: CHOOSING COOKWARE AND CUTLERY FOR THE HOME

Essential questions:

1. What materials are used to make quality cookware and cutlery?
2. What criteria can be used to make good choices when purchasing cookware and cutlery?
3. What is meant by the “tang” of a knife, and how does that relate to quality?

Standards:

Comprehensive:

- 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.
- 7.0: Evaluate management practices related to human, economic, and environmental resources.

Content:

- 6.1: Analyze the factors that influence nutritional practices and wellness across the life span.
- 7.1.6: Implement decisions related to housing and furnishings based on the needs of individuals and family members.
- 7.2.1: Examine how individuals and societies make choices to satisfy needs and wants with limited resources.
- 7.4.4: Use appropriate technology to assist individuals and families with activities at home, in the workplace, and in the community.

Content/Activities

Objectives

Recognize characteristics of high quality cookware and cutlery
Practice selecting cookware and cutlery using knowledge gained from lesson

Activities

Teacher led discussion; student handouts; visuals
www.cooking.com site used to complete written assignment

Assessments:

Written assignment

FOODS AND NUTRITION II

Foods and Nutrition II is a course that will further study standards learned in Foods and Nutrition I to develop the knowledge and skills necessary to improve their own health and wellness, as well as their families (current and future), and to make healthy food choices, for themselves and others.

Unit 13: KITCHEN SHAPES, WORK CENTERS, STORAGE

Essential questions:

1. What are the basic kitchen shapes to choose from when building/remodeling?
2. What are some advantages and disadvantages of each of the kitchen shapes?
3. What are the 3 main work centers within a kitchen shape?
4. How does the work center contribute to efficiency within a kitchen?
5. What are some criteria to be considered before selecting a floor plan?
6. What are the 3 rules for functional storage within a kitchen?

Standards:

Comprehensive:

- 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.
- 7.0: Evaluate management practices related to human, economic, and environmental resources.

Content:

- 6.1: Analyze the factors that influence nutritional practices and wellness across the life span.
- 7.1.6: Implement decisions related to housing and furnishings based on the needs of individuals and family members.
- 7.2.1: Examine how individuals and societies make choices to satisfy needs and wants with limited resources.
- 7.4.4: Use appropriate technology to assist individuals and families with activities at home, in the workplace, and in the community.

Content/Activities

Objectives

Recognize basic kitchen shapes, advantages and disadvantages of each, work centers within kitchens, storage considerations, and long term planning for future changes

Evaluate kitchen floor plans

Activities

Class discussion; student handout "Good Practical Design" with activity pages for each of the objectives

Students look at house plans to evaluate the kitchen shape, work centers, ease of bringing in groceries from car

Assessment:

Unit test covering large and small appliances, cookware and cutlery, kitchen design

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 1: REPORTS

Essential questions:

1. How can using the media help improve parenting skills?
2. What do children gain from having parents read to them?
3. What lessons can be taught by using books?

Standards:

Comprehensive:

- 3.0: Evaluate the significance of family and its impact on the well being of individuals and society.
- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 3.1.2: Describe the role of family in teaching culture to family members across the life span.
- 5.1: Analyze roles and responsibilities of parenting.
- 5.2: Analyze societal conditions that impact parenting.
- 5.3: Evaluate parenting practices that maximize human growth and development.
- 5.4: Evaluate external support systems that provide services for parents.

Content/Activities

Objectives

Summarize information from media sources regarding parenting practices
Demonstrate reading a children's book with enthusiasm

Activities

Articles on teacher web page to read and summarize—2 articles required
Read a children's book to the class, using enthusiasm; write a summary of the book describing lessons learned from the book

Assessments:

2 article summaries submitted via WebCT

1 book read to class, with written summary of value of book

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 2: BABY THINK IT OVER

Essential questions:

1. How can using an infant simulator for a few days help teach parenting skills?
2. What is FAS, SIDS and SBS and how can these problems be prevented?
3. Why are children's car seats necessary, and what sizes are used as children grow?
4. How much does formula, diapers, and baby furniture usually cost?

Standards:

Comprehensive:

- 3.0: Evaluate the significance of family and its impact on the well being of individuals and society.
- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 3.2.2: Describe major family responsibilities including care giving, reproduction, child rearing, social, legal, education, economic, leisure, security and spirituality.
- 5.1: Analyze roles and responsibilities of parenting.
- 5.2: Analyze societal conditions that impact parenting.
- 5.3: Evaluate parenting practices that maximize human growth and development.
- 5.4: Evaluate external support systems that provide services for parents.
- 5.5: Analyze physical and emotional factors related to beginning the parenting process.

Content/Activities

Objectives

Use an infant simulator for a chosen length of time to practice parenting skills

Identify sources for purchasing formula, diapers, baby furniture and costs for each

Identify SIDS, FAS, SBS symptoms and ways to prevent or control these problems

Discover types of car seats and ages of children to use for each type

Activities

RealityWorks baby simulators used for 4 consecutive school days or a weekend for a total of 60 hours

Activity pages in Baby Think It Over packet

Activity pages in BTIO packet

Activity page in BTIO packet; video: Baby Safe; use car seats when using simulator

Assessments:

Completed BTIO packet with activity pages

Written reflection of parenting simulation

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 3a: Ch. 1—Studying about children

Essential questions:

1. How does knowing how children develop help us to be better parents and employees?
2. How can preparing for parenting help you to be more successful as a parent?
3. Why is the parenting time-line different for everyone?

Standards:

Comprehensive:

- 2.0: Analyze factors that impact human growth and development

Content:

- 2.1: Analyze principles of human growth and development across the life span
2.2: Examine personal and social forces that impact human growth and development across the life span.

Content/Activities

Objectives

Understand how people can prepare themselves for the parenting job

Recognize that knowing how children grow and develop may help to be more successful parents and employees

Explain how the parenting time line is different for everyone

Discuss theories of human development

Activities

Teacher prepared power point; student hand out for notes (if desired); class discussion

As above

As above

As above

Assessments:

Oral review questions

SKILLS FOR PARENTING

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Unit 3b: Ch 2—changes in families

Essential questions:

1. Why is the family the basic unit of society?
2. How have families changed over the years?
3. What are the life cycles of families?
4. What are the 3 basic parenting styles?
5. What are some characteristics of healthy families?

Standards:

Comprehensive:

- 3.0: Evaluate the significance of family and its impact on the well being of individuals and society.
- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 3.1: Explain the significance of the family as the basic unit of society.
- 3.2: Analyze family development and change across time and culture.
- 3.3: Analyze strong, healthy families
- 5.5.3: Examine implications of alternatives to biological parenting.ss

Content/Activities

Objectives

Describe changes that affect families today

Identify life cycles of families and family types

Define 3 parenting styles

List characteristics of healthy families

Tell in your own words: how student's family corresponds to life cycles, family type, parenting style, healthy characteristics

Activities

Teacher prepared power point; student handout; class discussion

As above

As above

As above

Written paragraph (Family Writing), describing student's family

Assessments:

Review questions, applying information from lesson to answer

Family writing

SKILLS FOR PARENTING

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Unit 3c: STRESS AND PARENTAL ROLES

Essential questions:

1. What kinds of stress do people of all ages experience?
2. What are good ways to reduce stress in our lives?
3. How can we alleviate stress within family groups?
4. What are the 5 parental roles and the responsibilities of each?

Standards:

Comprehensive:

- 2.0: Analyze factors that impact human growth and development.
- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 2.2: Examine personal and social forces that impact human growth and development across the life span.
- 2.3: Evaluate strategies that promote healthy development across the life span.
- 5.1: Analyze roles and responsibilities of parenting.

Content/Activities

Objectives

Recognize that people of all ages experience stress

Identify ways to reduce and alleviate stress

Define parental roles and responsibilities of each

Activities

Brainstorm and discuss what stressors are placed on people of all ages; teacher prepared power point

Class discussion; Kevin and Diane case study

Teacher power point; Kevin and Diane case study; EC opportunity: illustration of parental roles and responsibilities

Assessments:

Kevin and Diane case study

EC opportunity—parental roles

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 3d: PARENTING SKILLS

Essential questions:

1. Where do we learn parenting skills?
2. What factors should be considered before deciding to parent?
3. What is family planning, and how should it be used?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.2: Analyze societal conditions that impact parenting.
5.4: Evaluate external support systems that provide services for parents.
5.5: Analyze physical and emotional factors related to beginning the parenting process.

Content/Activities

Objectives

Identify where parenting skills are obtained

Discuss factors to consider prior to becoming a parent

Define "family planning"

Activities

Teacher prepared power point; student handout; class discussion

As above

As above; use web sites to look at family planning methods www.familydoctor.org ; www.metrokc.gov/health/famplan/birthcontrol

Assessments:

Questions on unit test

SKILLS FOR PARENTING

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Unit 3e: CAREERS IN CHILD RELATED FIELDS

Essential questions:

1. What kinds of careers incorporate knowledge of child development?
2. What are the 2 basic categories for careers in child related fields?
3. What personal qualities are needed for working in a career related to child growth and development?

Standards:

Comprehensive:

- 1.0: Integrate multiple life roles and responsibilities in family, career, and community settings.
- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 1.2: Demonstrate transferable and employability skills in community and workplace settings.
- 5.1: Analyze roles and responsibilities of parenting.
- 5.2: Analyze societal conditions that impact parenting.

Content/Activities

Objectives

Examine jobs where knowledge of child growth and development can be incorporated

Identify 2 basic categories for careers in child related fields

Discuss personal qualifications that influence success in careers relating to child growth and development

Activities

Teacher prepared power point; class discussion

As above

As above

Assessments:

Unit test over 3a-3e

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 4: PRENATAL CARE

Essential questions:

1. What is the definition of pre-natal?
2. When should females begin taking care of themselves in preparation for pregnancy?
3. What factors affect the fetus' growth and development?
4. What senses are functioning in the baby before birth?

Standards:

Comprehensive:

- 1.0: Integrate multiple life roles and responsibilities in family, career and community settings.
- 2.0: Analyze factors that impact human growth and development
- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 1.1.4: Examine the potential impact of career path decisions on balancing work and family.
- 2.1.1: Investigate the impact of heredity and family on human growth and development.
- 5.1: Analyze roles and responsibilities of parenting.
- 5.2: Analyze societal conditions that impact parenting.
- 5.3: Evaluate parenting practices that maximize human growth and development.
- 5.5: Analyze physical and emotional factors related to beginning the parenting process

Content/Activities

Objectives

Activities

Recall prior knowledge regarding pregnancy	Vocabulary matching worksheet (study guide packet)
Define prenatal and prenatal development	Teacher prepared power point; Development in the unborn worksheet (pgs.83-87 of text: <i>Children: the Early Years</i>)
Explain relationship between mother's health and baby's growth and development	Teacher prepared power point; nutrition activities in SG; Prenatal Eating Habits assignment; Folic acid foods assignment
Understand how health hazards can influence pregnancy	Use text pages 100-102 to identify several diseases that can affect pregnancy; activity pages in SG
Identify senses functioning in baby before birth	Teacher prepared power point
Conclude that FAS and drug symptoms in babies can be prevented	Video: <i>Down Will Come Baby</i> ; Baby Shower activity

Assessments:

Folic acid foods

Pre-natal Eating Internet Assignment

SKILLS FOR PARENTING

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Unit 5: THE NEWBORN

Essential questions:

1. What care and tests are administered to a baby after delivery?
2. What constitutes post partum care for the mother?
3. What are the physical traits of a newborn, and what reflexes does it exhibit?
4. What kinds of physical care are done for a baby?
5. How can parents meet intellectual and social-emotional needs of a baby?
6. What needs do new parents have?

Standards:

Comprehensive:

- 2.0: Analyze factors that impact human growth and development.
- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 2.3.1: Select practices that support development across the life span.
- 5.1: Analyze roles and responsibilities of parenting.
- 5.2: Analyze societal conditions that impact parenting.
- 5.3: Evaluate parenting practices that maximize human growth and development.
- 5.4: Evaluate external support systems that provide services for parents.
- 5.5: Analyze physical and emotional factors related to beginning the parenting process

Content/Activities

Objectives

Activities

Identify post-partum care for mother

Video: *Baby Basics, Ch. 2—Post Partum Care for Mothers*; review statements after video

Identify medical care and testing for newborns

Teacher prepared power point;

Describe newborn physical traits and reflexes

Video: *Baby Basics, Ch. 1—Newborn at Birth*;

Identify physical needs/care for newborns

Video: *Baby Basics, Ch. 3—First Days at Home*; power point, visuals; Video: *Caring for your Newborn—Ch. 1*; Clothing lesson (see specific curriculum unit for clothing lesson) with visuals from The Children's Store (local store—gently used clothes), video clip on choosing sheets for cribs; Video: *Caring for your Newborn—Ch. 2,3,4,5,7,8*; Video: *Baby Basics, Ch. 7—Crying and Sleeping*; Sponge bath baby simulators class activity

Identify that babies have intellectual and social emotional needs, as well as physical

Video: *Baby Basics, Ch. 6—Growth and Development*; (?) (may not be used here—possibly another unit)Text book pages 134-139

Explain how parents can meet their needs

Teacher power point, class discussion

**Assessments: Shopping for the Newborn activity
test over units 4 + 5**

SKILLS FOR PARENTING

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Unit 5a: CLOTHING FOR NEWBORNS

Essential questions:

1. What criteria can be used to determine how to judge clothing for newborns?
2. Why don't infants need to wear shoes?
3. What is "flame retardant" and what types of clothing need that description?

Standards:

Comprehensive:

- 3.0: Evaluate the significance of family and its impact on the well being of individuals and society.
- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.
- 7.0: Evaluate management practices related to human, economic, and environmental resources.

Content:

- 3.2.2: Describe major family responsibilities including care giving, reproduction, child rearing, social, legal, education, economic, leisure, security and spirituality.
- 5.1: Analyze roles and responsibilities of parenting.
- 5.3: Evaluate parenting practices that maximize human growth and development.
- 5.4: Evaluate external support systems that provide services for parents.
- 7.1.5: Apply consumer skills needed to purchase, create, and maintain clothing.

Content/Activities

Objectives

Identify basic criteria used for "judging" appropriate clothing for infants, why shoes are not necessary for infants, and information regarding flame retardance

Apply basic criteria to clothes (visuals) in class

Apply basic criteria with clothing shopping assignment, "Shopping for the Newborn"

Examine diaper features

Activities

Pages 189-191 in text: *Children: The Early Years*; class discussion; visuals from *The Children's Store*;

Visuals from *The Children's Store* are judged by students, comments recorded on an activity page; comments shared with class

Students "shop" (on-line, stores of choice, advertisements) for selected items, identifying reasons for purchase
"Put It To The Test"—diaper comparison shopping activity.

Assessments:

Shopping for the Newborn assignment

SKILLS FOR PARENTING

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Unit 6a: PHYSICAL GROWTH OF INFANTS

Essential questions:

1. What kinds of physical achievements happen during the first year?
2. What is meant by “motor skill” development?
3. What are the two categories of motor skills; what activities/toys help develop motor skills?
4. What factors affect the rate of physical development?

Standards:

Comprehensive:

- 2.0: Analyze factors that impact human growth and development,
- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 2.1.4: Investigate the interrelationship of physical, emotional, social, and intellectual development across the life span.
- 5.1: Analyze roles and responsibilities of parenting.
- 5.2: Analyze societal conditions that impact parenting.
- 5.3: Evaluate parenting practices that maximize human growth and development.
- 5.4: Evaluate external support systems that provide services for parents.
- 5.5: Analyze physical and emotional factors related to beginning the parenting process

Content/Activities

Objectives

Activities

Describe how an infant develops physically in the first year of life

Students read text: *Children: The Early Years*, Ch. 7 and fill in study guide; Teacher prepared power point to check accuracy

Describe the order of motor development

as above

Understand that each child will develop at their own rate

as above

Assessments:

Oral review questions, page 152 of text

SKILLS FOR PARENTING

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Unit 6b: SOCIAL/EMOTIONAL DEVELOPMENT OF INFANTS

Essential questions:

1. What is meant by “social/emotional” development?
2. What differences in temperament might be shown in babies?
3. What social tasks do we expect infants to achieve during the first year?
4. What 4 basic emotions do infants exhibit?
5. What is meant by attachment (security) objects?

Standards:

Comprehensive:

- 2.0: Analyze factors that impact human growth and development.
- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 2.1.2: Examine the basic human needs and patterns that influence individual development.
- 2.2.2: Analyze the impact of social, economic, and technological forces on human growth and development.
- 5.1: Analyze roles and responsibilities of parenting.
- 5.2: Analyze societal conditions that impact parenting.
- 5.3: Evaluate parenting practices that maximize human growth and development.
- 5.4: Evaluate external support systems that provide services for parents.
- 5.5: Analyze physical and emotional factors related to beginning the parenting process

Content/Activities

Objectives

Activities

Define social-emotional growth	Teacher prepared power point; Song: <i>What Will Baby Be?</i> by Dolly Parton
Identify temperament types	Video: <i>Baby Basics, Ch. 8—Growth and Development</i> ; power point; class discussion
Describe infants first year social tasks	Power point; class discussion; visuals; video: <i>Journey through the First Year of Life</i>
Explore 4 emotions exhibited by infants	Power point; Question 11 of text (pg. 178)
Define other terms that refer to social-emotional growth	Power point
Illustrate 5 things learned from this section	Various media used by students

Assessments:

Illustrate 5 things I learned: (poster, power point, brochure, etc.) with rubric for grading content

SKILLS FOR PARENTING

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Unit 6c: INTELLECTUAL (mental) DEVELOPMENT OF INFANTS

Essential questions:

1. What is meant by intellectual development?
2. How can parents provide stimuli for infants to learn?
3. How does language development coincide with mental development?
4. What are “security or attachment” articles, and how should parents use them?
5. What criteria can be used to determine usefulness of toys?

Standards:

Comprehensive:

- 2.0: Analyze factors the impact human growth and development.
- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 2.1.4: Investigate the interrelationship of physical, emotional, social, and intellectual development across the life span.
- 5.1: Analyze roles and responsibilities of parenting.
- 5.3: Evaluate parenting practices that maximize human growth and development.
- 5.4: Evaluate external support systems that provide services for parents.

Content/Activities

Objectives	Activities
Define intellectual (mental) development	Teacher prepared power point, class discussion
Examine what infants learn during the first year of life	Power point of several learning situations; visuals (toys that illustrate specific learning stimuli);
Discuss language development as connected to mental development	as above; books for children; read children’s book to class; possible video: <i>Food for Thought</i>
Review of security objects and their value	
Analyze toys for achieving specific learning	Toys for newborns—activity sheet, evaluation of toys by students to identify developmental tasks promoted; Visuals of toys, including Down Syndrome doll
EC opportunity—	Choose 4 toys, identify criteria for usefulness, age of child

Assessments:

Children’s book read to class with enthusiasm (part of Report unit)

Infant’s developmental milestones—students identify physical/motor, social, emotional, and mental skills (three different activities used—one on computer, one where students place learned skills in correct order, one where students find a picture of a child from newborn to 1 year, and identify child’s age by observing skills/growth child has achieved by what the picture “shows”).

EC opportunity

SKILLS FOR PARENTING

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Unit 6d: FOOD FOR INFANTS

Essential questions:

1. What is meant by solid food for infants?
2. When can infants begin to eat solid foods?
3. How/when/in what order should new foods be introduced?
4. What are some tips for successfully feeding infants?
5. What are some examples that illustrate the weaning process?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.
- 6.0: Evaluate nutritional and wellness practices that promote individual and family well being across the life span.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
- 5.2: Analyze societal conditions that impact parenting.
- 5.3: Evaluate parenting practices that maximize human growth and development.
- 5.4: Evaluate external support systems that provide services for parents.
- 6.2.2: Examine the relationship of nutrition and wellness of individual and family health, throughout the life span.

Content/Activities

Objectives	Activities
Identify solid foods for infants and ages food is introduced	Teacher prepared power point, visuals, SG
Identify order food is introduced	as above
Identify foods to be avoided during the first year	as above
Discuss tips for successfully feeding infants	as above; choosing high chairs and other equipment
Define weaning and progression of it	Class discussion, visuals

Assessments:

Questions on this topic are on unit test

SKILLS FOR PARENTING

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Unit 6e: CHILDPROOFING THE HOME

Essential questions:

1. What kinds of accidents occur often in our homes?
2. How can parents/caregivers reduce the possibilities of accidents?
3. What is the definition of child-proofing?
4. Where should childproofing be done in and around the home?
5. Who can help parents when accidents happen?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.1.2: Examine expectations and responsibilities of parenting
5.3: Evaluate parenting practices that maximize human growth and development.
5.4: Evaluate external support systems that provide services for parents.

Content/Activities

Objectives

Activities

Identify common accidents	Class discussion; students share accidents they or siblings had, or accidents when babysitting
Define childproofing	Textbook with S.G.
Explain areas of the home, yard, car that need childproofing	as above; internet sites— http://www.intelihealth.com/IH/ih/IH/WSIHW000/29010/29010.html and http://www.cincinnatichildrens.org/health/SafetyHouse/default.htm
Identify external support systems	Poison Control—visuals; video “ <i>Baby Safe</i> ”

Assessments:

Questions on unit test regarding childproofing, its definition, and common accident defenses.

SKILLS FOR PARENTING

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Unit 6f: HEALTH AND SAFETY FOR CHILDREN

Essential questions:

1. What factors influence the health and safety of children?
2. How can a parent stay updated on health and safety information?
3. What should parents “know” before calling the doctor?
4. Why should parents pay attention to news stories regarding recalls of products for children?
5. How can parents prepare children for doctor visits and hospital stays?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.3: Evaluate parenting practices that maximize human growth and development.
5.4: Evaluate external support systems that provide services for parents.

Content/Activities

Objectives

Activities

Discuss health related topics, such as immunizations and when to get them, qualifications desired in pediatricians, common childhood diseases and treatments for them, safety standards for equipment such as high chairs, vaporizers	Text book (<i>Children: the Early Years</i>), Ch. 21, (selected) pages 396-427; study guide; class discussion; video: <i>Baby Safe</i> ; visuals (magazine ads, etc.); Childhood Illnesses recognition activity;
Identify how parents stay updated on health and safety information	Internet sites (about.com: babies and toddlers) (keepkidshealthy.com) ; CPR
Review what parents should know prior to calling the doctor	Class discussion; handout from About.com: 6 things to know...
Discuss types of child related items that might be recalled, and what to do	Class discussion; newspaper clippings from previous recalls
Explain how children can be prepared for doctor visits and hospital stays	Text pg. 422; class discussion; children's books

Assessments:

Unit test over 6a-6f.

SKILLS FOR PARENTING

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Unit 7a: TODDLER GROWTH AND DEVELOPMENT—3 major milestones

Essential questions:

1. What are 3 major milestones that are contained within the toddler years of 1-3?
2. What strategies and tools can parents use to help children achieve the milestones?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.3: Evaluate parenting practices that maximize human growth and development.
5.4: Evaluate external support systems that provide services for parents.

Content/Activities

Objectives

Activities

Identify major toddler milestones	Class discussion; bulletin board; study guide; teacher prepared power point
Examine strategies and tools parents can use to help achieve toddler milestones of walking, talking and getting teeth, and toilet training	Class discussions; internet sites for tooth care, visuals; toilet training—read pages 252-254 of text (<i>Children: the Early Years</i>), students research various aspects associated with toilet training, create power point slides of their information that are shared with the class

Assessments:

Questions regarding this unit will be found on comprehensive unit test

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 7b: GUIDING INFANTS AND TODDLERS

Essential questions:

1. What differences are observed among guidance, discipline, and punishment?
2. What are 3 types of positive guidance parents can use with infants and toddlers?
3. How does positive guidance reflect on a child achieving a positive self esteem?
4. Why should parents avoid saying no all the time?
5. What are some hints to help achieve positive communication?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.2: Analyze societal conditions that impact parenting.
5.3: Evaluate parenting practices that maximize human growth and development.
5.4: Evaluate external support systems that provide services for parents.

Content/Activities

Objectives

Activities

Define: guidance, discipline, punishment and determine differences among them

Introductory activity: read pgs. 261-265, answer questions, identify page #, paragraph heading where answer is found—go over in class; class discussion on definitions; BB—do you want your child to think his name is NO?

Identify 3 types of positive guidance

Class discussion; guiding infants activity; how would you handle it (toddlers) activity

Discuss problems of always saying NO

Class discussion; tell your children what you want, not what you don't want

Identify positive communication tactics

Activity sheets: effective communication; being positive; The power of words (story read by teacher);

Differentiate ways of promoting positive or negative self esteem

Activity sheet: Toddlers view themselves through adults; (possible?—Shay + baseball?)

Assessments:

Questions on unit test

SKILLS FOR PARENTING

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Unit 7c: INDEPENDENCE AND TEMPER TANTRUMS

Essential questions:

1. What are some behavior problems faced by toddlers?
2. How can parents prevent tantrums, deal with them when they do occur, and avoid putting toddlers in situations where tantrums might occur?
3. What can parents do to help their children become more independent?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.2: Analyze societal conditions that impact parenting.
5.3: Evaluate parenting practices that maximize human growth and development.

Content/Activities

Objectives

Activities

Discuss common behavior problems Describe ways to help children become independent from parents	Class discussion Read: <u>Teaching Independence</u> (one student reads a paragraph or 2, next student summarizes what they thought is important in that paragraph—students highlight; at end of article—make a list on the board of methods to use
Categorize what causes temper tantrums, how to avoid tantrums, and how to deal with tantrums when they occur Specify independence and temper tantrum tactics observed	Table of causes, ways to avoid, and ways to deal with tantrums; Jenny case study; Video: <u>Terrific Two's</u>

Assessments:

Jenny case study

SKILLS FOR PARENTING

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Unit 7d: TYPES OF PLAY EXHIBITED BY CHILDREN; LANGUAGE DEVELOPMENT

Essential questions:

1. What types of play do children exhibit?
2. What roles should parents play in each of these types?
3. How can parents promote language development?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.2: Analyze societal conditions that impact parenting.
5.3: Evaluate parenting practices that maximize human growth and development.
5.4: Evaluate external support systems that provide services for parents.

Content/Activities

Objectives

Activities

Identify types of play, ages most common for each, descriptions of them, and what parents should do to promote learning in each type	Class discussion
Discuss what is expected for language development for infants and toddlers (up to age 3)	Class discussion; observe differences in speech capabilities during toddler day
Discuss how parents can promote language development	Class discussion
Identify sources of help in language development	Reading to children—a toddler day activity; video: <i>Food for Thought</i>

Assessments:

Questions on unit test

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 7e: INTELLECTUAL DEVELOPMENT, LEARNING DISABILITIES (ADD & DYSLEXIA)

Essential questions:

1. What types of learning disabilities might children face?
2. How can parents help children overcome their disabilities?
3. How might ADD and Dyslexia be diagnosed?
4. How are behaviors of ADD children and other toddlers similar?
5. What types of resources can parents access for help and information?
6. How can parents teach children to help others with less ability?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.2: Analyze societal conditions that impact parenting.
5.3: Evaluate parenting practices that maximize human growth and development.
5.4: Evaluate external support systems that provide services for parents.

Content/Activities

Objectives

Activities

Discuss learning disabilities children might face	Class discussion
Identify how parents can help children overcome disabilities	Class discussion—focus on what child can do; choose clothes easy to put on;
Examine criteria for identifying ADD and dyslexia symptoms	SG for articles about ADD and dyslexia; class discussion;
Review behaviors of toddlers as compared to ADD children	Class discussion; verbal review questions
Tell in your own words how parents can help their children to help those less fortunate children	Class discussion; Shay and the baseball game story
Identify support systems	ADD, dyslexia web sites; visuals

Assessments:

Questions on unit test over this section

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 8: TODDLER/PRE-SCHOOL LAB

Essential questions:

1. What activities can be planned for children to use large motor muscles? Small motor muscles?
2. How can classroom lessons be applied to a lab setting?
3. What types of guidance will need to be used during this lab?
4. What will be learned from having this type of lab?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.3: Evaluate parenting practices that maximize human growth and development.

Content/Activities

Objectives

Activities

Plan appropriate activities for children ages 1-3 and provide materials	Lab plan for toddler day
Participate in toddler day activities	Interact with as many children as possible during toddler day
Critique what the toddler day "taught"	Written evaluation of value of the lab

Assessments:

Grading rubric for appropriate activities provided for children ages 1-3; student interaction with children is evident

SKILLS FOR PARENTING

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Unit 9a: TODDLER HOME ROUTINES AND BEHAVIORS—child nutrition

This unit combines many short topics and activities into one large unit—students get basic notes from visiting “stations” around the room, prior to class discussion.

Essential questions:

1. When should you expect a toddler will start feeding himself?
2. What can be done to reduce the mess created during meal times?
3. Why doesn't a toddler seem to need much food?
4. How can you tell if your toddler is getting enough to eat?
5. What are some hints to make mealtimes more successful for toddlers?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.3: Evaluate parenting practices that maximize human growth and development.
5.4: Evaluate external support systems that provide services for parents.

Content/Activities

Objectives

Activities

Discuss essential questions with confidence	Stations for getting basic notes; class discussion; video: <i>Healthy Habits, Healthy Children</i> ; SG for notes; bulletin board; visuals
Apply essential questions material to case studies regarding mealtime problems.	Mealtime Problems activity page
Change toddler menus to more healthy meals, using criteria learned in class	Planning Meals for Children activity page

Assessments:

Planning Meals for Children

Questions on this topic on unit test

SKILLS FOR PARENTING

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Unit 9b: TODDLER HOME ROUTINES AND BEHAVIORS—bedtime

This unit combines many short topics and activities into one large unit--students get basic notes from visiting "stations" around the room, prior to class discussion.

Essential questions:

1. How can parents make going to bed more pleasant?
2. What can be done to facilitate changing from a crib to a bed?
3. How can children be taught to go to sleep in their own beds?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.3: Evaluate parenting practices that maximize human growth and development.

Content/Activities

Objectives

Activities

Discuss essential questions with confidence	Stations for basic notes; class discussion; SG; bulletin board; video: " <i>Goodnight, Baby</i> "
Apply techniques	Handling Sleep Problems activity sheet

Assessments:

Questions on unit test

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 9c: TODDLER HOME ROUTINES AND BEHAVIORS—sharing/taking turns; sibling rivalry; imaginary friends

This unit combines many short topics and activities into one large unit- students get basic notes from visiting “stations” around the room, prior to class discussion.

Essential questions:

1. What is the difference between sharing and taking turns?
2. How can the lessons for sharing and taking turns be taught?
3. When can we expect that children will be able to share and take turns easily?
4. What is sibling rivalry, and how can it be prevented?
5. What is the significance of an imaginary friend, and how can parents cope with this situation?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.3: Evaluate parenting practices that maximize human growth and development.

Content/Activities

Objectives

Activities

Discuss difference between sharing and taking turns and ways to teach that concept to young children	“Station” notes prior to class discussion; class discussion
Define sibling rivalry and ways to prevent it from occurring in families	as above
Explain significance of imaginary friends in young children	as above; article from internet to read

Assessments:

Questions on unit test

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 9d: TODDLER HOME ROUTINES AND BEHAVIORS—the “why game” and teaching by example

This unit combines many short topics and activities into one large unit- students get basic notes from visiting “stations” around the room, prior to class discussion.

Essential questions:

1. Why do toddlers ask so many questions, and how should they be answered?
2. What do children learn from adult behaviors?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting..
5.3: Evaluate parenting practices that maximize human growth and development.

Content/Activities

Objectives

Activities

Explain why toddlers ask questions	“station” notes; class discussion
Show ability to answer questions	What is the Answer activity sheet
Demonstrate ability to answer questions	Toddler lab
Discuss how children model adult behaviors	“station” notes; class discussion
Paraphrase case studies on behavior	Teaching by Example activity sheet
Review of how often adult behavior influences children’s behavior	<u>“When You Thought I Wasn’t Looking”</u> reading

Assessments:

Questions on unit test

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 9e: TODDLER HOME ROUTINES AND BEHAVIORS—muscle development; shopping with toddlers; occasions when toddlers should not accompany adults

This unit combines many short topics and activities into one large unit- students get basic notes from visiting “stations” around the room, prior to class discussion.

Essential questions:

1. What physical activities are appropriate to encourage large and small muscle development for toddlers?
2. Why is it necessary to practice skills for all children, but especially for handicapped children?
3. When do children make the differentiation of being right or left handed?
4. How can parents make shopping with toddlers easier for everyone involved?
5. What are some occasions where toddlers should not accompany their parents?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.3: Evaluate parenting practices that maximize human growth and development.

Content/Activities Objectives

Activities

Discuss how large and small muscles develop in toddlers and toys/activities that help	“station” notes; class discussion
Explain why using both muscle types is important for all children	as above; “Shay” baseball reading (?)
Identify age for determining right or left hand use	“station” notes; class discussion
List ways to make shopping easier with toddlers	as above
State times or occasions when toddlers should not accompany parents	List on board of places/times/situations

Assessments:

Questions on unit test

SKILLS FOR PARENTING

Skills for parenting focuses on the variety of roles and responsibilities parents in our society assume. Students will examine parenting practices such as nurturing, communication and guidance to develop knowledge and skills that will help them in parenting roles, now and in their future.

Unit 9f: TODDLER HOME ROUTINES AND BEHAVIORS—guiding toddlers and preschoolers

This unit combines many short topics and activities into one large unit- students get basic notes from visiting “stations” around the room, prior to class discussion.

Essential questions:

1. What are the 3 general guidance techniques that can be used? (learned previously)
2. How does using the concept of “tell what you want, not what you don’t want” make guiding children easier?
3. How can people practice parenting skills prior to becoming a parent?
4. What does society expect from children regarding their behavior?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.2: Analyze societal conditions that impact parenting.
5.3: Evaluate parenting practices that maximize human growth and development.

Content/Activities

Objectives

Activities

Review guidance techniques	“station” notes; class discussion
Discuss how telling what you want helps children be successful in behaviors	Class discussion
Show how to use guidance techniques	Role play of various behavior issues for toddlers, preschoolers, and older
Describe what society expects regarding children’s behavior	Class discussion
Apply guidance techniques	Toddler day lab

Assessments:

Questions on unit test

SKILLS FOR PARENTING

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Unit 9g: TODDLER HOME ROUTINES AND BEHAVIORS—death, divorce, sex

This unit combines many short topics and activities into one large unit- students get basic notes from visiting “stations” around the room, prior to class discussion.

Essential questions:

1. What are some tips that can help parents handle “delicate” or emotional topics with children?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.3: Evaluate parenting practices that maximize human growth and development.
5.4: Evaluate external support systems that provide services for parents.

Content/Activities

Objectives

Activities

Discuss children’s reactions to death, divorce and adoption	“station” notes; class discussion;
Identify tips for talking to children about death	Video: <u><i>“The Tenth Good Thing about Barney”</i></u>
Apply tips to case study	Grief and other Reactions to Death activity sheet
Identify tips for talking to children about sex	“Talking to Children About Sex” article to read and discuss

Assessments:

Unit test over sections 7 and 9

SKILLS FOR PARENTING

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Unit 10: CHOOSING CHILD CARE AND PRE-SCHOOLS

Essential questions:

1. Why is substitute care needed?
2. What types of substitute care are available?
3. What are general criteria for an acceptable substitute care and/or pre-school program?
4. What sources can be used to help locate child care and/or pre-school programs?
5. What rules should be in place for babysitters?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.2: Analyze societal conditions that impact parenting.
5.3: Evaluate parenting practices that maximize human growth and development.
5.4: Evaluate external support systems that provide services for parents.

Content/Activities

Objectives

Activities

Identify reasons for needing substitute care	List on board
Identify types of substitute care programs	Class discussion
Examine criteria for acceptable substitute care programs	"Checklist for a child care center" activity sheet; visit to LATI daycare and possibly others;
Apply criteria for choosing substitute care, recognizing individual preferences	"Choosing a Pre-school" activity sheet
Identify sources for helping locate child care	List on board
Compose rules for babysitters	Table activity; share ideas with class; identify similarities

Assessments:

Choosing a Pre-school activity sheet

SKILLS FOR PARENTING

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Unit 11: FINAL PRESENTATION

Essential questions:

1. What topic covered in class was of great interest to you?
2. How can you present that information to the class?
3. What have you learned about the topic?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.2: Analyze societal conditions that impact parenting.
5.3: Evaluate parenting practices that maximize human growth and development.
5.4: Evaluate external support systems that provide services for parents.
5.5: Analyze physical and emotional factors related to beginning the parenting process

Content/Activities

Objectives

Activities

Design a lesson (a student chosen topic) that will identify and illustrate specific learning	Student will choose a topic from a selection; create a medium in which to present that topic to the class (demonstrate, power point, e-movie, brochure, posters or other visuals, hands on activity) effectively culminating learning that has been achieved during this course

Assessments:

Rubric for presentation

SKILLS FOR PARENTING

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Unit 12: EMOTIONAL AND VERBAL ABUSE

Essential questions:

1. What is the definition of emotional abuse?
2. What is the definition of verbal abuse?
3. Why is it so easy to fall into this type of abuse?
4. What is meant by the circle of abuse?
5. How can people stop being abusive?

Standards:

Comprehensive:

- 5.0: Evaluate the impact of parenting roles and responsibilities on strengthening the well being of families and individuals.

Content:

- 5.1: Analyze roles and responsibilities of parenting.
5.2: Analyze societal conditions that impact parenting.
5.3: Evaluate parenting practices that maximize human growth and development.
5.4: Evaluate external support systems that provide services for parents.
5.5: Analyze physical and emotional factors related to beginning the parenting process

Content/Activities

Objectives

Define emotional and verbal abuse

Discuss why it is easy to abuse in this manner, what is meant by the circle of abuse and how people can stop being abusive in this manner

Activities

Class discussion; video: "*Terrible Things My Mother Told Me*"

Class discussion; written response to video

Assessments:

Written response

FASHION DESIGN

Aligned with Textiles, Fashion, & Apparel National Standards

This course teaches students to construct clothing using a commercial pattern. Students learn to use a conventional sewing machine, a serger, and an embroidery sewing machine. It also teaches one to choose clothing that is flattering to their figure, look for desirable qualities in ready-to-wear clothing, and alter patterns and clothing to fit better. Emphasis will be on learning skills needed for a career in textiles and to sew family clothing.

Unit 1: BODY MEASUREMENTS, PATTERN SIZES, AND PATTERN ENVELOPES

Essential Questions:

1. What body measurements are important for determining pattern size?
2. How are these body measurements taken correctly?
3. How do I determine pattern size with the measurements?
4. What information is on a pattern envelope?
5. How is this information useful?

Standards:

Comprehensive: 16.0: Integrate knowledge, skills, and practices required for careers in textiles and apparels.

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

Content/Activities:

Objectives

Identify how body measurements are taken for both men and women.

Take your own body measurements with the assistance of another individual.

Use a measurement chart to find your body type and pattern size.

Identify various types of information on a pattern envelope.

Use the information on a pattern envelope.

Be able to determine supplies needed for completion of a project.

Activities

Lesson 1 handout read together as class and demonstrated by teacher.

With a partner, take body measurements.

Use chart to determine correct body type and pattern size.

With a partner, survey an envelope to determine what information is on the envelope.

Together read Lesson 2 handout. Teacher uses examples to illustrate.

Pattern charts on transparency and class discussion.

Assessments:

Evaluate Learning worksheets

Test over body measurements and pattern envelopes

Students will use this information when they shop for supplies later in the course.

FASHION DESIGN

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This course teaches students to construct clothing using a commercial pattern. Students learn to use a conventional sewing machine, a serger, and an embroidery sewing machine. It also teaches one to choose clothing that is flattering to their figure, look for desirable qualities in ready-to-wear clothing, and alter patterns and clothing to fit better. Emphasis will be on learning skills needed for a career in textiles and to sew family clothing.

Unit 2: SEWING MACHINES

Essential Questions:

1. What do the various features on a sewing machine do?
2. How do I thread and operate the sewing machine?
3. How do I sew seams correctly?
4. How do I use a serger?
5. How do I use the embroidery machine?
6. Where do I get a design and how do I use it?

Standards:

Comprehensive: 16.0: Integrate knowledge, skills, and practices required for careers in textiles and apparels.

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

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

Content/Activities:

Objectives

Know the function of the conventional sewing machine parts.

Be able to use the sewing machine correctly.

Thread the sewing machine correctly.

Sew 5/8" seams correctly and use proper seam finishes and pressing techniques.

Be able to use a serger correctly.

Be able to use the embroidery machine properly.

Demonstrate ability to use all three types of sewing machines.

Activities

Student diagram of machine and conventional machine, teacher explanation on operation and care of machine.

Paper stitching charts

Teacher guidance and practice.

Sew 5/8" seams, straight stitch and zig-zag finish, and press seam properly.

Finish a seam with a serger.

Teacher lesson on various stabilizers and their uses, hooping fabric, using the thread exchanger, selecting and placing designs. Students practice in groups.

Bag holder project.

Assessments:

Stitching chart graded

Seams graded with rubric

Sewing Machine Test

Bag holder with rubric

FASHION DESIGN

Aligned with Textiles, Fashion, & Apparel National Standards

This course teaches students to construct clothing using a commercial pattern. Students learn to use a conventional sewing machine, a serger, and an embroidery sewing machine. It also teaches one to choose clothing that is flattering to their figure, look for desirable qualities in ready-to-wear clothing, and alter patterns and clothing to fit better. Emphasis will be on learning skills needed for a career in textiles and to sew family clothing.

Unit 3: FIBERS AND TEXTILES

Essential Questions:

1. What is the difference between woven and non woven fabrics?
2. What is the difference between natural and man made fabrics?
3. How do fibers get their color?
4. How does fiber content dictate care required for fabrics?

Standards:

- Comprehensive:** 16.0: Integrate knowledge, skills, and practices required for careers in textiles and apparels.
7.0: Evaluate management practices related to human, economic, and environmental resources. *(SD standard)*
- Content:** 16.2: Evaluate fiber and textile products and materials.
16.3: Demonstrate fashion, apparel, and textile design skills.
7.1.5: Apply consumer skills needed to purchase, create, and maintain clothing. *(SD standard)*

Content/Activities:

Objectives

Activities

Identify the difference between woven and non woven fabrics and what types of patterns each fabric is suitable for.

Read www.virtue.to/fabric and Coping with Today's Fabrics, worksheet, fabrics examples, and teacher lead discussion

Identify natural and man made fibers and characteristics of each.

As above

Identify 3 methods of putting color in fabric.

As above

Explain how various weaves are used to achieve different textures and looks of fabric.

As above

Explain how knowing fiber content can help one care for clothing properly.

Understanding Labels activity

Assessments:

Label activity

Fibers and Fabrics Puzzle

Fibers and Textiles Test

Students will use this information when they shop for supplies later in the course.

FASHION DESIGN

Aligned with Textiles, Fashion, & Apparel National Standards

This course teaches students to construct clothing using a commercial pattern. Students learn to use a conventional sewing machine, a serger, and an embroidery sewing machine. It also teaches one to choose clothing that is flattering to their figure, look for desirable qualities in ready-to-wear clothing, and alter patterns and clothing to fit better. Emphasis will be on learning skills needed for a career in textiles and to sew family clothing.

Unit 4: GARMENT CONSTRUCTION WITH A PATTERN

Essential Questions:

1. What do these symbols mean?
2. What is the importance of grainline in fabric?
3. How do I lay the pieces on the pattern?
4. How do I sew facings, sleeves, hems, buttonholes, buttons, and casings?
5. What does it mean to trim, grade, clip, notch, baste, understitch, stitch in the ditch, etc.?

Standards:

Comprehensive: 16.0: Integrate knowledge, skills, and practices required for careers in textiles and apparels.

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

Content/Activities:

Objectives

Use the pattern symbols correctly.

Understand the use of various grainlines.

Lay pattern on fabric correctly and cut out.

Construct a garment using a commercial pattern with seams, interfacing, facings, sleeves, buttons, buttonholes, hems, crotch, and elastic waist.

Explain new construction terms and techniques.

Activities

Teacher explains symbols and symbol chart on pattern.

Bulletin board, teacher lesson

Pattern example, teacher demo, student lab

Teacher demonstrates each step, stressing the importance of following the written directions as well as the pictured directions. Students complete demonstrated step each day.

Teacher illustrates each new term, why it is important, and what other steps it might apply to in other garments.

Assessments:

Students construct pajama project. Each day the assigned step is graded on rubric.

FASHION DESIGN

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This course teaches students to construct clothing using a commercial pattern. Students learn to use a conventional sewing machine, a serger, and an embroidery sewing machine. It also teaches one to choose clothing that is flattering to their figure, look for desirable qualities in ready-to-wear clothing, and alter patterns and clothing to fit better. Emphasis will be on learning skills needed for a career in textiles and to sew family clothing.

Unit 5: FINAL PROJECT (Both pattern project and embroidery machine project)

Essential Questions:

1. How do skills learned in previous lessons transfer to this project?
2. How will you manage time to complete the project(s) within the time frame?

Standards:

- Comprehensive:** 7.0: Evaluate management practices related to human, economic, and environmental resource.
16.0: Integrate knowledge, skills, and practices required for careers in textiles and apparels.
- Content:** 7.1: Demonstrate management principles to meet individual and family needs and wants in relation to food, clothing, shelter, health care, recreation, and transportation.
16.2: Evaluate fiber and textile products and materials.
16.3: Demonstrate fashion, apparel, and textile design skills.
16.4: Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

Content/Activities:

Objectives

Transfer previously learned skills to construct a project of your own choice.

Use time effectively to complete project in a timely fashion.

Activities

Select pattern, fabric, notions. Follow directions using skills learned to complete project.

Complete steps daily and turn in for teacher to examine for quality and work done correctly.

Assessments:

Projects graded with rubric

Human Development: Adolescence through Adulthood

Human Development: Adolescence through Adult is a course that is designed to enable students to gain knowledge necessary to understand the developmental stages from adolescence through late adulthood. The course will examine the developmental tasks, traits and problems of each of these stages.

Unit 1: Chapter 1, The Teen Years: Growth and Change

Essential Questions:

1. What stages do adolescents go through?
2. What are Havighurst's developmental tasks?
3. What are the four areas of growth and what happens in each area?
4. How does one learn to identify their gender role and what effect does gender role stereotyping have on a person?

Standards:

Comprehensive: 2.0 Analyze factors that impact human growth and development.
4.0 Demonstrate respectful and caring relationships in the family, workplace, and community.

Content: 2.1 Analyze principles of human growth and development across life span.
2.2 Examine personal and social forces that impact human growth and development across the life span.
2.3 Evaluate strategies that promote healthy development across the life span.
4.2 Analyze personal characteristics, needs and behavioral standards, which influence relationships.

Content/Activities:

Objectives	Activities
Describe stages of adolescence	Read Ch. 1, <i>Human Sexuality: Responsible Life Choices</i> . (Chapter applies to all objectives. Complete terms for chapter.
Identify Havighurst's developmental tasks of adolescence	Reword Havighurst's Tasks in your own words and identify what you can do to accomplish each task. (In small groups)
Define each of the four areas of growth	Teacher powerpoint
Describe the physical changes in female and males during puberty.	As above
Differentiate between sense of identity, self-concept, and self-esteem.	Video: Self Esteem, write paper about who/what has influenced your self-esteem
Explain the difference between individuation and socialization	
Define gender identity and gender role	
Explain why gender role stereotyping can be damaging	Discussion in groups and entire class.
Identify how one's values and morals affects his/her sexuality.	Group and class discussion or moral scenarios.

Assessments:

Unit 1 Test

Human Development: Adolescence through Adulthood

Human Development: Adolescence through Adult is a course that is designed to enable students to gain knowledge necessary to understand the developmental stages from adolescence through late adulthood. The course will examine the developmental tasks, traits and problems of each of these stages.

Unit 2: Chapter 2, Reproductive Systems

Essential Questions:

1. What are the major reproductive organs of the male and female bodies?
2. What are reproductive health concerns for males and females?
3. What is the purpose of menstruation and how does it happen?
4. What are good hygiene habits teens can develop?

Standards:

- Comprehensive:** 2.0 Analyze factors that impact human growth and development.
- Content:** 2.1 Analyze principles of human growth and development across life span.
- 2.2 Examine personal and social forces that impact human growth and development across the life span.
- 2.3 Evaluate strategies that promote healthy development across the life span.

Content/Activities:

Objectives

Activities

Name and describe the functions of the major organs of the male and female reproductive systems.	Read Ch. 2, <i>Human Sexuality: Responsible Life Choices</i> . (Applies to all objectives), Complete terms, Diagram completed in class, visuals (pear, peach pit, etc.), Review worksheets
Describe major reproductive health problems for women and men.	Handout and discussion
Explain the menstruation process.	Transparency
Describe breast self-exam and testicular self-exam.	Video: TSE and BSE
Summarize the importance of visiting a doctor for reproductive health checkups and when problem arise.	
Identify medical tests used to detect reproductive health problems.	
List good hygiene habits teens can develop.	

Assessments:

Crossword puzzles

Unit 2 Test

Human Development: Adolescence through Adulthood

Human Development: Adolescence through Adult is a course that is designed to enable students to gain knowledge necessary to understand the developmental stages from adolescence through late adulthood. The course will examine the developmental tasks, traits and problems of each of these stages.

Unit 3: Chapter 3, Conception, Pregnancy, and Birth

Essential Questions:

1. How are the processes of ovulation and conception important to conception?
2. How does a baby develop in the womb?
3. How do dominant and recessive genes influence heredity?
4. What are health risks to the mom and baby?
5. What are the stages of labor and delivery?
6. What are some causes and options of infertile couples?

Standards:

- Comprehensive:** 2.0 Analyze factors that impact human growth and development.
3.0 Evaluate the significance of family and its impact on the well being of individuals and society.
- Content:** 2.1 Analyze principles of human growth and development across life span.
2.2 Examine personal and social forces that impact human growth and development across the life span.
2.3 Evaluate strategies that promote healthy development across the life span.
3.2.2 Describe major family responsibilities including care giving, reproduction, child rearing, social, legal, education, economic, leisure, security and spirituality.

Content/Activities:

Objectives

Describe the processes of ovulation and conception.

Describe how a fertilized egg develops during pregnancy into a baby.

Differentiate between dominant and recessive inheritance.

Summarize the importance of prenatal care for mother and baby.

Identify possible health risks during pregnancy.

List complications that can occur during pregnancy and birth.

Explain each stage of labor and delivery.

Understand causes and prevention of various birth defects.

Name and describe options for infertile couples who want to have children.

Activities

Read Ch 3, *Human Sexuality, Responsible Life Choices*. Complete terms. (Applies to all objectives), Transparency

Fetal models, bulletin board, teacher powerpoint, worksheet: Process of Conception, Facts About Pregnancy

Handout: Genetics and Pregnancy

Video: Pregnancy, Mom, and the Unborn Baby

Handout: Complications During Pregnancy and Birth

Video: Saturday's Child

Each student researches, prepares powerpoint, and presents an assigned birth defect to class.

Class discussion.

Assessments:

Letter to a friend about the importance of prenatal care. (Guidelines are given)

Chapter 3 Test

Human Development: Adolescence through Adulthood

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Unit 4: Relationships

Essential Questions:

1. What communication skills are important in building relationships?
2. What qualities are important in a friendship or dating partner that lead to a good marriage partner?
3. What is the difference between love and infatuation?
4. What is intimacy?
5. What are danger signals in a dating relationship and how do I break up?
6. What are the marriage laws?

Standards:

- Comprehensive:**
- 2.0 Analyze factors that impact human growth and development.
 - 3.0 Evaluate the significance of family and its impact on the well being of individuals and society.
 - 4.0 Demonstrate respectful and caring relationships in the family, workplace, and community.
- Content:**
- 2.2 Examine personal and social forces that impact human growth and development across the life span.
 - 3.3 Analyze strong, healthy families.
 - 4.1 Analyze functions and expectations of various types of relationships.
 - 4.2 Analyze personal characteristics, needs and behavioral standards, which influence relationships.
 - 4.3 Demonstrate communication skills that contribute to positive relationships.

Content/Activities:

Objectives	Activities
Describe the role self-disclosure plays in relationships.	Read Ch. 4, <i>Human Sexuality: Responsible Life Choices</i> , (Applies to first 5 objectives), Wagon-wheel game
Explain what makes friendship and how these same qualities are desirable in a marriage partner.	Student handout, Powerpoint: Forces Affecting Mate Selection, Paper on qualities I want in my marriage partner.
Differentiate between love and infatuation	Student handout
Define intimacy and explain its role in relationships	Power point, discussion questions
Identify danger signals that can affect a dating relationship	Power point
Identify important issues to discuss before marrying someone	"How Well Do You REALLY Know Each Other?" handout
Identify South Dakota marriage laws	Power point

Assessments:

One page paper describing qualities I want in a marriage partner. Rubric for grading.

Human Development: Adolescence through Adulthood

Human Development: Adolescence through Adulthood

Human Development: Adolescence through Adult is a course that is designed to enable students to gain knowledge necessary to understand the developmental stages from adolescence through late adulthood. The course will examine the developmental tasks, traits and problems of each of these stages.

Unit 5: Responsible Sexual Behavior

Essential Questions:

1. Why is it important to make decisions about sexual behavior before becoming sexually active?
2. How can sexual behavior affect reaching life goals?
3. What are ways to handle sexual pressure?
4. What is abstinence and how can you make it work for you?

Standards:

Comprehensive: 1.0 Integrate multiple life roles and responsibilities in family, career and community settings.

2.0 Analyze factors that impact human growth and development.

Content: 1.1.6 Determine skills and knowledge needed to develop a life plan for achieving individual, family and career goals.

2.1.4 Investigate the interrelationship of physical, emotional, social, and intellectual development across the life span.

Content/Activities:

Objectives

Activities

Explain why it is important to make careful, responsible, and informed decisions about sexual behavior.

Read Ch. 5, *Human Sexuality, Responsible Life Choices*, Complete terms, (Applies to all objectives), Attitude Inventory

Describe the steps of the decision-making process.

Transparency, Practice this process with examples.

Summarize how sexual behavior can affect your ability to reach life goals.

Time line activity

Plot a time/life line that shows how your goals fit into your life.

Handout: My Life Goals – Time line

Explain how the consequences of sexual behavior can affect the time/life line.

Time line activity

Describe ways to handle sexual feelings and sexual pressure.

DVD: Sex Smart for Teens, Abstinence and discussion

Explain abstinence and the benefits of making this choice.

As above

Identify ways to make abstinence work for you.

Power point: Keys to Making Abstinence work for you.

Assessments:

Worksheet: Understanding Sexual Pressure

Unit 5 Test

Human Development: Adolescence through Adulthood

Human Development: Adolescence through Adult is a course that is designed to enable students to gain knowledge necessary to understand the developmental stages from adolescence through late adulthood. The course will examine the developmental tasks, traits and problems of each of these stages.

Unit 6: Family Planning Options

Essential Questions:

1. What questions should one ask when choosing contraception?
2. How does each method of contraception prevent pregnancy?
3. What are the pros and cons of each method?
4. Where can I obtain contraception?
5. Why is use of contraception by teens controversial?

Standards:

Comprehensive: 2.0 Analyze factors that impact human growth and development.
3.0 Evaluate the significance of family and its impact on the well being of individuals and society.

Content: 2.3 Assess support systems that meet individual and family needs.
3.2 Analyze family development and change across time and culture.

Content/Activities:

Objectives	Activities
Explain factors that influence selection of a birth control method.	Brainstorm, power point, and discussion, Read Ch 6, <i>Human Sexuality: Responsible Life Choices</i> , Complete terms (applies to all objectives)
Explain how each birth control method prevents pregnancy	DVD: Sex Smart for Teens-Birth Control, Pamphlet and examples from Family Planning Clinic, Review activities
List pros and cons of each of the contraceptive methods.	Birth Control Options Worksheet
Identify sources of contraceptive counseling and services.	Family Planning materials
Explain why teen use of birth control has been considered controversial	Discussion
Summarize the importance of making birth control decisions before becoming sexually active.	Contraceptive Choices for me as a teen assignment.

Assessments:

Birth Control Options worksheet
Contraceptive Choices assignment
Ch. 6 Test

Human Development: Adolescence through Adulthood

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Unit 7: Chapter 7, Teen Pregnancy

Essential Questions:

1. What feelings do pregnant teen couples experience?
2. What are health concerns to a pregnant teen and her baby?
3. What options are available to a pregnant teen couple?
4. What financial assistance is available to a pregnant teenager?

Standards:

Comprehensive: 2.0 Analyze factors that impact human growth and development.

Content: 2.1 Explain principles of human growth and development.

2.2 Examine personal and social forces that impact human growth and development across the life span.

2.3 Evaluate strategies that promote healthy development across the life span.

Content/Activities:

Objectives

Describe feelings a pregnant teen and her partner may experience.

Activities

Introductory questions by teacher. Read Ch. 7, *Human Sexuality: Responsible Life Choices*, (applies to all objectives) Video: It Only Takes Once

Explain the health risks to mother and infant in a teen pregnancy.

Transparency

Summarize the importance of proper nutrition during pregnancy.

Transparency

Explain why it is important for pregnant teens to receive early prenatal care.

Discussion

Identify 4 options a pregnant teen couple have.

Group and class discussion on single parenting, married parenting, adoption, and abortion

Explain financial concerns of pregnant teens.

From chapter reading

Describe sources that can assist pregnant teens and their partners.

From chapter reading

Assessments:

Chapter 7 Test

Human Development: Adolescence through Adulthood

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Unit 8: Aging, Death, and Dying

Essential Questions:

1. What changes occur with aging?
2. What emotional feelings does one experience when dying or someone close to us dies?
3. What do I need to know to plan a funeral?
4. What are suicide warning signs and what can I do to help?

Standards:

- Comprehensive:**
- 1.0 Integrate multiple roles and responsibilities in family, career and community setting.
 - 2.0 Analyze factors that impact human growth and development.
 - 3.0 Evaluate the significance of family and its impact on the well being of individuals and society.

- Content:**
- 1.3 Analyze the reciprocal impact of individual and family participation in community action.
 - 2.1 Analyze principles of human growth and development across life span.
 - 2.2 Examine personal and social forces that impact human growth and development across the life span.
 - 2.3 Evaluate strategies that promote healthy development across the life span.
 - 3.2 Analyze family development and change across time and culture.

Content/Activities:

Objectives	Activities
Identify the changes that occur with aging.	Discussion of physical, emotional, and financial aspects of aging, Video: Peege, handout
Explain the five stages of dying.	Teacher lesson, Video: Matter of Time
Know terminology related to death and funerals	Power point and teacher lead discussion
Understand the process of planning a funeral	Field trip to local funeral home
Recognize the warning signs of suicide	Teacher lesson, Video: Dead Is Forever
Know what to do if to help someone who is suicidal.	Video: as above

Assessments:

Unit 8 Test

Human Development: Adolescence through Adulthood

Human Development: Adolescence through Adult is a course that is designed to enable students to gain knowledge necessary to understand the developmental stages from adolescence through late adulthood. The course will examine the developmental tasks, traits and problems of each of these stages.

Unit 9: Chapter 9, Considering Adoption

Essential Questions:

1. What is the difference between public and private adoption agencies?
2. What steps are involved in the adoption process?
3. What is the difference between open and closed adoption?
4. What legal rights do birthparents have?
5. Why do birthparents and adoptive parents choose adoption?

Standards:

- Comprehensive:**
- 1.0 Integrate multiple life roles and responsibilities in family, career and community settings.
 - 2.0 Analyze factors that impact human growth and development.
 - 3.0 Evaluate the significance of family and its impact on the well being of individuals and society.

Content:

- 1.3.3 Examine community resources and systems of formal and informal support available to individuals and families.
- 2.3.2. Assess support systems that meet individual and family needs.
- 3.2.4 Analyze the potential impact of a change in family membership.

Content/Activities:

Objectives

Activities

Differentiate between public and private adoption agencies.

Read Ch 9, *Human Sexuality: Responsible Life Choices*, (each student reads and takes notes on one section of chapter and then teaches it to the rest of his/her group. This applies to all objectives.

Explain the basic steps involved in agency adoptions and independent adoptions.

As above

Describe the differences between open and closed adoption.

As above

Explain the legal rights birthparents have in the adoption process.

As above

Identify reasons birthparents and adoptive parents choose adoption.

Transparency

Describe the adoption process from a birthparent's viewpoint and from an adoptive parent's viewpoint.

As above in chapter

Assessments:

Ch 9 Test

Human Development: Adolescence through Adulthood

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Unit 10: Miscarriage and Abortion

Essential Questions:

1. Why do miscarriages happen?
2. How do I know if a miscarriage is occurring?
3. What complications may take place?
4. What emotional feelings does a couple experience when a miscarriage occurs?
5. What questions should one consider before an abortion?
6. What medical procedures are used for an abortion?
7. What emotional feelings may one experience with an abortion?

Standards:

- Comprehensive:** 2.0 Analyze factors that impact human growth and development.
3.0 Evaluate the significance of family and its impact on the well being of individuals and society.
- Content:** 2.3 Evaluate strategies that promote healthy development across the life span.
3.4 Analyze the relationship among families, communities, and employment.

Content/Activities:

Objectives

Activities

Identify common causes of miscarriage	Read together Pages 141-144, complete handout(Facts About Miscarriage) while reading and discussing.
Describe the signs that indicate a potential miscarriage.	As above
Describe the emotional trauma following a miscarriage.	As above
Identify possible medical complications of a miscarriage.	As above
Identify questions a couple should consider regarding termination of pregnancy.	Teacher powerpoint
Identify legal medical procedures used to terminate a pregnancy.	Teacher powerpoint
Describe medical complications and emotional trauma that can result from abortion.	Teacher powerpoint

Assessments:

Chapter 10 Quiz

Human Development: Adolescence through Adulthood

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Unit 11: Sexually Transmitted Infections

Essential Questions:

1. How are STIs transmitted?
2. What are symptoms of various STIs?
3. Which ones are curable and how?
4. How do they affect my health and my future?
5. How can I reduce my risk of contracting STIs?

Standards:

- Comprehensive:** 2.0 Analyze factors that impact human growth and development.
4.0 Demonstrate respectful and caring relationships in the family, workplace, and community.
- Content:** 2.3 Evaluate strategies that promote healthy development across the life span.
4.2 Analyze personal characteristics, needs and behavioral standards, which influence relationships.

Content/Activities:

Objectives	Activities
Identify ways STIs are transmitted.	Hand shaking activity with a few students 'infected', relate this to being sexually active.
Describe the symptoms of most known STIs	DVD: Sex Smart for Teens:STIs, Vocab Matching Exercise
Describe the treatments of those STIs	As above, Infection Worksheet
Describe health risks and reproductive risks as a consequence of STIs.	Discussion
List ways to eliminate or reduce their risk for STIs	DVD and discussion

Assessments:

Quiz: Sex Smart for Teens

Human Development: Adolescence through Adulthood

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Unit 12: Abuse

Essential Questions:

1. What actions are sexual harassment?
2. What do I do to stop sexual harassment?
3. What steps can I take to reduce the risk of sexual abuse?
4. What do I do if I am sexually abused?
5. What is domestic violence?

Standards:

- Comprehensive:**
- 1.0 Integrate multiple life roles and responsibilities in family, career and community settings.
 - 2.0 Analyze factors that impact human growth and development.
 - 4.0 Demonstrate respectful and caring relationships in the family, workplace, and community.

- Content:**
- 1.3 Analyze the reciprocal impact of individual and family participation in community action.
 - 2.3 Evaluate strategies that promote healthy development across the life span.
 - 4.2 Analyze personal characteristics, needs and behavioral standards, which influence relationships.
 - 4.4 Evaluate strategies to prevent and manage conflict.

Content/Activities:

Objectives	Activities
Describe types of sexual exploitation and sexual harassment	Read Ch 12, <i>Human Sexuality, Responsible Life Choices</i> , (Applies to first 5 objectives), teacher power point,
Explain steps to take to deal with sexual harassment.	As above
Identify precautions that can lower the risk of rape.	As above
Explain steps for reporting rape.	Discussion, Examine Rape kit
Describe what incest is and its effect on victims.	In text
Recognize 8 types of domestic violence	Power and Control wheel and discussion

Assessments:

Peer Advisor: Sexual Harassment
Case Study: A Case of Rape

PERSONAL FINANCE FOR FAMILIES

This course enables students to successfully manage money after high school. In this class, students will learn the decision making process, how a career path influences income and employability, how to use a checking account, credit, budgeting, saving and investing, and types of insurance. This course is good for anyone preparing to manage his/her own personal or family finances.

Unit 1: EARNING A LIVING

Essential Questions:

1. How will I earn a living?
2. How will my education affect my income?
3. What taxes will I need to pay?
4. What benefits will I be able to earn?

Standards:

Comprehensive: 1: Identify various forms of income and analyze factors that affect income.

Content: P1.1: Students will be able to analyze how career choices, education, skills, and economic conditions affect income.
P1.2: Students will be able to explain how taxes, government transfer payments, and employee benefits impact disposable income.

Content/Activities:

Objectives	Activities
Identify various ways people earn a living. Examine the relationship between career choice and earning potential. Explore how education and training affect career choices and earning potential. Consider the value and costs of career preparation.	Class discussion Complete Interest Inventory. Powerpoint on career vs. job, complete handout, research careers of interest. Read Unit 7, <i>NEFE High School Financial Planning Program</i> .
Research education, salary, cost of living expenses, standard of living, and similar occupations in different locations and how this affects personal decision making. Realize the relationship between educational level and income. Discover different places to perform job searches and the pro's and con's to each method.	FEFE Career Research activity, Life Cycle of Financial Planning activity, FEFE Investment in Yourself lesson, internet to research and compare job availability and income
Calculate gross earnings including benefits packages. Examine the importance of career planning, salaries, and benefits to overall financial well-being.	What is the Best Job Offer? powerpoint and activity, Pg. 103-104 NEFE book

PERSONAL FINANCE FOR FAMILIES

Demonstrate a basic knowledge of the terms associated with a paycheck. Calculate net earning. Explore the methods for paying employees. Understand the deductions from each paycheck. Complete standard tax forms required to begin a job. Prepare a federal income tax return.	FEFE Understanding Your Paycheck ppt. and study guide, crossword puzzle, twister game
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Assessments:

Study guides and Unit 1 test

PERSONAL FINANCE FOR FAMILIES

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Unit 2: MONEY MANAGEMENT

(Financial Planning, Financial Institutions, Checking Account, Budgeting, and Insurance)

Essential Questions:

1. How do I make a financial plan?
2. How do I manage and reconcile a checking account?
3. What are steps to planning a budget?
4. What are the various types of insurance and what do they cover?

Standards:

Comprehensive: P2: Explain the processes involved in managing your personal finances.

- Content:**
- P2.1: Students will be able to explain the importance of taking responsibility for personal financial decisions.
 - P2.2: Students will be able to evaluate available money management tools.
 - P2.3: Students will be able to design a plan for managing finances.
 - P2.4: Students will be able to organize personal finance records.
 - P2.5: Students will be able to analyze how risk-management strategies protect against financial loss.

Content/Activities:

Objectives

Examine why it's important to have a plan for your money.

Know what SMART goals are.

Use the decision-making process to create your financial plan.

Identify financial needs throughout the life cycle.

Identify guidelines to implement your financial plan.

Compare and contrast financial services and/or financial institutions.

Define electronic banking and its' benefits.

Identify the different types of electronic banking.

Recognize the safety precautions for

Activities

NEFE High School Financial Planning Program- Unit 1, ppt., bulletin board, Set SMART goals.

FEFE Life Cycle of Financial Planning lesson.

NEFE High School Financial Planning Program- Unit 5, FEFE Electronic Banking Bonanza lesson and ppt.

Guest speaker from a bank.

PERSONAL FINANCE FOR FAMILIES

electronic banking.	
Use a checking account simulation.	Dacotah Bank simulation.
Reconcile bank statements.	
Examine your spending habits.	<i>NEFE High School Financial Planning Program- Unit 2,</i>
Know the benefits of having a spending plan or budget.	FEFE Major Expenditure Mania lesson (ppt., study guide, and activity), Bean Counter Game,
Identify various sources of income and expenses.	
Know the importance of saving (PYF).	
Examine forms of record keeping and cash management.	
Consider how a budget will change throughout your life.	
Create a personal income and expense statement.	
Identify the four major expenditures and total cost of each in a spending plan.	FEFE Developing a Spending Plan lesson, ppt. and handout, Spending Plan Game, Set up own budget with information you have tracked on your personal income and spending habits.
Apply 6 steps to developing a spending plan.	<i>NEFE High School Financial Planning Program, Unit 6,</i>
Create a spending plan.	Insurance Guest Speaker
Compare spending plan tracking systems.	
Understand the relationship between risk and insurance.	
Identify ways to manage risk.	
Describe how insurance is used to protect against potential financial loss.	
Explain the features and processes related to automobile insurance.	
Examine how insurance needs vary from person to person because of lifestyle and life situation.	
Assess how insurance fits into your financial plan.	
Explain types of insurance.	FEFE Types of Insurance ppt. and study guide, spoon activity

Assessments

Simulation packet rubric

Study guides and Unit Tests

PERSONAL FINANCE FOR FAMILIES

This course enables students to successfully manage money after high school. In this class, students will learn the decision making process, how a career path influences income and employability, how to use a checking account, credit, budgeting, saving and investing, and types of insurance. This course is good for anyone preparing to manage his/her own personal or family finances.

Unit 3: SPENDING AND CREDIT

(Decision-making, Credit, Identity Theft, On-Line Shopping)

Essential Questions:

1. What factors influence good decision-making?
2. What are various ways to pay for goods and services?
3. What does it cost to use credit?
4. What precautions can I take to reduce the risk of credit problems?

Standards:

Comprehensive: P3: Use a rational decision-making process as it applies to informed decisions on spending and credit.

- Content:**
- P3.1: Students will be able to apply a rational decision-making process to personal buying decisions.
 - P3.2: Students will be able to compare the advantages and disadvantages of different payment methods.
 - P3.3: Students will be able to analyze the sources, benefits and costs of consumer credit.
 - P3.4: Students will be able to assess the positive and negative consequences of using credit.
 - P3.5: Students will be able to explain the rights and responsibilities of buyers and sellers under consumer protection laws.

Content/Activities:

Objectives

Activities

Evaluate personal values.

Time Capsule of values.
Forced Choices Activity.
Values Auction.

Identify steps in the decision making process.

FEFE Pros and Cons in Decision Making lesson and activity guide.

Distinguish between needs and wants.
Understand how personal financial decisions are influenced by a person's interpretation of needs and wants.

FEFE Needs vs. Wants lesson,

Identify the benefits of comparison shopping.
Explore product features that should be considered before making spending

FEFE Comparison Shopping Splendor lesson, ppt, The Right Price activity, Put It To The Test activity,

PERSONAL FINANCE FOR FAMILIES

<p>decisions.</p> <p>Apply consumer shopping skills.</p> <p>Compare the total costs of leasing, borrowing to buy and rent-to-own options.</p> <p>Compare types of credit including credit cards, installment loans, student loans and mortgages</p> <p>Define credit terminology.</p> <p>Utilize a Schumer Box to compare credit card offers.</p> <p>Analyze a credit card bill.</p> <p>Select the card with terms best suited to individual spending and repayment habits.</p> <p>Review safety tips when using credit cards.</p> <p>Brainstorm tips for safe online shopping and utilize them to evaluate websites.</p> <p>Compare and contrast purchasing methods.</p> <p>Describe phishing.</p>	<p>FEFE Selecting A Credit Card lesson, ppt., and study guide, compare 4 credit cards, Credit Trivia Game</p> <p>FEFE Identity Theft lesson</p> <p>On-line Shopping lesson</p>
<p>Compare advantages and disadvantages of using credit.</p> <p>Examine what a credit history is why it is important.</p> <p>Explain factors that affect a credit report.</p> <p>Learn how to manage credit responsibly.</p> <p>Explore the consequences of excessive debt and how to correct it.</p> <p>Learn what to do about an inaccurate credit report.</p> <p>Calculate how long it takes to repay debt and the total cost when a borrower makes minimum payments.</p>	<p><i>NEFE High School Financial Planning Program, Unit 4.</i> and ppt.</p> <p>Dominoes Game</p> <p>Write letter to one of 3 credit bureaus</p> <p>Examples on ppt.</p>
<p>Explain why the amount of principal, the period of the loan, and the interest rate affect the amount of interest charged.</p>	
<p>Explain why the interest rate varies with the amount of assumed risk.</p> <p>Identify signals of credit problems and resources available for consumer credit counseling.</p>	<p>Unit 4, NEFE</p>

Assessments:

Values Auction paper with rubric
 Comparison Shopping Quiz
 Letter to Credit bureau
 Unit Test

PERSONAL FINANCE FOR FAMILIES

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Unit 4: SAVINGS AND INVESTING

Essential Questions:

1. What is the difference between saving and investing?
2. What are various options for saving and investing?
3. What are my risks when saving money?

Standards:

Comprehensive: P4: Evaluate savings and investment options to meet short- and long-term goals.

- Content:**
- P4.1: Students will be able to compare and contrast the risk, return, and liquidity of saving and investment options.
 - P4.2: Students will be able to apply criteria for choosing savings and investment options.
 - P4.3: Students will be able to explain why and how regulating agencies protect savers and investors.

Content/Activities:

Objectives

Differentiate between savings and investing.
Explain the time value of money.
Understand the Rule of 72.
Compare investment options.
Recognize the risks and rewards of investing.
Define the 70-20-10 rule associated with savings and investing.
Evaluate personal savings and investment plans.

Activities

NEFE High School Financial Planning Program, Unit,
FEFE Introduction to Saving ppt. and study guide, Saving Word Search, Savings Bingo

Guest Speaker – Financial Broker

Assessments:

Saving Terminology Quiz

PRO-START

Pro-Start is a course designed to help students make real world connections through lessons and activities, both in the classroom, and on a job (if desired). Students learn culinary essentials and basic foodservice management skills.

Unit 1: INTRODUCTION: PREPARING FOR A SUCCESSFUL CAREER

Essential Questions:

1. How important is SERVICE to success in the hospitality industry?
2. What differences are there between school and workplace environments?
3. What types of career opportunities lie in the food service industry?
4. What techniques can be used to ensure an effective job interview?

Standards:

Comprehensive: 1.0 Explore career paths within the foodservice industry.
2.0 Demonstrate successful customer relations.

Content: 1.1: Identify opportunities for careers in food service
1.2. Define characteristics needed for success on the job.
1.3. Implement a plan for an effective job search.
1.4. Analyze criteria that contribute to successful work experiences.
1.5. Analyze the benefits of good working relationships.
2.1 Identify factors that lead to customer satisfaction.
2.2 Evaluate how customer satisfaction directly affects a restaurant's success.
2.3 Demonstrate customer relation skills that lead to job success.

Objectives for Section i.1—Working in the Hospitality Industry

State, in their own words, the importance of service to success in the hospitality industry.
List the elements of excellent service and give examples.
State the difference between school and workplace environments.
Develop a list of workplace guidelines
Identify and give examples of positive work attitudes.

Activities:

Student textbook, prepared transparencies, guest speakers, class discussion, power points, videos
Activity i.1—Job information interview

Objectives for Section i.2—Career Opportunities in Foodservice

Give examples of career opportunities in the foodservice industry.
Make a list of qualities of successful foodservice employees

Activities:

Student textbook, prepared transparencies, guest speakers, class discussion, power points, videos
Activity i.2—matching—Career Opportunities in Foodservice

PRO-START

Objectives for Section i.3—Starting Your Career in Foodservice

Outline a plan for an effective job search.

Given a list of effective cover letter elements, write a cover letter.

Demonstrate networking skills

Activities:

Student textbook, prepared transparencies, guest speakers, class discussion, power points, videos

Objectives for Section i.4—Preparing Your Portfolio and Resume

Compile the best examples of their work into a portfolio.

Write a resume that lists their skills and competencies.

Activities:

Student textbook, prepared transparencies, guest speakers, class discussion, power points, videos

Activity i.3—Creating Your Resume

Objectives for Section i.5—Completing Application Forms

Read and complete a college application form.

Read and complete a job application form.

Activities:

Student textbook, prepared transparencies, guest speakers, class discussion, power points, videos

Activity i.4—Completing a Job Application

Objectives for Section i.6—The Job Interview

List the steps to an effective job interview.

Explain the follow-up steps for a job interview.

Activities:

Student textbook, prepared transparencies, guest speakers, class discussion, power points, videos

Activity i.6—A Case in Point—Getting the Interview

PRO-START

Objectives for Section i.7—Working on the Job

State their interpretation of a first day on the job.

Outline the steps to resigning a job.

Activities:

Student textbook, prepared transparencies, guest speakers, class discussion, power points, videos

Assessments:

Mock interview

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Unit 2: Chapter 1 –CUSTOMER SERVICE (5-6 DAYS)

Essential Questions:

1. What are some keys to success regarding “customer service”?
2. What kinds of “special needs” might customers have?
3. How can communication be more effective when dealing with customers?
4. What effect does customer service have on the overall success of a business?

Non-graded--

Standards:

- Comprehensive:**
- 1.0 Explore career paths within the foodservice industry.
 - 2.0 Demonstrate successful customer relations.
 - 3.0 Prepare and serve safe food.

Content:

- 2.1 Identify factors that lead to customer satisfaction.
- 2.2 Evaluate how customer satisfaction directly affects a restaurant’s success.
- 2.3 Demonstrate customer relation skills that lead to job success.

Content/Activities:

Objectives for Section 1.1—The Importance of Customer Service

Activities

Recognize and state the importance of customer service to foodservice.

List the reasons and the ways to make a positive first impression in the foodservice industry.

Describe a variety of customers that may have special needs.

Distinguish between effective and ineffective communication with customers by giving examples.

Activities:

Class discussion; ppt; ch 1 of text.

ACTIVITY 1.1—What’s Your Customer Service IQ?

Role play—Activity 1.2; case study;

video ?? (waitress/waiter—we have it)

Review your learning

Section 1.1 quiz

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Objectives for Section 1.2—The Manager's Role in Customer Service

Explain how customer satisfaction directly affects a restaurant's success

Outline the service planning process

Activities:

Activity 1.5—case study.

Class prepares a service plan for class projects—see pg. 72, Q. 4

Review your learning

Section 1.2 quiz

Assessments;

Chapter 1 test

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Unit 3: Chapter 2—Preparing and Serving Safe Food

Essential Questions:

1. Why is it important to keep food safe?
2. What constitutes “good hygiene” and how does that affect food safety?
3. What might be some potentially HAZARDOUS foods?
4. What is the DANGER ZONE and the TEMPERATURES within that zone?
5. What differences are there among types of thermometers, and how do we use them?

Standards: Comprehensive:

3.0 Prepare and serve safe food.

4.0 Prevent accidents and injuries in the workplace

Demonstrate proper use of basic kitchen skills and foodservice equipment

Content:

- 3.1 Examine and apply sanitation procedures to ensure compliance with health codes
- 3.2 Categorize potentially hazardous foods and food preparation practices.
- 3.3 Demonstrate proper food handling techniques to ensure food safety.
- 4.1 Describe overall safety procedures to maintain a safe work environment.
- 4.2 Examine hazards that contribute to accidents in the workplace and procedures to deal with them.
- 5.1 Demonstrate appropriate basic skills in the kitchen
- 5.2 Demonstrate proper use of foodservice equipment.

Content/Activities:

Objectives for Section 2.1—The importance of food safety

List reasons why it is important to keep food safe.

Describe personal hygiene and how it affects food safety

List the steps to proper hand washing

Give examples of potentially hazardous foods.

Categorize and describe the microorganisms that cause foodborne illnesses

Identify and list chemical and physical hazards can contaminate foods.

List conditions under which bacteria multiply rapidly, using the letters FAT TOM

Explain how time and temperature guidelines can reduce growth of microorganisms

Define the temperature danger zone and list temperatures that fall within that zone

Differentiate between different types of thermometers and demonstrate how to use them.

2.4 Define the differences between cleaning and sanitizing.

State procedures for cleaning and sanitizing tools and equipment.

PRO-START I

Activities for 2.1

Student textbook, prepared transparencies, class discussion, guest speaker, power points

Activity. 2.1—Test your food safety IQ

Read and discuss section 2.1 (pgs. 78-96 in text); teacher prepared ppt to accompany

Activity 2.4—A case in point—Michael's morning

What is this? --an experiment to emphasize the importance of labeling products not stored in their original container.

Labs:

1. Thermometer lab—calibrate thermometers; hamburger cooking w/ worksheet

2. Jello—contamination experiment

3. food safety and preparation lab—breakfast or dinner menu

Pancakes? Crepes? French Toast?

Review your learning

Section 2.1 quiz

Objectives for Section 2.2—Establishing a Food Safety System

2.2 List seven principles of a Hazard Analysis Critical Control Point (HAACCP) food safety system.

Activities:

Student textbook, prepared transparencies, class discussion, guest speaker, power points
Review your learning
Section 2.2 quiz

Objectives for Section 2.3—The Flow of Food

Outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating, and serving food that includes use of proper tools and equipment.
Compare different types of storage areas found in a foodservice operation.

Activities:

Student textbook, prepared transparencies, class discussion, guest speaker, power points
Review your learning
Section 2.3 quiz

PRO-START I

Objectives for Section 2.4—A Clean and Sanitary Kitchen

Define the difference between cleaning and sanitizing

State procedures for cleaning and sanitizing tools and equipment
--

Activities:

Student textbook, prepared transparencies, class discussion, guest speaker, power points
--

Activity 2.8—poster/presentation—Food Safety First
--

Review your learning

Section 2.4 quiz

Assessments:

Chapter 2 test

PRO-START I

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Unit 4: Chapter 3—Preventing Accidents and Injuries

Essential Questions:

1. Who is legally responsible for providing a safe environment and ensuring safe practices?
2. Are there different types of fires and fire extinguishers?
3. What are some hazards that contribute to injury due to slips, trips, or falls.
4. How are knives used correctly and safely?
5. What are the basic first aid concepts and procedures to follow in a food service establishment?
6. What kind of reporting processes must be used for accidents or illness at the place of business?

Standards:

Comprehensive:

- 4.0 Prevent accidents and injuries in the workplace
- 5.0 Demonstrate proper use of basic kitchen skills and foodservice equipment

Content:

- 4.1 Describe overall safety procedures to maintain a safe work environment.
- 4.2 Examine hazards that contribute to accidents in the workplace and procedures to deal with them.
- 5.1 Demonstrate appropriate basic skills in the kitchen
- 5.2 Demonstrate proper use of foodservice equipment.

Content/Activities:

Objectives for Section 3.1—Introduction to workplace safety

State who is legally responsible for providing a safe environment and ensuring safe practices.

Define the role of OSHA regulations.

State hazard communication standards for employees

Activities for Section 3.1

Textbook; prepared transparencies; student workbook; guest speaker; power point

Review your learning

3.1 quiz

Objectives for Section 3.2—Preventing fires and burns

Identify electrical hazards that contribute to accidental fires.
Classify different types of fires and fire extinguishers.
Outline proper actions to take in the event of a fire at a food service operation.
Describe the ways to prevent burns

Activities for Section 3.2

Textbook; prepared transparencies; student workbook; guest speaker; power point
Activity 3.1—School fire safety plan
3.2 quiz

PRO-START I

Objectives for Section 3.3—Preventing slips, trips, and falls.

List hazards that contribute to injury due to falls, slips, or trips.
Outline proper procedures for cleaning up spills on floors
Demonstrate how to safely use ladders

Activities for Section 3.3

Textbook; prepared transparencies; student workbook; guest speaker; power point
Activity 3.3—crossword puzzle—slips, trips, and falls
Section 3.3 quiz

Objectives for Section 3.4—Lifting and carrying safely.

Demonstrate proper lifting and carrying procedures to avoid injury.

Activities for Section 3.4

Textbook; prepared transparencies; student workbook; guest speaker; power point
Section 3.4 quiz

Objectives for Section 3.5—Preventing cuts.

Locate and list hazards that can cause cuts
Demonstrate correct and safe use of knives
Discuss the proper use of foodservice machinery

Activities for Section 3.5

Textbook; prepared transparencies; student workbook; guest speaker; power point
Knife cuts lab
Stir-fry lab using vegetables from cutting practice
Tour—WHS cafeteria kitchen

Objectives for Section 3.6—Safe driving and first aid

List safe driving techniques
Outline basic first aid concepts and procedures.

Activities for Section 3.6

Textbook; prepared transparencies; student workbook; guest speaker; power point
Guest speaker—nurse?

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Objectives for Section 3.7—Safety as an ongoing process.

Explain the importance of the general safety audit.
Explain the importance of completing standard reports for any accident or illness at the operation.
List ways to use protective clothing and equipment to prevent injuries.

Activities for Section 3.7

Textbook; prepared transparencies; student workbook; guest speaker; power point
Tour—WHS cafeteria kitchen

Assessments:

Chapter 3 test

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Unit 5: Chapter 4—Kitchen Basics

Essential Questions:

1. How is the basic recipe used in food service operations?
2. What does “mise en place” mean, and how is it utilized in the kitchen?
3. What different types of knives are used in the food service industry?
4. How do spices and herbs enhance cooking?
5. What types of foods are cooked using dry heat cooking? Moist heat cooking?

Standards:

Comprehensive:

- 3.0 Prepare and serve safe food.
- 5.0 Demonstrate proper use of basic kitchen skills and foodservice equipment
- 6.0 Demonstrate nutrition and wellness practices that enhance individual
- 7.0 Apply mathematical skills necessary to perform job tasks in the foodservice industry.

Content:

- 3.1 Examine and apply sanitation procedures to ensure compliance with health codes
- 3.2 Categorize potentially hazardous foods and food preparation practices.
- 3.3 Demonstrate proper food handling techniques to ensure food safety.
- 4.1 Describe overall safety procedures to maintain a safe work environment.
- 4.2 Examine hazards that contribute to accidents in the workplace and procedures to deal with them.
- 5.1 Demonstrate appropriate basic skills in the kitchen
- 5.2 Demonstrate proper use of foodservice equipment.
- 6.2 Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing food.

Content/Activities:

Objectives for Section 4.1—Using standardized recipes.

Identify the components and functions of a standardized recipe.

Convert recipes to yield smaller and larger quantities.

Describe the use of common liquid and dry measure tools.

Explain the difference between customary and metric units of measure

Activities for Section 4.1

Student textbook; prepared transparencies; power point;
Activity 4.1—mastering measurement
Activity 4.2—equivalent measures
Measuring lab
Section 4.1 quiz

PRO-START I

Objectives for Section 4.2—Getting ready to cook

Apply effective mise en place through practice
--

Identify different functions of several types of knives and demonstrate their proper use.

List common spices and herbs and describe their uses.

Describe and demonstrate several basic pre-preparation techniques—including clarifying butter, separating eggs, whipping egg whites, and making parchment liners.

Activities for Section 4.2

Student textbook; prepared transparencies; power point;

Activity 4.3 + 4.4—Knife knowledge and identification

Spices + herbs power point;

Activity 4.5—spotlight on spices

Review your learning

Section 4.2 quiz

Objectives for Section 4.3—Cooking methods

Describe dry-heat cooking methods and list the foods to which they are suited.
--

Describe moist-heat cooking methods and list the foods to which they are suited.
--

Describe combination cooking methods and list the foods to which they are suited.

Activities for Section 4.3

Student textbook; prepared transparencies; power point;

Activity 4.6—cooking methods

Lab—starting out simple—teacher workbook has the recipes and directions

Review your learning

Section 4.3 quiz

Assessments:

Ch. 4 test

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Unit 6: Chapter 5—Foodservice Equipment

Essential Questions:

1. What types of basic equipment are used in the Food Service industry, and how do they compare to home kitchens?
2. How is cooking in a Food Service kitchen different from cooking at home?
3. What kinds of cleaning and sanitizing will be done with Food Service equipment?
- 4.

Standards:

Comprehensive:

- 5.0 Demonstrate proper use of basic kitchen skills and foodservice equipment

Content:

- 5.1 Demonstrate appropriate basic skills in the kitchen
5.2 Demonstrate proper use of foodservice equipment.

Content/Activities:

Objectives for Section 5.1—receiving, storage, and pre-preparation equipment

Demonstrate how to use scales and carts to receive food and supplies

Demonstrate measuring and portioning food using ladles, measuring cups and spoons, scales, and scoops

Demonstrate how to properly sharpen and use different types of knives.

Give examples of preparing foods using pots and pans

Activities for Section 5.1

Student textbook, prepared transparencies, food service equipment, guest speaker, power points

Activity 5.1—fill in the blank—foodservice equipment

Review your learning

Section 5.1 quiz

Objectives for Section 5.2—cooking holding, and service equipment

Explain how to store food and supplies properly on shelves and in refrigerators and freezers.
Demonstrate how to cut and mix foods using standard kitchen equipment.
Compare and contrast cooking foods using various types of steamers, broilers, grills, ranges, fryers and ovens.
Outline how to hold and serve food and beverages using kitchen equipment.
Compare and contrast the features of dishwashing machines.

Activities for Section 5.2

Student textbook, prepared transparencies, food service equipment, guest speaker, power points
Activity 5.2—matching—mixer attachments and ovens
Visit to school cafeteria
Activity 5.3—crossword puzzle---food service equipment
Review your learning
Section 5.2 quiz

PRO-START I

Objectives for Section 5.3—cleaning and caring for equipment

Outline in order in which food and supplies flow through a foodservice operation.
Demonstrate proper cleaning and sanitizing of foodservice equipment and utensils.

Activities for Section 5.3

Student textbook, prepared transparencies, food service equipment, guest speaker, power points
Activity 5.4—case study—What went wrong?
Activity 5.5—Home Kitchen equipment
Review your learning
Section 5.3 quiz

Assessments:

Chapter 5 test

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Unit 7: Chapter 6--Nutrition

Essential Questions:

1. What are the roles of nutrients in people's diets?
2. What is cholesterol and what foods contribute that in our diets?
3. What constitutes a healthy diet?
4. What "tools" are available to help plan healthy meal plans?
5. How can we make recipes more healthful?

Standards:

Comprehensive:

- 6.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being

Content:

- 6.1 Create menus that reflect nutritional knowledge to benefit the well-being of the customer.
- 6.2 Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing food.

Content/Activities:

Objectives for Section 6.1—The ABC's of Nutrition

Characterize the role of a carbohydrate, hormone, fiber, starch, and fat in people's diets and identify foods that contain these nutrients.

Describe cholesterol and food in which it is found.

Activities for Section 6.1

Student textbook, prepared transparencies, power point, guest speaker

Activity 6.1—Puzzle—the ABC's of Nutrition

Review your learning

Section 6.1 quiz

Objectives for Section 6.2—The role of proteins, vitamins, minerals, and water

Characterize the roles of proteins, water, vitamins, and minerals in people's diets and identify foods that contain these nutrients.
--

Differentiate between complete and incomplete proteins.

Activities for Section 6.2

Student textbook, prepared transparencies, power point, guest speaker

Health magazine articles

Review your learning

Section 6.2 quiz

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Objectives for Section 6.3—Nutritional Guidelines

Use Recommended Dietary Allowances (RDA) and the Food Guide Pyramid to plan meals.
Describe a healthy diet.
Interpret information on a nutrition label.

Activities for Section 6.3

Student textbook, prepared transparencies, power point, guest speaker, class discussion
Nutrition labels from food products
Activity 6.2—Analysis—Nutrition labels
Review your learning
Section 6.3 quiz

Objectives for Section 6.4—Making Menus More Nutritious

Identify recipes that preserve nutrients in quantity cooking.
Suggest ways to make recipes more healthful.
Suggest healthful substitutes for high-fat ingredients.

Activities for Section 6.4

Student textbook, prepared transparencies, power point, guest speaker, class discussion
Recipe analysis
Cooking labs
Activity 6.3—research—vegetarian diet
Activity 6.5—Complete the statement—nutritious menus
Review your learning
Section 6.4 quiz

Assessments:

Chapter 6 test

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Unit 8: Chapter 7—Breakfast Foods and Sandwiches

Essential Questions:

1. How should dairy products be stored?
2. What uses do eggs fulfill in cooking?
3. What foods and beverages are considered “breakfast” items?
4. What are some different types of sandwiches?

Standards:

Comprehensive:

- 3.0 Prepare and serve safe food.
- 5.0 Demonstrate proper use of basic kitchen skills and foodservice equipment
- 6.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being
- 7.0 Apply mathematical skills necessary to perform job tasks in the foodservice industry.

Content:

- 3.1 Examine and apply sanitation procedures to ensure compliance with health codes
- 3.2 Categorize potentially hazardous foods and food preparation practices.
- 3.3 Demonstrate proper food handling techniques to ensure food safety.
- 5.1 Demonstrate appropriate basic skills in the kitchen
- 5.2 Demonstrate proper use of foodservice equipment.
- 6.1 Create menus that reflect nutritional knowledge to benefit the well-being of the customer.
- 6.2 Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing food.
- 7.1 Use math skills to carry out daily operations of a foodservice business.
- 7.2 Utilize math skills to control food service costs.

Content/Activities:

Objectives for Section 7.1—Dairy Products

Explain and demonstrate how to keep milk products safe and sanitary.
Differentiate between butter and margarine by listing the characteristics of each.
Distinguish among several different types of cheeses and give examples of each.

Activities for Section 7.1

Student textbook, prepared transparencies, power point, class discussion
Food samples—salted and unsalted butter, various cheeses, other spreads
Learn how to “clarify” butter
Review your learning
Section 7.1 quiz

PRO-START I

Objectives for Section 7.2—The Versatile Egg

- | |
|--|
| List the characteristics of eggs and include size and grade. |
| Prepare and serve eggs using a variety of cooking methods. |
| Describe the ways to keep eggs and egg products safe and sanitary. |
| |

Activities for Section 7.2

- | |
|--|
| Student textbook, prepared transparencies, power point, class discussion |
| Egg cookery lab |
| Review your learning |
| Section 7.2 quiz |

Objectives for Section 7.3—Breakfast foods

- | |
|---|
| Prepare pancakes, crepes, waffles, and French toast. |
| Prepare ham, hash, grits, cold cereals, oatmeal, and sausage. |
| Prepare coffee, tea, and cocoa |
| |

Activities for Section 7.3

- | |
|--|
| Student textbook, prepared transparencies, power point, class discussion |
| Review cooking principles for quick breads, breakfast meats, breakfast potatoes, cereals, and beverages. |
| Cooking labs for breakfast items |
| Review your learning |
| Section 7.3 quiz |

Objectives for Section 7.4—Sandwiches

- | |
|---|
| Give examples of different types of sandwiches, including simple hot, open faced, hors d'oeuvres, grilled, deep-fried, and simple cold. |
| Explain the roles of the three components of a sandwich: bread, spread, and filling. |
| Develop a list of sanitation procedures for preparing sandwiches. |
| List the necessary tools and equipment to make sandwiches at a sandwich station. |
| Prepare common sandwich spreads and fillings. |
| Demonstrate preparation of several types of sandwiches. |

Activities for Section 7.4

- | |
|--|
| Student textbook, prepared transparencies, power point, class discussion, guest speaker, tour, video |
| Cooking labs—sandwiches |
| Review your learning |
| Section 7.4 quiz |

Assessments:

Chapter 7 test

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Unit 9: Chapter 8—Working with People

Essential Questions:

1. How do stereotypes and prejudices negatively affect how people work together?
2. What is the importance of having new-employee orientation/ training?
3. What types of performance evaluations are effective in the food service industry?

Standards:

Comprehensive: 1.0 Explore career paths within the foodservice industry.

2.0 Demonstrate successful customer relations.

Content: 1.1: Identify opportunities for careers in food service

1.2. Define characteristics needed for success on the job.

1.3. Implement a plan for an effective job search.

1.4. Analyze criteria that contribute to successful work experiences.

1.5. Analyze the benefits of good working relationships.

2.1 Identify factors that lead to customer satisfaction.

2.2 Evaluate how customer satisfaction directly affects a restaurant's success.

2.3 Demonstrate customer relation skills that lead to job success.

Content/Activities:

Objectives for Section 8.1—Learning to work together

Explain how stereotypes and prejudices can negatively affect how people work together.

Activities:

Activity 8.1—Flash judgments and 8.3—Who is different from whom?

Student textbook, prepared transparencies, class discussion, guest speaker

Activity 8.4—Team problem solving

Review your learning

Section 8.1 quiz

Objectives for Section 8.2—Interviewing and orientation

List and demonstrate effective legal interviewing skills
State the importance of having new employee orientation.
Describe common elements of orientation programs.

Activities:

Student textbook, prepared transparencies, class discussion, guest speaker
Activity 8.5—Going for the interview
Review your learning
Section 8.2 quiz

PRO-START I

Objectives for Section 8.3—Training and evaluation

Summarize and discuss effective group and on-the-job training

List and apply effective techniques used in performance evaluations

Activities:

Student textbook, prepared transparencies, class discussion, guest speaker
--

Role play—telephone etiquette

Review your learning

Section 8.3 quiz

Assessments:

Chapter 8 test

PRO-START I

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Unit 10: Chapter 9—Salads and Garnishes

Essential Questions:

1. What types of ingredients can be used in salads?
2. How can salads be presented attractively?
3. What procedures are used to clean salad ingredients?
4. What are the purposes of salad dressings?
5. How are salads used in menu planning?

Standards:

Comprehensive:

- 3.0 Prepare and serve safe food.
- 4.0 Demonstrate proper use of basic kitchen skills and foodservice equipment
- 5.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being
- 7.0 Apply mathematical skills necessary to perform job tasks in the foodservice industry.

Content:

- 3.1 Examine and apply sanitation procedures to ensure compliance with health codes
- 3.2 Categorize potentially hazardous foods and food preparation practices.
- 3.3 Demonstrate proper food handling techniques to ensure food safety.
- 4.1 Describe overall safety procedures to maintain a safe work environment.
- 4.2 Examine hazards that contribute to accidents in the workplace and procedures to deal with them.
- 5.1 Demonstrate appropriate basic skills in the kitchen
- 5.2 Demonstrate proper use of foodservice equipment.
- 6.1 Create menus that reflect nutritional knowledge to benefit the well-being of the customer.
- 6.2 Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing food.
- 7.1 Use math skills to carry out daily operations of a foodservice business.
- 7.2 Utilize math skills to control food service costs.

Content/Activities:

Objectives for Section 9.1--Salads

Identify and describe the various ingredients used to make salads

Demonstrate designing attractive salads

Classify and compare types of salads served at different points in the meal

Demonstrate appropriate methods to clean salad greens

Design a procedure to prepare and store salads properly

Activities

Student textbook, prepared transparencies, power point, class discussion, guest speaker

Cooking labs

Review your learning

Section 9.1 quiz

PRO-START I

Objectives for Section 9.2—Salad dressings, Dips, and Condiments

Differentiate among various oils and vinegars
Demonstrate the preparation of a vinaigrette
List the ingredients to prepare mayonnaise
Match dressings to salad greens and other ingredients
Give examples of ingredients used to make dips
Choose the ingredients and prepare several dips

Activities:

Student textbook, prepared transparencies, power point, class discussion, guest speaker
Cooking labs
Review your learning
Section 9.2 quiz

Objectives for Section 9.3—The Art of Garnishing

Give an example of a garnish
Describe and prepare ingredients commonly used as garnishes
Demonstrate garnishing plates
Demonstrate the preparation of toppings for soups

Activities:

Student textbook, prepared transparencies, power point, class discussion, guest speaker
Sous chef videos
Cooking labs
Review your learning
Section 9.3 quiz

Assessments:

Chapter 9 test

PRO-START I

Pro-Start I is a course designed to help students make real world connections through lessons and activities, both in the classroom and on a job (if desired). Students learn culinary essentials and basic foodservice management skills.

Unit 11: CHAPTER 10—BUSINESS MATH

Essential Questions:

1. How is math involved in the food service industry?
2. What is meant by controllable costs, fixed costs, and variable costs?
3. What are the techniques that help to determine portion control?
4. What are some factors that contribute to labor costs?

Standards:

Comprehensive:

7.0 Apply mathematical skills necessary to perform job tasks in the foodservice industry.

Content:

7.1 Use math skills to carry out daily operations of a foodservice business.

7.2 Utilize math skills to control food service costs.

Content/Activities:

Objectives for Section 10.1—The Basics

Given a list of numbers, add, subtract, multiply, and divide using basic math operations

Given a list of fractions, decimals, whole numbers, and percents—add, subtract, multiply, and divide

Activities

Student textbook, prepared transparencies, guest speaker, class discussion, power points

Activity 10.1—Basic problem solving

Review your learning

Section 10.1 quiz

Objectives for Section 10.2—Weights and Measures

Convert recipes from original yield to desired yield using conversion factors.
Given a problem, approximate recipe yields.
Given a set of numbers, convert between customary and metric units of measure.
Given a problem, calculate as purchased (AP) and edible portion (EP) amounts.
Given an example, calculate standard recipe cost and cost per serving.

Activities:

Student textbook, prepared transparencies, guest speaker, class discussion, power points
Activity 10.2—Weights and Measures
Review your learning
Section 10.2 quiz

PRO-START I

Objectives for Section 10.3—Controlling Food Costs

Describe and give examples of controllable costs, fixed costs, and variable costs related to food and labor.

Given a set of numbers, calculate depreciation.

Differentiate between the two categories of food purchase: perishable and nonperishable.

Outline and follow basic receiving procedures.

State the appropriate storage guidelines and temperatures for different perishable foods.

Activities:

Student textbook, prepared transparencies, guest speaker, class discussion, power points

Activity 10.3—Identification—types of costs

Review your learning

Section 10.3 quiz

Objectives for Section 10.4—Food Production

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 indices, and production sheets.

Activities:

Student textbook, prepared transparencies, guest speaker, class discussion, power points

Activity 10.4—Case in Point—Standard Portion Cost

Activity 10.5—Matching—production terms

Review your learning

Section 10.4 quiz

Objectives for Section 10.5—Labor Cost Control

List factors contributing to labor costs, such as employee turnover, business volume, and quality and quantity standards.

Activities:

Student textbook, prepared transparencies, guest speaker, class discussion, power points

Section 10.5—review your learning

Section 10.5 quiz

Assessments:

Chapter 10 test

PRO-START I

Pro-Start I is a course designed to help students make real world connections through lessons and activities, both in the classroom and on a job (if desired). Students learn culinary essentials and basic foodservice management skills.

Unit 12: CHAPTER 11—FRUITS AND VEGETABLES

Essential Questions:

1. What are some different types of fruits and vegetables?
2. What ways of preparation are used for fruits and vegetables?
3. How can spoilage problems be prevented?
4. What is enzymatic browning and how can it be prevented?

Standards:

Comprehensive:

- 3.0 Prepare and serve safe food.
- 4.0 Demonstrate proper use of basic kitchen skills and foodservice equipment
- 6.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being

Content:

- 3.1 Examine and apply sanitation procedures to ensure compliance with health codes
- 3.2 Categorize potentially hazardous foods and food preparation practices.
- 3.3 Demonstrate proper food handling techniques to ensure food safety.
- 5.1 Demonstrate appropriate basic skills in the kitchen
- 5.2 Demonstrate proper use of foodservice equipment.
- 6.1 Create menus that reflect nutritional knowledge to benefit the well-being of the customer.
- 6.2 Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing food.

Content/Activities:

Objectives for Section 11.1—Identifying Fruits

Identify, describe, and demonstrate the preparation of different types of fruits.

Activities:

Student textbook, class discussion, prepared transparencies, guest speaker, power points

Tasting lab?

Review your learning—11.1

Section 11.1 quiz

Objectives for Section 11.2—Identifying vegetables

Identify, describe, and demonstrate the preparation of different types of vegetables.

Activities:

Student textbook, class discussion, prepared transparencies, guest speaker, power points

Tasting lab?

Review your learning—11.2

Section 11.2 quiz

PRO-START I

Objectives for section 11.3—Purchasing and storing Fruits and Vegetables

List and explain the USDA quality grades for fresh fruits and vegetables.

Demonstrate the procedures for properly storing ripe fruits, vegetables, roots, and tubers.

Summarize ways to prevent fruits and vegetables from spoiling too quickly

Activities:

Student textbook, class discussion, prepared transparencies, guest speaker, power points

Review your learning

Section 11.3 quiz

Objectives for Section 11.4—Cooking Fresh Fruit

Match and cook fruits to appropriate methods

Explain how to prevent enzymatic browning of fruits

Activities:

Student textbook, class discussion, prepared transparencies, guest speaker, power points

Cooking lab

Review your learning

Section 11.4 quiz

Objectives for Section 11.5—Cooking vegetables

Match and cook vegetables to appropriate methods

Activities:

Student textbook, class discussion, prepared transparencies, guest speaker, power points

Cooking lab

Review your learning

Section 11.5 quiz

Assessments:

Chapter 11 test

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Unit 13: CHAPER 12—CONTROLLING FOOD SERVICE COSTS

Essential Questions:

1. What is the relationship between cost and sales in the food service industry?
2. How can food costs be controlled?
3. What techniques are used to determine selling prices?

Standards:

Comprehensive:

7.0 Apply mathematical skills necessary to perform job tasks in the foodservice industry.

Content:

7.1 Use math skills to carry out daily operations of a foodservice business.

7.2 Utilize math skills to control food service costs.

Content/Activities:

Objectives for Section 12.1—Cost planning

Analyze the relationship between cost and sales to determine food cost percentage.

List the four steps in the process to control food costs.

Calculate projected revenue, average cover, and find revenue level.

Perform math computations to define cost/volume/profit relationships

Activities:

Student textbook, class discussion, prepared transparencies, guest speaker, power points

Activity 12.1—Costing and Pricing—Gazpacho

Review your learning

Section 12.1--quiz

Objectives for Section 12.2—Controlling Sales

Calculate the average sales per customer.
Calculate total sales, including tax and tip.
Balance cash register receipts and find actual receipts.

Activities:

Student textbook, class discussion, prepared transparencies, guest speaker, power points
Review your learning.
Section 12.2 quiz

PRO-START I

Objectives for Section 12.3—Inventory Control

Determine dollar value of inventory.

Analyze five ways to determine closing inventory by performing math functions.
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Determine daily and monthly food cost.
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Activities:

Student textbook, class discussion, prepared transparencies, guest speaker, power points
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Activity 12.2—A case in point—the Cost Control Caper
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Activity 12.3—training manual—Inventory control

Review your learning

Section 12.3 quiz

Objectives for Section 12.4—Focusing on the Menu

Determine standard portion cost

Determine selling prices using the food cost percentage method
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Determine selling prices using the average check method

Determine selling prices using the contribution margin method

Determine selling prices using the straight mark-up pricing method
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Activities:

Student textbook, class discussion, prepared transparencies, guest speaker, power points
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Activity 12.4—practice—Menu Mark-up

Activity 12.5—matching—Calculating Selling Prices

Review your learning

Section 12.4 quiz

Assessments:

Chapter 12 test