

# *School District of Holmen*

## *Family and Consumer Science Education Curriculum*

**2011-12**



To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and to endure the betrayal of false friends. To appreciate beauty; to find the best in others; to leave the world a bit better whether by a healthy child, a garden patch, or a redeemed social condition; to know that even one life has breathed easier because you have lived. This is to have succeeded."

Ralph Waldo Emerson

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Raising kids  
Eating right  
Spending smart



# *Executive Summary*

**T**he Family and Consumer Science Educator have worked to develop a curriculum that provides a framework for CTE education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

**T**he main part of the curriculum is divided by content area and grade level. The curriculum for each course outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

**T**he former State Superintendent of Public Instruction, John Benson, stated that “fundamental to every child’s success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do.” If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

*From Instructional Services*

# *District Information*

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**SCHOOL DISTRICT POLICY STATEMENT**  
**School District of Holmen SECTION: A**  
**Holmen, WI 54636 FOUNDATIONS & BASIC COMMITMENTS**

**FILE: AD**

## **EDUCATIONAL PHILOSOPHY STATEMENT**

The School District of Holmen exists for the purpose of providing the best possible educational programming with available resources for the youth of the District and for the community. The District will operate under democratic principles, with decisions made in a democratic manner by a representative board elected by the people of the District.

The Board is aware of its commitment to the State of Wisconsin in carrying out the mandates and expectations in the area of education, recognizing that education is a state as well as a local responsibility. To that end, the Board shall strive to represent the State of Wisconsin as well as the School District of Holmen in making decisions regarding the educational program. The wishes and expectations of the community shall be continuously assessed by citizen input and informal contacts with the citizens of the School District. Channels of information shall be kept open to make sure that citizen's voices may be heard.

The District exists for all the youth of the community. In its planning, the Board, administration and faculty shall be aware of the needs of all children and shall strive to establish goals and programs that meet such needs to the greatest extent possible. The District does not exist for any special intent groups or individuals and the Board, administration, and faculty shall strive to make sure that decisions and programs reflect the main consensus of community wishes.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which he/she should be encouraged to develop as much as possible. The District shall provide programming with as much breadth as possible to foster such development. The District through the Board, administration, and faculty and all other staff shall attempt to provide quality schools where good moral standards, patriotism, respect of fellow man, respect for scholarship and achievement prevail, not only in the example set by the workers in the schools, but also in the expectations placed upon the students.

Cross Ref            AE, District Goals and Objectives  
                              JB, Equal Educational Opportunities

Approved: March 1984  
Reviewed and Approved: 2002

# *District Vision Statement*

*Educating Every Student to Achieve Global Success*

## *District Mission Statement*

**Educate and inspire students today and prepare them for tomorrow by:**

- ▶ **Ensuring that all students learn at high levels.**
- ▶ **Developing the following 21st Century Skills:** innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- ▶ **Achieving a deeply held partnership with the entire community.**
- ▶ **Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.**

## *Strategic Objectives*

**Strategic Objective #1** Student Learning:

**Strategic Objective #2** Communication:

**Strategic Initiative #3** Fiscal Responsibility:

**Strategic Initiative #4** Improvement Capacity:

# LEARNER GOALS

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth, and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance, and preparation in life skills. Therefore, in the Holmen School District, **THE LEARNER WILL:**

**1. Build a substantial knowledge base.**

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

**2. Develop thinking and communication processes.**

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

**3. Apply knowledge and processes.**

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

**4. Acquire the capacity and motivation for life-long learning.**

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

**5. Develop physical and emotional wellness.**

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.

**6. Develop character.**

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

**7. Be a responsible citizen.**

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government including a reverence and respect for the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

**8. Be prepared for productive work.**

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy, and prepare them for the transition from school to work.

**9. Respect cultural diversity and pluralism.**

Students will demonstrate the knowledge and attitudes necessary to understand and respect individuals and multi-cultural diversity, and to work cooperatively with all people.

**10. Develop aesthetic awareness.**

Students will become aware and be able to generate those forms of experience that have artistic and aesthetic meaning.

**WISCONSIN TEACHER STANDARDS & LICENSURE**  
**Wisconsin's 10 Standards for Teacher Development and Licensure**

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -<http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and **can adapt instruction to meet the diverse needs** of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and **uses a variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and **uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher **fosters relationships** with school colleagues, parents and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

# School District of Holmen 2011-12

## ***SCHOOL BOARD OF EDUCATION MEMBERS (as of 3/2012)***

Tim Medinger - President  
Elizabeth Kamprud – Vice President  
Anita Jagodzinski - Clerk  
Gary Dunlap – Treasurer  
Cheryl Hancock  
Joe Gittens  
Kari Treadway



## ***ADMINISTRATION***

Dr. Dale Carlson, District Administrator  
Wendy Savaske, Director of Instructional Services  
Julie Krackow, Director of Pupil Services  
Jay Clark, Associate District Administrator  
Joanne Stephens, Evergreen Elementary Principal  
Patrice Tronstad, Prairie View Elementary Principal  
Brian Oberweiser, Sand Lake Elementary Principal  
Bonnie Striegel, Viking Elementary Principal  
Ryan Vogler, Middle School Principal  
Keri Holter, Middle School Associate Principal  
Bob Baer, High School Principal  
Darcy Lindquist, High School Associate Principal  
Nick Weber, High School Associate Principal  
Neal Janssen, 4K Principal  
Linzi Gronning, Activities / Athletic Director

# School District of Holmen Board of Education Action Regarding State Standards for Family and Consumer Science Education

Action was taken by the School Board of Holmen School Board on Monday, May 18, 1998, to adopt the following:

## ***Adoption of the Wisconsin State Standards (CI98-017)***

*The Holmen curriculum process includes the steps of aligning the curriculum to the Wisconsin State standards, the WSAS testing criteria, as well as what should be included locally. Therefore, the State Standards would be adopted by the District as part of a process to meet the students' needs.*

***BE IT RESOLVED*** that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended. Motion by D. Berg. Second by G. Dunlap. Motion carried 6/0.





# School District of Holmen

## Department Vision Statement

***The Holmen Family and Consumer Science Education Program empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships.***

## Mission Statement

In order to achieve our vision, our Department will: Prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

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

# **School District of Holmen Family and Consumer Science Education**

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Sarah Halverson

## **Administrator & Instructional Services Liaison:**

Wendy Savaske, Instructional Services Director

Bob Baer, Administrator to CTE

Doug Burge, Instructional Services Liaison



## *Timeline for Family and Consumer Science Curriculum Writing*

<b>September, 2011</b>	Began self-study process with planning session
<b>September - December, 2011</b>	<p>Surveyed Faculty, Staff, Administration and Students</p> <p>External evaluator from Carolyn Fenske-Retired Teacher and Instructor, Diane Ryberg-DPI-FCE Consultant and Dr. Diane Klemme-FCE Professor-UW-Stout</p> <p>Site visits to Black River Falls School District and GET School District</p>
<b>December, 2011</b>	Presented Self-Study to Curriculum Council and Board of Education
<b>December, 2011-April, 2012</b>	Wrote and updated all the course curriculum for the Family and Consumer Science Department

# Family and Consumer Science Staff Recommendations Overall Planning for Improvement

From the results of external evaluations, survey results and site visits, the Family and Consumer Science staff has identified the following recommendations:

<b>STRATEGIC INITIATIVE 1 - STUDENT ACHIEVEMENT &amp; LEARNING</b>	
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Update current course names, descriptions, lab fees to reflect current trends and economy</li> <li>• Propose new Clothing Construction class</li> <li>• Add/implement middle level course offerings</li> <li>• Add/implement a student organization-FCCLA (Family, Career, and Community Leaders of America)</li> <li>• Implement transcribed credits available with Western Technical College</li> <li>• Course offerings which are no longer showing strong student interest should be updated to reflect current trends or dropped</li> <li>• Provide opportunities for middle level students to become a national, state and local member and participate in FCCLA events</li> </ul>
<b>Timeline for Implementation</b>	<p>Updates and new course proposals were submitted-November 10, 2011</p> <p>FCCLA chapter at the HS level has been established and affiliated. Work with the MS and administration to get course approval to add course work and offerings at the middle level</p> <p>On-going-2012-2014 school years</p>
<b>Shared Involvement for Implementation</b>	<p>Students, HS/MS administration, Curriculum Council, Board of Education, FCS Instructor, WTC, Parents and Advisory Committee.</p>
<b>Action Taken To Date</b>	<p>Updates and new course proposals were submitted-November 10, 2011</p> <p>FCCLA chapter at the HS level has been established and affiliated.</p>

**STRATEGIC INITIATIVE 2 - COMMUNICATION & PARENT AND COMMUNITY INVOLVEMENT**

<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• Involve parent volunteers with FCSE class work and FCCLA events.</li> <li>• Build an advisory committee from current professionals in the community work place</li> </ul>
<b>Timeline for Implementation</b>	Ongoing-ultimately would like to meet 2 times a year-annually
<b>Shared Involvement for Implementation</b>	A student, a parent, a representative from the Food Service Industry-Judy Berg, Courtesy Corporation, Child Care Services-unknown at this time, LaCrosse County-UWEX Family Living Agent, Business Owner-Festival Foods or Holmen Meat locker, WTC-Deb Heather, CESA rep-Sherri Torkelson, Clothing/Interior Designer-unknown at this time, HR-Consultant, Banking Industry Representative-unknown at this time, Family Planning representative/public health, etc., guidance counselor, administrators-principal and Mike Gasper
<b>Action Taken To Date</b>	Currently working on letters to send out for an initial spring meeting

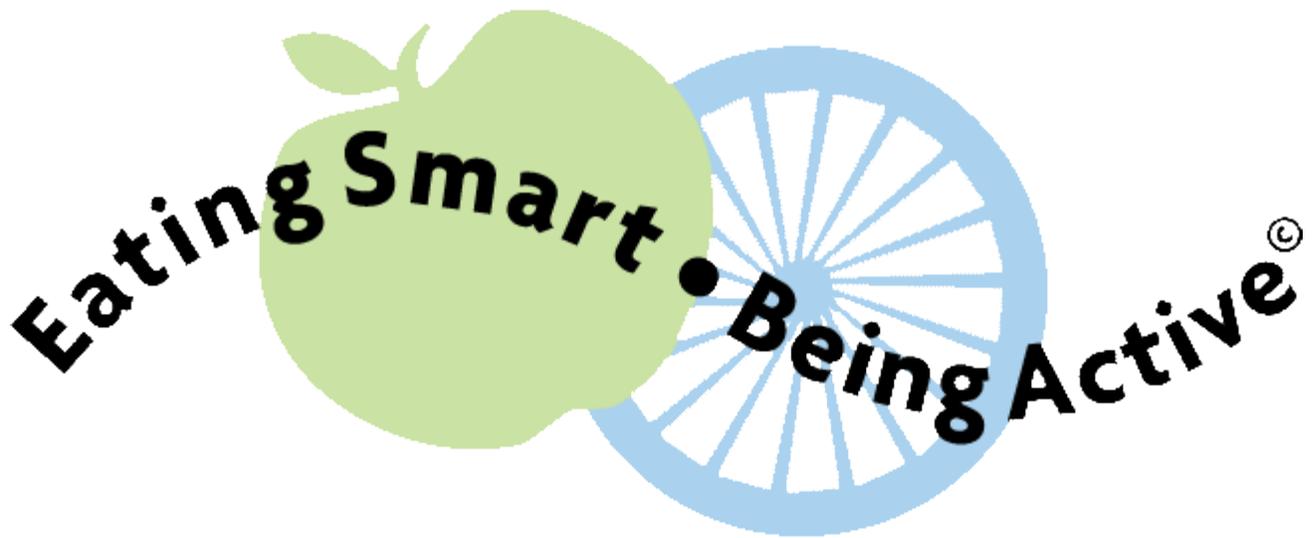
**STRATEGIC INITIATIVE 3 - STAFF DEVELOPMENT AND PROFESSIONAL PRACTICES**

<b>Recommendations</b>	<ul style="list-style-type: none"> <li>• To become ProStart and/or Serve Safe certified.</li> <li>• Add Assistant Child Care certification to current teaching license.</li> <li>• Continue to attend: UW-Stout FCSE conference, WAFCS conference, FCCLA cluster meetings, regional, state, and national Leadership Meeting</li> </ul>
<b>Timeline for Implementation</b>	Ongoing-2012-2015
<b>Shared Involvement for implementation</b>	WTC, UW-Stout, High School Administration, Board of Education, students
<b>Action Taken To Date</b>	Attended the UW-Stout FCSE conference-September 2011 Attended the FCCLA National Cluster meeting-November 2011

**STRATEGIC INITIATIVE 4: PROGRAM DEVELOPMENT (FACILITY AND FINANCIAL SUPPORT)**

<p><b>Recommendations</b></p>	<ul style="list-style-type: none"> <li>• Inventory all the supplies with an organized plan for replacement cycles and new purchases, where needs are.</li> <li>• Safety inspection should be conducted in the department.</li> <li>• E-Z decorator design books, for the Housing class</li> <li>• 20 new sewing machines for new clothing construction class.</li> <li>• 2 serger machines</li> <li>• 20 sets of sewing equipment</li> <li>• Other necessary supplies (ironing board, iron, cutting mats, rotary cutters, etc.)</li> <li>• Successful sewing text books</li> <li>• Two new refrigerators</li> <li>• 6 new stoves</li> <li>• Yearly maintenance on the appliances</li> <li>• 5 updated baby-think it overs for the parenting class</li> <li>• New parenting textbooks</li> <li>• Food Service quality equipment and serving system</li> <li>• New relationships text books</li> </ul>
<p><b>Timeline for Implementation</b></p>	<p>2012-2013</p>
<p><b>Shared Involvement for Implementation</b></p>	
<p><b>Action Taken To Date</b></p>	<p>Have used an approved grant to purchase 6 new Kitchen Aid Mixers in October          Waiting on the approval of another grant to purchase 6 new stoves and 2 new refrigerators.</p>

*High School  
Family & Consumer Science  
Curriculum*



# *High School Curriculum*



## **Life Skills**

The Family and Consumer Science courses prepare students for family life, work life, and careers in family and consumer sciences by providing many hands-on, applicable activities and simulations.

The students will have many opportunities to learn about:

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

# Holmen High School

## Family and Consumer Science

### Current Program Description

#### High School Program

##### **FOODS**

Credit: .5  
Grade: 9-12  
Pre: None

The class discusses the basic cooking skills associated with interpreting recipes, measuring techniques, preparation tasks, and time management. In addition, the student will become familiar with the safe use and care of kitchen tools and equipment. The Food Guide Pyramid is used as a reference for planning and preparing a variety of recipes for the numerous lab experiences. Also, the student will determine how to become a wise consumer when purchasing food. A **\$15.00 cooking fee** is required for the term. In addition, the students will be expected to bring in some of the food ingredients for their groups recipes.

##### **CREATIVE FOODS**

Credit: .5  
Grade: 9-12  
Pre: None

This class explores areas of food from all around the world. Students will not only study foods from other countries, but will also learn how to cook using different food techniques. In addition, this course allows for students to experiment more in advanced food preparation. A versatile selection of recipes will be prepared each week. A **\$15.00 cooking fee** is required for the term. In addition, the students will be expected to bring in some of the food ingredients for their groups recipes.

##### **ADVANCED CREATIVE FOODS**

Credit: .5  
Grades: 10-12  
Pre: Creative Foods or Foods

In this class, students will be given the opportunity to put all of the knowledge and skills they have gained to the test in a real meal management situation. The students will cooperatively produce and serve economical foods to the general public and staff members at Holmen High School. On a weekly basis this will involve advertising, planning, and preparing entire menus. In addition, they will be expected to create attractive table settings in the large group instruction room. Students will rotate through various job responsibilities of meal manager, waiter or waitress, bus person, prep, head cook, and dishwasher. The course will be a great way for a student to experience some of the challenges involved in the food service industry. A **\$15.00 cooking fee** is required for the term. In addition, on a weekly basis, the students will be expected to bring in some of the food ingredients for their group's recipes.

##### **FAMILY RELATIONSHIPS**

Credit: .5  
Grade: 9-12  
Pre: None

This course is designed to help students themselves, others and their relationships. It explores the role of family members and their influences on future relationships. Also, marriage challenges and expectations, including mate selection, commitment and responsibilities are explored. In addition, the students will learn to develop better communication skills, resolve conflicts, cope with life's problems, and improve their chances for successful relationships in our changing society. Furthermore, each student will be required to complete five (5) hours of community service in our local area.

**PARENTING**

Credit: .5

Grade: 9-12

Pre: None

This course is for all students who, during their lives, will either choose to have children of their own or want to know how to relate successfully with children. Students will become involved in the decision-making process concerning all aspects of parenting. Styles of parenting, family interaction, teen parenting, and the development of children will be covered. Also, you will analyze your own readiness and learn to make responsible choices for the role of parenthood. In addition, several playschools will be planned for preschool and school-aged children to allow students to apply their parenting knowledge and skills. A **\$15.00 fee** is required for the term to purchase supplies and some food ingredients for the play schools planned throughout the term.

**INDEPENDENT LIVING**

Credit: .5

Grade: 9-12

Pre: None

This class is designed to help the students use their abilities in preparing for their own independence. It is designed to inform students about their roles in today's society as workers and consumers. Also, emphasis will be placed on how to manage their resources to make informed decisions. Some other topics covered are healthy living habits, career explorations, shopping for a car, and finding appropriate housing. A variety of recipes will be prepared occasionally. A **\$15.00 cooking fee is required for the term**. In addition, the students will be expected to bring in some of the food ingredients for their groups recipes.

**FASHION MERCHANDISING**

Credit: .5

Grade: 9-12

Pre: None

**Currently being taught in the Bus. Ed Dept.**

In this course, students will enjoy the exciting world of fashion through a look at how the apparel industry works. It will help you to become more fashionable by explaining how to use the elements and principles of design to your advantage. Some other topics include the many aspects of current trends, including color analysis, investment dressing, wardrobe planning, and shopping for clothing. In addition, the students may be involved in a style show at school.

**HOUSING**

Credit: .5

Grade: 9-12

Pre: None

This course will help to prepare students to handle the many considerations involved in choosing housing and home furnishings that will suit their future lifestyles and budgets. Students will also learn how to use the design like line, texture, color and shape to make their future living space reflect their personalities and needs. Also, each student will be required to draw a detailed floor plan and select appropriate samples for a dream house booklet.

## COURSE NAME: FOODS

*Developers: Family and Consumer  
Science Department*

*Development Date: 2011-2012*

*Instructional Level: 9-12*

### **Course Description:**

The class discusses the basic cooking skills associated with interpreting recipes, measuring techniques, preparation tasks, and time management. In addition, the student will become familiar with the safe use and care of kitchen tools and equipment. The Food Guide Pyramid is used as a reference for planning and preparing a variety of recipes for the numerous lab experiences. Also, the student will determine how to become a wise consumer when purchasing food.

- **What do students need to know?** Students need to have an understanding of basic math (fractions, division, multiplication) and reading skills. People skills are also important, because group work is a big part of class.
- **How will students learn?** Students will learn through a variety of teaching strategies including many hands-on lab experiences which connects to essential learning outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will prove what students have learned and what they have learned. A variety of assessment methods and strategies will be used including projects, demonstrations, lab work, presentations, reflection and peer evaluations. The ultimate assessment will be the a comprehensive final exam.

### **Essential Learning Outcomes**

- Apply and evaluate numerous safety and sanitation procedures.
- Enhance their present understanding of various food choices.
- Describe the proper procedures for measuring various food ingredients.
- Develop skills in selecting and preparing nutritious foods for their friends and family.
- Prepare different foods and encourage creativity in their planning and cooking techniques.
- Obtain information about several food related topics.
- Describe the procedures for making yeast breads and quick breads.
- Define various types of cakes, cookies and pies.

Foods 9-12 4/13/12

Week	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
1	<ul style="list-style-type: none"> <li>• My Plate Activity</li> <li>• Nutrition Labels</li> <li>• Kitchen Tools</li> <li>• Kitchen Safety and Sanitation</li> </ul>	9.3 Evaluate nutrition principles, preparation techniques and specialized dietary plans 8.2 Demonstrate food safety and sanitation procedures 8.3 Demonstrate selecting, using, maintaining food production equipment 14.4 Evaluate factors that affect food safety, from production through consumption	<ul style="list-style-type: none"> <li>• Describe the food groups in the food guide pyramid</li> <li>• Identify the types of information found on food labels</li> <li>• Identify kitchen equipment used for preparation techniques</li> <li>• Identify ways to prevent common kitchen accidents</li> <li>• Describe the causes of food-borne illnesses</li> <li>• Popcorn activity</li> </ul>	<ul style="list-style-type: none"> <li>• Determine advantages and disadvantages of products based on label information</li> <li>• Create a visual of food guide pyramid and research one of the six areas</li> <li>• Research paper</li> <li>• Video safety and sanitation and discussion</li> <li>• Quiz kitchen tools</li> </ul>
2	<ul style="list-style-type: none"> <li>• Time Management</li> <li>• Teamwork</li> <li>• Microwave Cooking</li> <li>• Conventional Cooking Techniques</li> </ul>	9.3 Evaluate preparation techniques	<ul style="list-style-type: none"> <li>• Describe a workplan and schedule, and the importance of each</li> <li>• List guidelines for working cooperatively in the foods lab or at home</li> <li>• Describe techniques and precautions necessary for successful microwave cooking</li> <li>• Identify specific types of moist heat, dry heat, frying and combination methods of cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Play cooperation game</li> <li>• “Get Together” worksheet</li> <li>• Build paper palaces (team work activity)</li> <li>• Complete worksheets</li> <li>• Create work plans for lab</li> <li>• Microwave lab- Marshmallow hot-spots, Caramel Breakfast ring, Tator tot hot dish, dessert</li> <li>• Microwave cooking quiz</li> <li>• Lab manual</li> </ul>
3	<ul style="list-style-type: none"> <li>• Fruits</li> <li>• Vegetables</li> <li>• Cooking Fruits and Vegetables</li> <li>• Nutrition from Fruits and Vegetables</li> </ul>	9.3 Evaluate preparation techniques	<ul style="list-style-type: none"> <li>• Describe types of fruit and vegetables</li> <li>• Identify nutrients found in fruits and vegetables</li> <li>• Demonstrate how to wash produce</li> <li>• Identify the effects of cooking on fruits and vegetables</li> <li>• Describe methods to cook fruits and vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Research RDAs on fruits and vegetables</li> <li>• Discuss advantages and disadvantages of fresh produce</li> <li>• Complete worksheets</li> <li>• Produce recipe for lab</li> <li>• Lab – preparing fruits and vegetables-Enzymatic browning, effects of cooking veggies, Fruit pizza, veggie pizza</li> </ul>

4	<ul style="list-style-type: none"> <li>Dairy Foods</li> <li>Eggs</li> <li>Nutrition of Dairy Foods and Eggs</li> </ul>	9.3 Evaluate preparation techniques	<ul style="list-style-type: none"> <li>Identify nutrients in dairy foods</li> <li>List guidelines for buying and storing dairy foods</li> <li>Describe the structure of an egg</li> <li>Identify the nutrients provided by eggs and dairy products</li> <li>Demonstrate different ways to prepare eggs</li> </ul>	<ul style="list-style-type: none"> <li>Video and discussion Wisconsin Dairy State</li> <li>Design a promotional poster for a dairy product</li> <li>Complete worksheet</li> <li>Taste test different types of cheese</li> <li>Dairy lab</li> <li>Create visual (parts of an egg)</li> <li>Discuss nutrition in eggs</li> <li>Quiz on egg nutrition and parts</li> <li>Egg lab-Omelets, Cream pies, homemade custard</li> <li>Lab Manual</li> </ul>
5	<ul style="list-style-type: none"> <li>Meat Selection</li> <li>Meat Storage</li> <li>Poultry Selection and Storage</li> </ul>	9.3 Evaluate preparation techniques	<ul style="list-style-type: none"> <li>Identify nutrients in meat, poultry, fish, and shellfish</li> <li>Describe the four basic types of meat</li> <li>List guidelines for storing meat</li> <li>Describe types and market forms of poultry</li> <li>List guidelines for buying and storing poultry</li> <li>Identify different types and market forms of fish and shellfish</li> <li>List guidelines for buying and storing fish and shellfish</li> </ul>	<ul style="list-style-type: none"> <li>Identify four types of meat</li> <li>Take notes and discuss cuts of meat on beef and pork</li> <li>Quiz cuts of meat</li> <li>Create list of guidelines for purchasing poultry</li> <li>Lab – beef or poultry</li> <li>Fish lab</li> <li>Journal write – importance of protein in diet</li> </ul>
6	<ul style="list-style-type: none"> <li>Ingredients and Techniques Used in Baking</li> <li>Breads and Rolls</li> <li>Pies and Cakes and Cookies</li> <li>Cake Decorating</li> </ul>	9.3 Evaluate preparation techniques	<ul style="list-style-type: none"> <li>Identify the basic ingredients in baking and the function of each</li> <li>Name methods for combining ingredients</li> <li>Identify what a quick bread is</li> <li>Identify ways to simplify bread making</li> <li>Describe types of cakes, cookies and pies</li> <li>Give guidelines for preparing cakes, cookies, and pies</li> </ul>	<ul style="list-style-type: none"> <li>Identify purposes of baking ingredients</li> <li>Exam – baking</li> <li>Complete worksheets</li> <li>Lab – breads and rolls</li> </ul>
7	<ul style="list-style-type: none"> <li>Cake Decorating (continued)</li> <li>Foods of World</li> <li>Regional Foods Customs and</li> </ul>	E.12.4 Make an organized oral presentation using props, visuals, materials, and	<ul style="list-style-type: none"> <li>Demonstrate techniques used in cake decorating</li> <li>Identify food choices available in</li> </ul>	<ul style="list-style-type: none"> <li>Cake decorating video</li> <li>Cake decorating lab</li> <li>Exam – score comes off</li> </ul>

	Recipes	equipment	2.2 Analyze the relationship of the environment and consumer resources	Latin America, Africa, Middle East, Europe, Asia, and the Pacific and the cultural influences on these foods <ul style="list-style-type: none"> <li>Create recipes and meals representing the region's customs</li> </ul>	rubric for cake decorating <ul style="list-style-type: none"> <li>Design a design for top of cake</li> <li>Quiz – cake decorating terms</li> <li>Rubric group presentation food of world – must include visual and recipe</li> </ul>
8	<ul style="list-style-type: none"> <li>Foods of U.S. and Canada</li> <li>Customs and Recipes</li> </ul>	2.2 Analyze the relationship of the environment and consumer resources  E.12.4 Make an organized oral presentation using props, visuals, materials and equipment	<ul style="list-style-type: none"> <li>List foods common to the East, Midwest, South and West of the United States and also Canada</li> <li>Identify cultural and climate influences of foods and customs of these areas</li> </ul>	<ul style="list-style-type: none"> <li>Create group presentation – report foods of U.S. and Canada – must include visual, recipe, biographical information, customs and environmental influences on food</li> <li>Research paper</li> <li>Prepare food from research project recipes in lab</li> </ul>	
9	<ul style="list-style-type: none"> <li>Food Combinations</li> <li>Beverages</li> <li>Garnishing and Seasoning</li> <li>Careers in Foods and Nutrition</li> </ul>	8.1 Analyze career paths within the food production and food service industries  9.1 Analyze career paths within food science, dietetics, and nutrition industries	<ul style="list-style-type: none"> <li>List suggestions for nutritious snacks</li> <li>Create a recipe for a hearty one-dish meal using a variety of ingredients</li> <li>Describe ways to improve the appearance and flavor of food using garnishes and spices/seasonings</li> <li>Identify different types of beverages</li> <li>Identify careers, opportunities in food and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Develop recipe that combines foods from food guide pyramid (casserole)</li> <li>Complete worksheets</li> <li>Define types of seasoning and purposes for each</li> <li>Garnishing worksheets and lab</li> <li>Read articles on food service industry</li> <li>Final Exam - essay what part of food service industry would you like to work in; list reasons why</li> </ul>	

## COURSE NAME: CREATIVE FOODS

*Developers: Family and Consumer  
Science Department*

*Development Date: 2011-2012*

*Instructional Level: 9-12*

### **Course Description:**

This class explores areas of food from all around the world. Students will not only study foods from other countries, but will also learn how to cook using different food techniques. In addition, this course allows for students to experiment more in advanced food preparation. A versatile selection of recipes will be prepared each week.

**What do students need to know?** Student will have to have taken Foods for a basic understanding of cooking skills. Students need to have an understanding of basic math (fractions, division, multiplication) and reading skills. People skills are also important, because group work is a big part of class.

- **How will students learn?** Students will learn through a variety of teaching strategies including many hands-on lab experiences which connects to essential learning outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will prove what students have learned. A variety of assessment methods and strategies will be used including projects, demonstrations, lab work, presentations, reflection and peer evaluations. The ultimate assessment will be the comprehensive final exam.

### **Essential Learning Outcomes**

- Plan and prepare a variety of nutritious foods using the seven dietary guidelines.
- Define the foreign foods commonly found in Latin America, Europe, Asia and the Pacific countries.
- Identify ways that culture, geography, and climate influence foreign foods.
- Describe food characteristics of the Northeast, Midwest, South, Southwest, Pacific Coast, Northwest and Hawaii.
- Demonstrate various types of soups and stock.
- Explain several methods used to prepare one-dish meals.
- Illustrate how to improve the appearance of foods.
- Explain and demonstrate proper: canning, freezing and dehydrating methods.

CREATIVE FOODS GRADES:9-12 4/13/12

Week	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
1	<p>Food Choices and Facts</p> <ul style="list-style-type: none"> <li>• Physical Needs</li> <li>• Psychological Needs</li> <li>• Social and Personal Influences on Food Choices</li> <li>• Science, Technology and Food</li> </ul>	<p><b>Wisconsin State Standards and National FCS Standards</b></p> <p>A.12.1 Demonstrate the significance of the family in meeting physical needs for food</p> <p>14.5 Evaluate the impact of science and technology on food composition and safety</p>	<ul style="list-style-type: none"> <li>• Identify how food meets physical and psychological needs</li> <li>• Describe how food choices are influenced by availability and technology</li> <li>• Identify personal influences on food choices</li> <li>• Discuss how science is related to nutrition and food preparation</li> <li>• Food Inc.</li> </ul>	<ul style="list-style-type: none"> <li>• Research food trends of the past</li> <li>• Activity “meaning of food” and “perfect food activity”</li> <li>• Create poster of how food appeals to the senses</li> <li>• Complete worksheets</li> <li>• Design a visual to represent social and personal influences of food choices</li> <li>• Discuss how science and technology affect food today</li> </ul>
2	<p>Foods and Cultures</p> <ul style="list-style-type: none"> <li>• Food and Cultures and Customs</li> <li>• Food Choices Around the World</li> <li>• Nutrients</li> <li>• Carbohydrates, Fiber and Protein</li> <li>• Fats</li> </ul>	<p>2.2 Analyze relationship of the environment to consumer resources</p> <p>9.3 Evaluate nutrition principles</p>	<ul style="list-style-type: none"> <li>• Define food customs</li> <li>• Describe a multicultural society</li> <li>• Identify the six major types of nutrients</li> <li>• Explain the purpose of RDAs</li> <li>• Distinguish between complete and incomplete proteins</li> <li>• Name sources of simple and complex carbohydrates</li> <li>• Describe the function and sources of fat</li> </ul>	<ul style="list-style-type: none"> <li>• Create list of foods associated with different cultures</li> <li>• Nutrition around the world research project</li> <li>• Produce a visual that identifies the six major nutrients</li> <li>• Nutrients quiz</li> <li>• Discuss visuals of fats and sugars and write a reaction paper</li> </ul>
3	<ul style="list-style-type: none"> <li>• Choosing Grains and Grain Products</li> <li>• Preparing Grain and Grain Products</li> <li>• Legumes, Nuts, Seeds</li> <li>Nutrition and Guidelines</li> <li>• Vitamins, Minerals and Water</li> <li>• Dietary Guidelines</li> </ul>	<p>9.3 Evaluate preparation techniques</p>	<ul style="list-style-type: none"> <li>• Describe the nutrients in grain and grain products</li> <li>• Explain the general principles of cooking grains</li> <li>• Identify the nutrients in legumes, nuts, and seeds</li> <li>• Explain the importance of water in the diet</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss preparation techniques for grains and grain products</li> <li>• Complete worksheets</li> <li>• Analyze the nutritional benefits of grain products</li> <li>• Journal write – importance of grains</li> </ul>

	<ul style="list-style-type: none"> <li>Food Guide Pyramid (continued week 4)</li> </ul>		<ul style="list-style-type: none"> <li>Identify functions and types of vitamins and minerals</li> <li>List dietary guidelines for Americans</li> <li>Describe ways of reducing fat and sodium in the diet</li> <li>Describe the food groups in the food guide pyramid</li> </ul>	<ul style="list-style-type: none"> <li>Lab – grain products</li> <li>Discuss origin of grain products and production</li> <li>Nutrition lab</li> <li>Complete assigned worksheet</li> <li>Quiz- MyPlate</li> <li>Journal write – importance of water in the diet</li> <li>Movie - “Super Size Me”</li> </ul>
4	<ul style="list-style-type: none"> <li>Food Guide Pyramid</li> <li>Vegetarianism</li> <li>Healthy Food Choices</li> <li>Importance of Exercise</li> <li>Fish, Shellfish Selection and Storage</li> </ul>	<p>9.3 Evaluate nutrition principles</p> <p>A.12.2 Make informed choices about consumer practices and products</p>	<ul style="list-style-type: none"> <li>List guidelines for using the food guide pyramid</li> <li>Discuss reasons why people choose to become vegetarians</li> <li>Explain why there is no one ideal body shape</li> <li>Describe techniques for successful weight loss</li> <li>Explain the benefits of exercise</li> </ul>	<ul style="list-style-type: none"> <li>Take notes on vegetarians</li> <li>Quiz on vegetarians</li> <li>Discuss healthy food choices</li> <li>Vegetarian lab</li> <li>Create a week long menu plan incorporating healthy food choices and exercise</li> <li>Complete worksheets</li> </ul>
5	<ul style="list-style-type: none"> <li>Eating Disorders</li> <li>Safety and Sanitation in the Kitchen</li> </ul>	<p>8.2 Demonstrate food safety and sanitation procedures</p> <p>14.4 Evaluate factors that affect food safety from production through consumption</p> <p>14.5 Evaluate the impact of science and technology on food composition and safety</p>	<ul style="list-style-type: none"> <li>Identify the characteristics of anorexia nervosa and bulimia nervosa</li> <li>Identify ways to prevent common kitchen accidents</li> <li>Describe the causes of food borne illness</li> <li>List guidelines for food storage</li> </ul>	<ul style="list-style-type: none"> <li>Watch video on eating disorders and discuss</li> <li>Journal write on eating disorders</li> <li>Video and worksheet on sanitation and safety in kitchen</li> <li>Clean kitchens</li> <li>Lab and practicing safety and sanitation</li> </ul>
6	<ul style="list-style-type: none"> <li>Recipe Information</li> <li>Measuring Ingredients</li> <li>Preparing Tools</li> </ul>	<p>9.3 Evaluate food plans and preparation techniques</p> <p>8.3 Demonstrate selecting, using, and maintaining food production equipment.</p>	<ul style="list-style-type: none"> <li>List the information a good recipe provides</li> <li>Identify customary and metric units of measure</li> <li>Identify measuring tools and purposes</li> <li>Demonstrate proper measuring procedures</li> <li>Identify kitchen equipment used for preparation techniques</li> </ul>	<ul style="list-style-type: none"> <li>Define the parts to a recipe</li> <li>Demonstrate proper measuring techniques of both dry and wet ingredients</li> <li>Quiz kitchen appliances and tools</li> <li>Lab – measuring ingredients (baking)</li> </ul>
7	<ul style="list-style-type: none"> <li>Food Spoilage</li> <li>Canning Foods</li> </ul>	A.12.2 Make informed choices about consumer practices and products	<ul style="list-style-type: none"> <li>Generalize about factors that cause food spoilage</li> </ul>	<ul style="list-style-type: none"> <li>Define preservation terms</li> <li>Canned Apple Pie Filling</li> </ul>

	<ul style="list-style-type: none"> <li>Freezing Foods</li> <li>Drying Foods</li> </ul>	<p>8.3 Demonstrate selecting, using, and maintaining food production equipment.</p> <p>14.6 Evaluate factors that affect food safety from production through consumption</p> <p>14.5 Evaluate the impact of science and technology on food composition and safety</p>	<ul style="list-style-type: none"> <li>Describe techniques for home canning and making jellied products</li> <li>Explain procedures for freezing and drying foods</li> <li>Identify methods of commercial food preservation</li> </ul>	<p>lab</p> <ul style="list-style-type: none"> <li>Sauer Kraut canning lab</li> <li>Beef Jerky Dehydration lab</li> <li>Fruit leather lab</li> <li>Freezing apple slices</li> </ul>
8	<ul style="list-style-type: none"> <li>Meal Planning</li> <li>Food Costs</li> <li>Food Supply</li> <li>Consumer Skills</li> </ul>	<p>9.3 Evaluate food plans</p> <p>A.12.2 Make informed choices about consumer practices and products</p>	<ul style="list-style-type: none"> <li>Identify factors that affect meal planning</li> <li>Describe characteristics that make meals appealing</li> <li>Identify how using a food budget can help control spending on food</li> <li>Identify influences of food prices</li> <li>Explain how the government helps insure the safety of the food supply</li> <li>List four important steps of shopping that can help you make wise kitchen purchases</li> </ul>	<ul style="list-style-type: none"> <li>\$30.00 activity (students must plan meal under \$30.00)</li> <li>Research the food supply and government regulations</li> <li>Write paper (research)</li> <li>Meal planning for one day must include RDAs</li> <li>Lab</li> </ul>
9	<ul style="list-style-type: none"> <li>Food Labels</li> <li>Consumerism</li> <li>Convenience Foods</li> </ul>	<p>A.12.2 Make informed choices about consumer practices and products</p>	<ul style="list-style-type: none"> <li>Identify types of information found on food labels</li> <li>Describe ways of getting the most for your money when food shopping</li> <li>Identify different types of convenience foods and their uses</li> <li>Discuss the pros and cons of convenience foods</li> </ul>	<ul style="list-style-type: none"> <li>Complete worksheets</li> <li>Design a visual representing pros and cons of convenience foods</li> <li>Comparison lab – cook convenience food and traditional recipe and compare costs, flavor, time, etc.</li> <li>Exam: end of term</li> </ul>

# COURSE NAME: ADVANCED CREATIVE FOODS

*Developers: Family and Consumer  
Science Department*

*Development Date: 2011-2012*

*Instructional Level: 10-12*

## **Course Description:**

In this class, students will be given the opportunity to put all of the knowledge and skills they have gained to the test in a real meal management situation. The students will cooperatively produce and serve economical foods to the general public and staff members at Holmen High School. On a weekly basis this will involve advertising, planning, and preparing entire menus. In addition, they will be expected to create attractive table settings in the large group instruction room. Students will rotate through various job responsibilities of meal manager, waiter or waitress, bus person, prep, head cook, and dishwasher. The course will be a great way for a student to experience some of the challenges involved in the food service industry.

**What do students need to know?** Student will have to have taken Foods and Creative Foods for a basic understanding of cooking skills and background knowledge of food origin. Students need to have an understanding of basic math (fractions, division, and multiplication) and reading skills. People skills are also important, because group work is a big part of class in the hands-on lab setting.

- **How will students learn?** Students will learn through a variety of teaching strategies including many hands-on lab experiences which connects to essential learning outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will prove what students have learned. A variety of assessment methods and strategies will be used including projects, demonstrations, lab work, presentations, reflection and peer evaluations. The ultimate assessment will be the comprehensive final project and exam.

## **Essential Learning Outcomes**

- Enhance their present understanding of various foods choices.
- Create and demonstrate proper table settings for various types of food service: plated, family style, formal service, etc.
- Develop skills in selecting nutritious recipes for quantity food production.
- Research information about the careers in the food service industry.
- Prepare different meals and encourage creativity in their planning and cooking techniques.
- Identify and explain QFP equipment.
- Market, price and manage a small baking operation.

Advanced Creative Foods 10 – 12 1-11-12

Week	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
1	<ul style="list-style-type: none"> <li>• Career Options and Opportunities</li> <li>• Education and Training Requirements</li> <li>• Nutrition Caloric Needs, Vitamins, Water, Carbohydrates</li> </ul>	8.1 Analyze career paths within the food production and food services industries	<ul style="list-style-type: none"> <li>• Identify the kinds of jobs available in food service</li> <li>• List qualities employers look for in employees</li> <li>• Describe the advantages and disadvantages of food service work</li> <li>• Define and correctly use the vocabulary terms</li> <li>• Describe the function of the six types of nutrients</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a chart determining fat and water soluble vitamins</li> <li>• Create list of benefits and disadvantages of food service industries</li> <li>• Complete worksheets</li> <li>• Take notes</li> <li>• Determine total caloric needs</li> <li>• Calculate basal metabolism</li> <li>• Quiz on notes and minerals, vitamins</li> </ul>
2	<ul style="list-style-type: none"> <li>• Dietary Guidelines</li> <li>• Meal Planning</li> <li>• Standardization</li> <li>• Increasing and Decreasing Yields</li> <li>• Purchase Orders and Pricing</li> </ul>	A.12.2 Make informed choices about consumer practices and products	<ul style="list-style-type: none"> <li>• Explain how the body uses food</li> <li>• Explain the purposes of standardization</li> <li>• Identify the parts of a standardized recipe</li> <li>• Correctly increase and decrease recipes</li> <li>• Correctly fill in a purchase order</li> </ul>	<ul style="list-style-type: none"> <li>• Determine RDAs for calcium and Vitamin C</li> <li>• Create an ideal menu plan</li> <li>• Notes and quiz standardization</li> <li>• Practice increasing and decreasing yields</li> <li>• Create a purchase order for lab</li> <li>• Cookie lab</li> </ul>
3	<ul style="list-style-type: none"> <li>• Food Preparation Terms, Abbreviations, and Equivalents</li> <li>• Safety and Sanitation</li> </ul>	8.2 Demonstrate food safety and sanitation procedures	<ul style="list-style-type: none"> <li>• Define and correctly use the vocabulary terms</li> <li>• Identify causes of food-borne illnesses and ways to prevent them</li> <li>• Practice correct sanitation and safety procedures</li> <li>• Identify abbreviations and equivalents</li> </ul>	<ul style="list-style-type: none"> <li>• Define preparation terms, abbreviations, and equivalents</li> <li>• Quiz abbreviations</li> <li>• Video “Kitchen Safety and Sanitation” – fill in study guide with video</li> <li>• Complete worksheets</li> <li>• Create visual common food-borne illnesses</li> <li>• Quiz sanitation and safety</li> <li>• Caesar salad lab</li> </ul>
4	<ul style="list-style-type: none"> <li>• Pre-costing a Recipe</li> <li>• Menus</li> <li>• Types of Menus</li> </ul>	8.4 Demonstrate planning menu items based on standardized recipes to meet consumer needs	<ul style="list-style-type: none"> <li>• Identify the various kinds of menus and how they are used</li> <li>• Describe the influences on the type of menu offered</li> </ul>	<ul style="list-style-type: none"> <li>• Complete worksheets</li> <li>• Copy notes</li> <li>• Design a menu for a fictitious restaurant</li> </ul>

			<ul style="list-style-type: none"> <li>• Write well-planned meal menus</li> </ul>	<ul style="list-style-type: none"> <li>• Lab – prepare meals off of menus</li> <li>• Create work plans</li> </ul>
5	<ul style="list-style-type: none"> <li>• Salads</li> <li>• Dressings</li> <li>• Workstations</li> <li>• Small and Large Equipment</li> <li>• Customer Service</li> </ul>	8.3 Demonstrate selecting, using and maintaining food production equipment	<ul style="list-style-type: none"> <li>• Describe and identify common salad greens</li> <li>• Identify parts of a salad</li> <li>• List and identify the stations used in the kitchen</li> <li>• Identify tools and small equipment used in food service</li> <li>• Identify how to safely operate major food service equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Complete worksheet</li> <li>• Notes on work stations</li> <li>• Identify small- and large-kitchen equipment</li> <li>• Read articles on customer service</li> <li>• Quiz kitchen equipment</li> </ul>
6	<ul style="list-style-type: none"> <li>• Napkin Folding</li> <li>• Preparing Meals for Others (Sandwiches)</li> </ul>	8.4 Planning menu items based on standardized recipes to meet customer needs	<ul style="list-style-type: none"> <li>• Identify proper table settings</li> <li>• Prepare napkin folds</li> <li>• Identify and describe the various types of sandwiches</li> <li>• Prepare and serve a variety of sandwiches for others</li> </ul>	<ul style="list-style-type: none"> <li>• Practice napkin folding designs</li> <li>• Create a table setting appropriate for restaurants</li> <li>• Cost out recipe to feed others</li> <li>• Practice lab</li> <li>• Serve customers lab recipe</li> <li>• Create advertisement for meal</li> </ul>
7	<ul style="list-style-type: none"> <li>• Sandwiches</li> <li>• Appetizers</li> <li>• Garnishing</li> </ul>	9.3 Evaluate preparation techniques	<ul style="list-style-type: none"> <li>• Set up a production line for making sandwiches in quantity</li> <li>• Describe the characteristics of an appealing appetizer</li> <li>• Prepare garnishing to accompany sandwiches</li> <li>• Practice garnishing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Complete worksheets</li> <li>• Define the parts of sandwiches</li> <li>• Create appetizers</li> <li>• Research the nutrition of appetizers created</li> <li>• Garnishing video</li> <li>• Garnishing lab</li> </ul>
8	<ul style="list-style-type: none"> <li>• Baking</li> <li>• Bakery Simulation Project</li> <li>• Cake Decorating</li> </ul>	9.3 Evaluate preparation techniques	<ul style="list-style-type: none"> <li>• Identify tools, and small equipment used in the bake station and demonstrate their use</li> <li>• Identify the functions of ingredients used in baking</li> <li>• Demonstrate how to make cakes, frostings, fillings and cookies</li> <li>• Demonstrate cake decorating techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Copy notes and complete worksheets</li> <li>• Determine work sites and develop a list of job duties at each</li> <li>• Lab – bakery simulation</li> <li>• Cake decorating</li> <li>• Design chart representing the nutritional content of baked products</li> </ul>
9	<ul style="list-style-type: none"> <li>• Grilling</li> <li>• Broiling</li> </ul>	9.11 Analyze career paths within food science, dietetics and nutrition industries	<ul style="list-style-type: none"> <li>• Grill a variety of foods such as meat, fish, and poultry, etc.</li> <li>• Identify foods suitable for broiling</li> </ul>	<ul style="list-style-type: none"> <li>• Complete worksheet</li> <li>• Field trip/journal write</li> </ul>

	<ul style="list-style-type: none"> <li>• Frying</li> <li>• Job Search Portfolio</li> </ul>		<ul style="list-style-type: none"> <li>• Prepare deep fried foods</li> <li>• Identify two fast food methods of preparing chicken</li> <li>• Prepare a personal fact sheet</li> <li>• Complete a job application</li> <li>• Identify dos and don'ts for interview</li> </ul>	<ul style="list-style-type: none"> <li>• Fast food representation in lab</li> <li>• Lab plan</li> <li>• Menu plan</li> <li>• Job search portfolio</li> <li>• Research job opportunities</li> <li>• Create resumes</li> </ul>
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# COURSE NAME: INDEPENDENT LIVING

*Developers: Family and Consumer  
Science Department*

*Development Date: 2011-2012*

*Instructional Level: 11-12*

## **Course Description:**

This class is designed to help the students use their abilities in preparing for their own independence. It is designed to inform students about their roles in today's society as workers and consumers. Also, emphasis will be placed on how to manage their resources to make informed decisions. Some other topics covered are healthy living habits, career explorations, shopping for a car, and finding appropriate housing. A variety of recipes will be prepared occasionally.

**What do students need to know?** Students need to have an understanding of basic math (fractions, division, and multiplication) and reading skills. People skills are also important, because group work is a big part of class in the hands-on lab setting.

- **How will students learn?** Students will learn through a variety of teaching strategies including many hands-on lab experiences and projects which connects to essential learning outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will prove what students have learned. A variety of assessment methods and strategies will be used including projects, demonstrations, lab work, presentations, reflection and peer evaluations. The ultimate assessment will be the comprehensive exam.

## **Essential Learning Outcomes**

- Explain how values influence one's decisions and use the decision making process.
- Describe how your resources can be used to meet your goals.
- Plan and prepare several nutritious foods in a small group using limited resources and convenient methods.
- Identify the importance of healthy living habits.
- Develop knowledge and skills in saving and using money wisely.
- Investigate information about a future career.
- Describe the factors to consider when making large purchases: buying a vehicle and a house.

**Independent Living 9-12 1/11/12**

Week	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
1	<p><u>Chapter 1-You, in the Future</u> Thinking Ahead</p> <ul style="list-style-type: none"> <li>• Work &amp; Family</li> <li>• Reasons People Work</li> <li>• Meaning of Family</li> <li>• Impact of Work on the Family</li> </ul> <p>Balancing Work &amp; Family</p>	<p>A1: Demonstrate the significance of the family in meeting family members physical needs, and taking action to improve conditions in the home, workplace, community and world</p> <p>A2: Analyze the personal and social significance of a family related concern such as what should be done to balance personal, family, work, and community life Examine blocks to critically and creatively think about work, health, food and parenting.</p> <p>A3: Investigate an existing problematic ongoing concern of the family</p> <p>A.4 Propose a question for further investigation and give reasons to explain its importance</p> <p>C.2.3 Identify cultural assumptions contained in various media, such as notions about parent-child relations, beauty, violence, economic progress, or consumerism in stories, advertising, television programs, or videos</p> <p>D.5 Discuss possible action strategies or solutions to everyday ethical dilemmas in light of citizenship values, such as honesty, respect and responsibility</p> <p>E.1 Integrate information from a variety of sources that show how various community settings affect the family's ability to do its work</p>	<ul style="list-style-type: none"> <li>• Explain the meaning of work</li> <li>• Differentiate between a job and career</li> <li>• State reasons for working</li> <li>• Examine how family structures affect career choices</li> <li>• Describe impact or work on the family</li> </ul>	<ul style="list-style-type: none"> <li>• List of reasons to work</li> <li>• Collage "Why Work"</li> <li>• Homemaking role</li> <li>• Benefits of work worksheet</li> <li>• Attitudes about work questionnaire</li> <li>• Group work – types of families and work related concerns</li> <li>• Goals relating to career, personal and family roles</li> </ul>
2	<p><u>Chapter 3 – You, the Worker</u></p>	<p>A.2.5 Make informed choices about</p>	<ul style="list-style-type: none"> <li>• Identify employment trends</li> </ul>	<ul style="list-style-type: none"> <li>• Write a guide to success</li> </ul>

	<ul style="list-style-type: none"> <li>• Making a Career Plan</li> <li>• Study the Job Market</li> <li>• Plan the Training and Education</li> <li>• Paying for Training and Education</li> <li>• Language of the Work World</li> </ul> <p><u>Chapter 4 –You, the Consumer</u></p> <ul style="list-style-type: none"> <li>• Consumer Rights and Responsibilities</li> <li>• Consumer Protection by Government</li> <li>• The Informed Consumer</li> <li>• Consumers in the Family</li> </ul>	<p>consumer practices and products</p> <p>C.2.3 Identify cultural assumptions contained in various media, such as notions about parent-child relations, beauty, violence, economic progress, or consumerism in stories, advertising, television programs, or videos</p> <p>D.5 Discuss possible action strategies or solutions to everyday ethical dilemmas in light of citizenship values, such as honesty, respect and responsibility</p> <p>F1.1 Explain the significance of the family in developing life skills, such as regulating attention and goal setting, problem solving, and self-evaluation skills</p> <p>E.1 Integrate information from a variety of sources that show how various community settings affect the family’s ability to do its work</p>	<ul style="list-style-type: none"> <li>• Describe careers in consumer and resource management</li> <li>• Prepare a career plan</li> <li>• Describe the rights and responsibilities of consumers</li> <li>• Write an effective letter about a consumer problem</li> <li>• Describe how a family’s goals, values, and standards affect family economics</li> </ul>	<p>in the workplace</p> <ul style="list-style-type: none"> <li>• Make a chart illustrating how family financial planning might change at each stage of the family life cycle</li> </ul>
3	<p><u>Chapter 5 – You, the Manager</u></p> <ul style="list-style-type: none"> <li>• Identifying and Using Resources</li> <li>• Making Decisions and Solving Problems</li> <li>• Money Management</li> <li>• Family Financial Decisions in a Changing World</li> </ul> <p><u>Chapter 6 – You, the Shopper</u></p> <ul style="list-style-type: none"> <li>• Understanding the Market Place</li> <li>• Selling Methods</li> <li>• Shopping Information</li> <li>• Making Shopping Decisions</li> </ul>	<p>A.2.5 Make informed choices about consumer practices and products</p> <p>C.2.3 Identify cultural assumptions contained in various media, such as notions about parent-child relations, beauty, violence, economic progress, or consumerism in stories, advertising, television programs, or videos</p> <p>E.1 Integrate information from a variety of sources that show how various community settings affect the family’s ability to do its work</p> <p>B.1.2 Interpret information about the historical, personal, and social context</p> <p>B.1.6 Examine probable</p>	<ul style="list-style-type: none"> <li>• Identify and plan the use of resources available to you</li> <li>• Prepare a personal money management plan or budget</li> <li>• List important financial and legal documents that should be kept</li> <li>• Identify various types of sellers in the marketplace</li> <li>• Identify shopping tools for consumers</li> <li>• Life guidelines for making rational shopping decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Project your money management plan into the future for two, five and ten years. How do you expect it to change and what events and circumstances are likely to bring about changes in your financial planning?</li> <li>• List a least five products that you expect to buy in the near future. According to the monthly buying guide, what month of the year would you most likely find the best price for each item?</li> </ul>

		<p>consequences and weigh risks of each action strategy</p> <p>C.1.2 Devise and implement a plan to reach a personal communication goal, monitor progress, evaluate results, and write a summary report</p>		
4	<p><u>Chapter 7 – The Grocery Cart</u></p> <ul style="list-style-type: none"> <li>• Before You Shop for Food</li> <li>• When You Shop</li> <li>• Buying Specific Foods</li> <li>• Eating Out</li> </ul> <p><u>Chapter 8 – The Shirt on Your Back</u></p> <ul style="list-style-type: none"> <li>• A Wardrobe for All Seasons</li> <li>• Clothing Dollars</li> <li>• Shopping for Clothes</li> <li>• Caring for Clothes</li> </ul>	<p>A.2.5 Make informed choices about consumer practices and products</p> <p>C.2.3 Identify cultural assumptions contained in various media, such as notions about parent-child relations, beauty, violence, economic progress, or consumerism in stories, advertising, television programs, or videos</p> <p>E.1 Integrate information from a variety of sources that show how various community settings affect the family’s ability to do its work</p> <p>B.1.2 Interpret information about the historical, personal, and social context</p> <p>B1.5 Search for and process information about action strategies that might be used to reach goals</p>	<ul style="list-style-type: none"> <li>• Establish a food budget based on individual needs and resources</li> <li>• Apply guidelines for buying specific foods</li> <li>• List guidelines for choosing and eating at restaurants</li> <li>• Identify wardrobe needs</li> <li>• Establish a clothing budget</li> <li>• List guidelines for proper care of clothing</li> </ul>	<ul style="list-style-type: none"> <li>• For two weeks, keep track of the food that becomes waste in your home. Report to the class what types of foods were wasted, why the food was wasted, and how much money was lost. What could have been done different.</li> <li>• Compare the cost of buying a garment vs. making it</li> <li>• Mid-Term test</li> </ul>
5	<p><u>Chapter 9 – How You Look and Feel</u></p> <ul style="list-style-type: none"> <li>• The Way You Look</li> <li>• Staying Healthy</li> <li>• Health Care Delivery Systems</li> <li>• Emergency Health Care</li> <li>• Having Fun</li> </ul> <p><u>Chapter 10 – Getting From Here</u></p>	<p>A.2.5 Make informed choices about consumer practices and products</p> <p>C.2.3 Identify cultural assumptions contained in various media, such as notions about parent-child relations, beauty, violence, economic progress, or consumerism in stories, advertising, television programs, or videos</p> <p>E.1 Integrate information from a</p>	<ul style="list-style-type: none"> <li>• Evaluate the health care delivery services available to you</li> <li>• Explain Medicare and Medicaid</li> <li>• Outline the different types of private health insurance coverage</li> <li>• Explain the pros and cons of buying vs. leasing a vehicle</li> <li>• Describe the responsibilities of car ownership</li> <li>• Select auto insurance coverage to meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li>• Find out what type of health care coverage/ protection you and your family have. What does the protection include? Can you identify any serious gaps in the coverage?</li> <li>• Design a bulletin board on buying a car. Include in your display copies of all legal papers and</li> </ul>

	<p><u>to There</u></p> <ul style="list-style-type: none"> <li>• Transportation Choices</li> <li>• Buying vs. Leasing</li> <li>• Financing a Car</li> <li>• Owner Responsibilities</li> </ul>	<p>variety of sources that show how various community settings affect the family's ability to do its work</p> <p>B.1.2 Interpret information about the historical, personal, and social context</p> <p>B1.5 Search for and process information about action strategies that might be used to reach goals</p>		<p>documents related to car buying and ownership</p>
6	<p><u>Chapter 11 – Where You Live</u></p> <ul style="list-style-type: none"> <li>• Housing Locations</li> <li>• Types of Housing</li> <li>• Budgeting for Housing</li> <li>• Renting</li> <li>• Buying</li> <li>• Home Mortgages</li> <li>• Home Insurance</li> </ul> <p><u>Chapter 12 – Inside Your House</u></p> <ul style="list-style-type: none"> <li>• Furniture Selection</li> <li>• Floor Treatments</li> <li>• Lighting</li> <li>• Appliances/Electronics</li> </ul>	<p>A.2.5 Make informed choices about consumer practices and products</p> <p>C.2.3 Identify cultural assumptions contained in various media, such as notions about parent-child relations, beauty, violence, economic progress, or consumerism in stories, advertising, television programs, or videos</p> <p>E.1 Integrate information from a variety of sources that show how various community settings affect the family's ability to do its work</p> <p>B.1.2 Interpret information about the historical, personal, and social context</p> <p>B.1.5 Search for and process information about action strategies that might be used to reach goals</p>	<ul style="list-style-type: none"> <li>• Evaluate different types of housing</li> <li>• Explain the steps to follow when looking for housing</li> <li>• Outline the key factors to consider when buying home insurance</li> <li>• Compare features, safety, energy efficiency, and warranties of home appliances and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a chart to illustrate how shelter and housing needs change with different stages in the life cycle including young singles, young married couples, young families with children, families with teenagers, families without children, older individuals or older couples</li> <li>• Complete the Allatonce Case Study</li> <li>• Develop consumer buying guides for one of the following: case goods, upholstered furniture, carpets, rugs and decorative accessories</li> </ul>
7	<p><u>Chapter 13 – Managing Credit</u></p> <ul style="list-style-type: none"> <li>• Understanding Consumer Credit</li> <li>• Consumer Credit Legislation</li> <li>• Managing Your Credit</li> <li>• Credit Problems</li> </ul> <p><u>Chapter 14 – Planning for Financial Security</u></p> <ul style="list-style-type: none"> <li>• Lifetime Financial Planning</li> </ul>	<p>A.2.5 Make informed choices about consumer practices and products</p> <p>C.2.3 Identify cultural assumptions contained in various media, such as notions about parent-child relations, beauty, violence, economic progress, or consumerism in stories, advertising, television programs, or videos</p> <p>E.1 Integrate information from a</p>	<ul style="list-style-type: none"> <li>• Identify the different types of consumer credit</li> <li>• Explain the advantages and disadvantages of consumer credit</li> <li>• Define the key terms in credit contracts and agreements</li> <li>• Compare credit terms and charges</li> <li>• Outline the steps involved in achieving financial security</li> <li>• Describe ways to deal with a financial crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Fill out an application for credit card and explain why creditors require the information requested on the application</li> <li>• Research and write a report on how to resolve bad credit</li> <li>• Quiz – Unit 5</li> </ul>

	<ul style="list-style-type: none"> <li>• A Savings Plan</li> <li>• Insurance Protection</li> <li>• Investments</li> <li>• Estate Planning</li> <li>• Planning for Retirement</li> </ul>	<p>variety of sources that show how various community settings affect the family's ability to do its work</p> <p>B.1.2 Interpret information about the historical, personal, and social context</p> <p>B1.5 Search for and process information about action strategies that might be used to reach goals</p>		
8	<p><u>Chapter 15 – Using Financial Institutions and Systems</u></p> <ul style="list-style-type: none"> <li>• Types of Financial Institutions</li> <li>• Checking Accounts</li> <li>• Savings Accounts</li> <li>• Choosing a Financial Institution</li> <li>• Protection Against Financial Fraud</li> </ul> <p><u>Chapter 16 – Investments and Life Insurance</u></p> <ul style="list-style-type: none"> <li>• Investment Goals and Strategies</li> <li>• Investment Choices</li> <li>• Buying Life Insurance</li> </ul>	<p>A.2.5 Make informed choices about consumer practices and products</p> <p>C.2.3 Identify cultural assumptions contained in various media, such as notions about parent-child relations, beauty, violence, economic progress, or consumerism in stories, advertising, television programs, or videos</p> <p>C.3.2 Identify ways to manage the home environment to meet the physical needs of the family or enhance living spaces</p> <p>E.1 Integrate information from a variety of sources that show how various community settings affect the family's ability to do its work</p> <p>B.1.2 Interpret information about the historical, personal, and social context</p> <p>B1.5 Search for and process information about action strategies that might be used to reach goals</p>	<ul style="list-style-type: none"> <li>• Write and endorse checks correctly</li> <li>• Balance a checkbook</li> <li>• Compare different types of savings plans</li> <li>• Identify different types of financial services and select those that meet personal needs</li> <li>• Identify the various types of investment choices</li> <li>• Explain the role of real estate in an investment plan</li> <li>• Distinguish between the various types of life insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a checklist for comparing financial institutions to find one that best meets individual needs for checking, saving, and credit accounts</li> <li>• Research and give a written or oral report on electronic funds transfer systems. Explain how electronic transfers work, how they have changed the financial services industry, and how they benefit consumers</li> <li>• In small groups, develop a plan for investing \$5,000 using various sources. Compare your plan with others plan.</li> </ul>
9	<p><u>Chapter 17 - Your Role As a Citizen</u></p> <ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Taxation</li> <li>• Government Taxing and Spending</li> <li>• Income Tax Returns</li> </ul>	<p>A.2.5 Make informed choices about consumer practices and products</p> <p>A.1 Demonstrate the significance of the family in meeting family members' physical needs for food, clothing, shelter, and</p>	<ul style="list-style-type: none"> <li>• Identify different types of taxes</li> <li>• Describe basic procedures for filing a tax return</li> <li>• Explain the overall purposes and structure of the social security program</li> <li>• Outline major environmental and</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast progressive and regressive taxes</li> <li>• Visit the websites of the IRS and the Social Security Administration. Report to the class on the</li> </ul>

	<ul style="list-style-type: none"> <li>• Social Security Taxes</li> </ul> <p><u>Chapter 18 - Your Role in the Environment</u></p> <ul style="list-style-type: none"> <li>• Current Environmental Issues</li> <li>• Energy: Where are Tomorrow's Sources?</li> <li>• Water Resources</li> </ul>	<p>economic resources; nurturing the development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world</p> <p>A.3.2 Explain how the situation evolved</p> <p>A.2.2 Encourage children to develop ethical principles consistent with respecting the environment, themselves, and others</p> <p>C.2.3 Identify cultural assumptions contained in various media, such as notions about parent-child relations, beauty, violence, economic progress, or consumerism in stories, advertising, television programs, or videos</p> <p>E.1 Integrate information from a variety of sources that show how various community settings affect the family's ability to do its work</p>	<p>ecological issues facing the nation and the world today</p> <ul style="list-style-type: none"> <li>• Identify reliable sources of information on environmental and ecological problems and issues</li> </ul>	<p>information and publications available from each category</p> <ul style="list-style-type: none"> <li>• Final</li> </ul>
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# COURSE NAME: FAMILY RELATIONSHIPS

*Developers: Family and Consumer  
Science Department*

*Development Date: 2011-2012*

*Instructional Level: 11-12*

## **Course Description:**

This Family Relationship course focuses on individual and family relationships and is designed to help you grow and develop skills that will contribute to a strong and healthy family unit. Topics covered include self-awareness, communication, love and commitment, family relationships, divorce, human sexuality, mate selection, relationship adjustment in the early years of marriage, and the impact of children on marriage.

**What do students need to know?** Students need to have an understanding of basic math (fractions, division, and multiplication) and reading skills. People skills are also important, because group work is a big part of class in the hands-on lab setting.

- **How will students learn?** Students will learn through a variety of teaching strategies including many hands-on lab experiences and projects which connects to essential learning outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will prove what students have learned. A variety of assessment methods and strategies will be used including projects, demonstrations, lab work, presentations, reflection and peer evaluations. The ultimate assessment will be the comprehensive exam.

## **Essential Learning Outcomes**

- Explain how to relate successfully in their present families.
- Prepare one for forming meaningful relationships in their future families.
- Determine how to deal with conflict, stress and marriage adjustments.
- Describe the importance of good communication and understanding in a family.
- Explain the SMART relationship concept.
- Understand the various stages and events that happen in the family life cycle.
- Explain stress and crisis and how to use appropriate resources to cope.

RELATIONSHIPS 9 -12 1/11/12

Week	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
1	<ul style="list-style-type: none"> <li>• Concept “family”</li> <li>• Types of families</li> <li>• Benefits gained by studying families</li> </ul>	A.12.3 Identify factors or conditions that are amenable to change; explain how situation has evolved	<ul style="list-style-type: none"> <li>• Define the numerous meanings of the word family</li> <li>• Create multiple role play situations revolving around family</li> <li>• Identify how families of other cultures may differ</li> </ul>	<ul style="list-style-type: none"> <li>• Create visual representations of “family”</li> <li>• Define “family”</li> <li>• Design concept map</li> <li>• Quizzes</li> <li>• Family paper</li> <li>• My family portfolio</li> <li>• Discussion</li> </ul>
2	<ul style="list-style-type: none"> <li>• Emotional support</li> <li>• How emotional support affects self-concept and self esteem</li> <li>• Ways emotional support helps families and individuals</li> </ul>	B.12.1 Identify a significant family-related concern C.12.1 Identify personal strengths and interpersonal characteristics and skills that need improvement	<ul style="list-style-type: none"> <li>• Identify the significance of emotional support in relationships</li> <li>• Define role models</li> <li>• Construct role tree</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a presentation for the class</li> <li>• Complete assigned worksheets</li> <li>• Create concept map</li> <li>• Class discussion</li> </ul>
3	<ul style="list-style-type: none"> <li>• Benefits of technology</li> <li>• Drawbacks of technology</li> <li>• How families and individuals manage with technology</li> <li>• Values and why they are important</li> <li>• How values are learned</li> </ul>	C.12.3 Identify appropriate and inappropriate uses of technological information, methods, and tools in everyday life A.12.2 Direct future and respond to technology and technological processes B.12.1 Identify a significant family-related concern A.12.2 Encourage children to develop ethical principals consistent with respecting the environment, themselves, and others A.12.4 Propose a question for further investigation and give reasons to explain its importance	<ul style="list-style-type: none"> <li>• Define values</li> <li>• Identify individual values</li> <li>• Identify the drawbacks and benefits of technology as it affects families</li> </ul>	<ul style="list-style-type: none"> <li>• Research values in other cultures</li> <li>• Create survey</li> <li>• Create a list of individual and family values and write paper on how they affect you</li> <li>• Movie</li> <li>• Exam</li> </ul>
4	<ul style="list-style-type: none"> <li>• Conflict and what causes it</li> <li>• Constructive and destructive conflict</li> <li>• Five stages of conflict resolution</li> <li>• Roles</li> <li>• Relationship between role expectations and role conflict</li> </ul>	D.12.1 Explain what it means to assume personal and social responsibility as a family member and citizen C.12.1 Demonstrate interpersonal and small group skills, such as responding to others with respect and empathy, clarifying tasks or goals, resolving	<ul style="list-style-type: none"> <li>• Role play conflict situations</li> <li>• Video discussion</li> <li>• Create visual identifying five stages of conflict resolution</li> <li>• Define what roles are</li> </ul>	<ul style="list-style-type: none"> <li>• Create role play scenarios</li> <li>• “Role” journal—describe what roles the students hold</li> <li>• Essay exam role expectations vs. role conflict</li> </ul>

		<p>different points of view during discussion, resolving interpersonal disagreements and reflecting on group processes and procedure</p> <p>B.12.1 Interpret information about historical personal, and social context</p> <p>D.12.5 Discuss possible action strategies or solutions to everyday ethical dilemmas</p>		
5	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Importance of communication in relationships</li> <li>• Four basic elements of communication</li> </ul>	<p>C.12.1 Understand and use communication to reach understanding and agreement about what to do</p> <p>C.12.1 Demonstrate the ability to interpret what is being communicated through language, social behavior and other forms of art and customs</p> <p>C.12.1 Devise and implement a plan to reach personal communication goal, monitor progress, evaluate results, and write a summary report</p>	<ul style="list-style-type: none"> <li>• Learn sign language</li> <li>• Communicate without using verbal messages</li> <li>• Pictionary</li> <li>• Create visual identifying four elements of communication</li> <li>• Listening exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Student-generated rubric</li> <li>• Complete worksheets</li> <li>• Create list of communication barriers</li> </ul>
6	<ul style="list-style-type: none"> <li>• Culture and cultural qualities similarities and differences</li> <li>• Dangers of ethnocentrism</li> </ul>	<p>C.12.2 Explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted; identify different perspectives about common assumptions</p>	<ul style="list-style-type: none"> <li>• Research a culture other than own</li> <li>• Define and discuss cultural barriers</li> <li>• Discuss egocentrism</li> <li>• Develop action plan to address cultural issues</li> </ul>	<ul style="list-style-type: none"> <li>• Research paper</li> <li>• Discussion/participation</li> <li>• Interview</li> <li>• Action plan evaluation</li> </ul>
7	<ul style="list-style-type: none"> <li>• Main types of goals that individuals and families have</li> <li>• Advantages of setting goals</li> <li>• Changes in attitudes about who does the work in a family over the years</li> <li>• Change and its meaning in people's lives</li> </ul>	<p>A.12.1 Demonstrate significance of the family in meeting family members' needs; taking action to improve conditions</p> <p>B.12.1 Search for and process information about action strategies that might be used to reach goals</p> <p>F.12.2 Identify a long-term learning goal based on a n assessment of personal knowledge, skills and priorities</p>	<ul style="list-style-type: none"> <li>• Determine an action plan for after high school</li> <li>• Identify a role model</li> <li>• Define attitude</li> <li>• Discuss how attitude can affect goals</li> <li>• Identify how change affects families</li> </ul>	<ul style="list-style-type: none"> <li>• Create a ten-year plan</li> <li>• Develop a list "30 Things Before I Die"</li> <li>• Problem-solving questions</li> <li>• Worksheets</li> </ul>
8 and 9	<ul style="list-style-type: none"> <li>• Crisis and identifying a crisis</li> </ul>	<p>C.12.2 Test the validity of personal</p>	<ul style="list-style-type: none"> <li>• Conduct research on crisis topic</li> </ul>	<ul style="list-style-type: none"> <li>• Research a family crisis</li> </ul>

	<p>situation</p> <ul style="list-style-type: none"> <li>• Intervention</li> <li>• Coping when faced with a move, unemployment, and financial problems</li> <li>• Emotions that are experienced when a crisis occurs</li> <li>• Resources useful in a crisis</li> <li>• Several common crises, their effects, and appropriate responses to them</li> </ul>	<p>attitudes, beliefs, and behaviors, and describe how one might go about changing those that have problematic consequences</p> <p>D.12.2 Define an existing individual family or community need or concern</p> <p>E.12.2 Assess the working conditions of a specific environment that effects the family and explain what changes are needed to make it supportive of family</p> <p>E.12.3 Devise and implement a plan based on reliable sources of information to improve the working conditions in a specific environment</p>	<ul style="list-style-type: none"> <li>• Discuss alcoholism, date rape, suicide, depression, grieving, abuse, etc.</li> <li>• Listen to guest speakers</li> <li>• View videos</li> </ul>	<p>topic</p> <ul style="list-style-type: none"> <li>• Write paper</li> <li>• Presentations to the class</li> <li>• Discussion</li> <li>• Exam off of the classroom presentations</li> </ul>
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## COURSE NAME: PARENTING

*Developers: Family and Consumer  
Science Department*

*Development Date: 2011-2012*

*Instructional Level: 9-12*

### **Course Description:**

This class will deal with the study of human development from conception through teen years. Topics to be discussed are one-parent families, two parent families, family planning, human reproduction, and the physical, social, intellectual, and emotional development of a child. Some class time will be used for actual experiences working with nursery and school age children. Resource persons, films and discussion of current newspaper and magazine articles are used to supplement these experiences.

**Benefit to Student:** Students will acquire knowledge and skills that promote effective parenting and care giving for young children, an understanding of parent-child relationships, and skills for developing strong and healthy families.

**What do students need to know?** Students need to have an understanding of basic math (fractions, division, and multiplication) and reading skills. People skills are also important, because group work is a big part of class in the hands-on lab setting.

- **How will students learn?** Students will learn through a variety of teaching strategies including many hands-on lab experiences and projects which connects to essential learning outcomes.
- **How will they as students, and we as educators, know they are learning?** Assessments will prove what students have learned. A variety of assessment methods and strategies will be used including projects, demonstrations, lab work, presentations, reflection and peer evaluations. The ultimate assessment will be the comprehensive portfolio.

### **Essential Learning Outcomes**

- Discuss the importance of parenting.
- Describe the various types of parenthood.
- Understand how one can learn about children from different theories and observations.
- Discuss the issues of sexuality, sexual activity and abstinence.
- Describe the health risks and emotional concerns associated with teenage pregnancy.
- Explain the many rewards and responsibilities of being a parent.
- Identify the characteristics of a successful parent.
- Suggest ways to deal with various ages of young children.
- Demonstrate safety procedures while dealing with preschool children in a play school setting.

**PARENTING GRADES 9 – 12 1/11/12**

<b>Week</b>	<b>Content</b>	<b>Performance Standards Addressed</b>	<b>Skills for Student Achievement</b>	<b>Assessment</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>Children and Families</b></li> <li>• <b>Decision to Become a Parent</b></li> <li>• <b>Childhood Development</b></li> </ul>	<p><b>A.12.1</b> Demonstrate the significance of the family in meeting family members’ physical needs for food, clothing, shelter and economic resources; nurturing the development of all family members throughout life</p> <p><b>C.12.2</b> Identify cultural assumptions contained in parent/child relations</p> <p><b>6.1</b> Analyze the impact of family as a system on individual and society</p>	<ul style="list-style-type: none"> <li>• Evaluate your attitude towards children</li> <li>• Identify benefits of studying children</li> <li>• Compare childhood in past to present</li> <li>• Describe five characteristics of development</li> <li>• Explain influences on development</li> <li>• Describe reason to enter parenthood</li> </ul>	<ul style="list-style-type: none"> <li>• “Thinking About Children” worksheet</li> <li>• Journal write</li> <li>• Discussion-Childcare timeline</li> <li>• Chart positives and negatives of parenthood</li> <li>• Critical thinking exercise</li> <li>• Collage (LOVE)</li> <li>• Complete worksheet and review questions</li> <li>• Construct childhood portfolio</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• <b>Understanding Families</b></li> <li>• <b>Parenthood</b></li> </ul>	<p><b>D.12.1</b> Explain what it means to assume personal and social responsibility as a family member</p> <p><b>6.2</b> Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families</p> <p><b>15.1</b> Analyze roles and responsibilities of parenting</p> <p><b>15.4</b> Analyze physical and emotional factors related to beginning the parenting process</p>	<ul style="list-style-type: none"> <li>• Explain the importance and types of families</li> <li>• Identify stages in family life cycle</li> <li>• Describe changes parenthood brings</li> <li>• List techniques for communicating positively with children</li> </ul>	<ul style="list-style-type: none"> <li>• Read parents magazine article and summarize</li> <li>• Define vocabulary</li> <li>• Vocabulary quiz</li> <li>• Journal write enculturation</li> <li>• Complete worksheet</li> <li>• Paper (ideal family)</li> <li>• List of baby supplies needed</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Children’s Emotional Development</b></li> </ul>	<p><b>D.12.2</b>Determine the best course of action to take in the situation</p> <p><b>12.3</b> Analyze strategies that promote growth and development across the life</p>	<ul style="list-style-type: none"> <li>• Explain the importance of giving children love and support</li> <li>• Define negative and positive reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Interview parent and reaction paper</li> <li>• Complete worksheets</li> <li>• Television family activity</li> <li>• Create ad for ideal</li> </ul>

		span		<ul style="list-style-type: none"> <li>parent</li> <li>• Teen parenting research</li> <li>• Discussion teen parenting</li> <li>• Guest speaker</li> <li>• Reaction paper</li> </ul>
4	<ul style="list-style-type: none"> <li>• Children's Behavior</li> </ul>	<p>B.12.1 Identify a significant family related concern</p> <p>B.12.1 Give reasons to support conclusions about what to do in the situation</p> <p>B.12.1 Examine probable consequences and weigh risks of each action strategy</p> <p>C.12.2 Use reflection to identify personal beliefs and attitudes</p>	<ul style="list-style-type: none"> <li>• Discuss effective techniques for encouraging appropriate behavior</li> <li>• Explain how and why to set limits</li> <li>• Discuss effective ways of dealing with misbehavior</li> </ul>	<ul style="list-style-type: none"> <li>• Research and compile price list for baby supplies</li> <li>• Critical thinking group exercise</li> <li>• Four corners activity on discipline</li> <li>• Debate time out vs. spanking</li> <li>• Journal write</li> <li>• Role play discipline situations</li> <li>• Complete worksheets</li> <li>• Exam</li> </ul>
5	<ul style="list-style-type: none"> <li>• Substitute Care</li> <li>• Teen Pregnancy</li> <li>• Decisions</li> </ul>	<p>15.3 Evaluate external support systems that provide services to parents</p> <p>C.12.1 Devise a plan to evaluate results and write a summary report</p> <p>B.12.2 Review findings with classmates at each stage of practical reasoning process</p>	<ul style="list-style-type: none"> <li>• Describe the need and types of substitute care available</li> <li>• Discuss the relationship between values and sexuality</li> <li>• Explain how pregnancy can be prevented</li> <li>• List possible sources of help available to pregnant teens</li> <li>• List steps in decision-making process</li> </ul>	<ul style="list-style-type: none"> <li>• Compare baby to a puppy</li> <li>• Journal write</li> <li>• Video Adoption</li> <li>• Paper – when to become a parent</li> <li>• Guest speaker – STDs, contraceptives</li> <li>• Research project teen pregnancy options</li> </ul>
6	<ul style="list-style-type: none"> <li>• Prenatal Development</li> </ul>	<p>E.12.4 Make an organized presentation of visuals, materials, and equipment</p> <p>15.2 Evaluate parenting practices that maximize human growth and development</p>	<ul style="list-style-type: none"> <li>• Name three stages of pregnancy</li> <li>• Describe prenatal development during the three stages</li> <li>• Explain how multiple births occur</li> <li>• Discuss possible answers to infertility</li> <li>• Describe how personal characteristics are inherited</li> </ul>	<ul style="list-style-type: none"> <li>• Create visual of prenatal stages and size of fetus</li> <li>• Class presentation of visual</li> <li>• Complete worksheets</li> <li>• Exam – prenatal stages and development</li> </ul>



9	<p>The Children</p>	<p><b>B.3 Record personal reflections about what is being learned</b></p> <p>The student will be able to:</p> <ol style="list-style-type: none"> <li>Identify developmental milestones for children birth to three</li> <li>Identify developmental milestones for children three to school age</li> <li>Review research on brain development</li> <li>Explore areas of growth and development: psychomotor (fine and gross) emotional, social, cognitive and language</li> </ol>	<ul style="list-style-type: none"> <li>Explain moral development during childhood</li> <li>Summarize potential health concerns of middle childhood</li> </ul> <p><b>CREATE</b> a list of factors affecting growth and development of children</p> <p><b>READ</b> Wisconsin’s Administrative rules for child care (HFS Chapter 45 and 46) related to child development</p> <p><b>COMPLETE</b> assigned readings on child development</p> <p><b>VIEW</b> videos on child development.</p>	<ul style="list-style-type: none"> <li>Journal write – personal reflections</li> <li>Portfolio progress check</li> </ul>
	<ul style="list-style-type: none"> <li>Addition to the Family</li> </ul>	<p><b>F.12.1 Explain the significance of the family in developing life skills</b></p> <p><b>12.1 Analyze principles of human growth and development across the life span</b></p> <p><b>15.1 Analyze roles and responsibilities of parenting</b></p>	<ul style="list-style-type: none"> <li>Outline three stages of labor</li> <li>Describe characteristics of a newborn</li> <li>Describe babies’ basic needs</li> <li>Describe physical growth during the first year</li> <li>Describe developmental senses and skills during the first year</li> <li>Explain how to hold and feed a baby</li> <li>Identify how to bathe, dress, and diaper a baby</li> </ul>	<ul style="list-style-type: none"> <li>Sketch outline of typical baby at birth</li> <li>List of considerations when purchasing baby products</li> <li>Cooperative groups – patterns of physical development</li> <li>Complete worksheets</li> <li>Final exam</li> </ul>

## COURSE NAME: FASHION MERCHANDISING CONCEPTS

*Developers: Family and Consumer  
Science Department*

*Development Date: 2011-2012*

*Instructional Level: 9-12*

### **Course Description:**

In this course, students will enjoy the exciting world of fashion through a look at how the apparel industry works. It will help you to become more fashionable by explaining how to use the elements and principles of design to your advantage. Some other topics include the many aspects of current trends, including color analysis, investment dressing, wardrobe planning, and shopping for clothing. In addition, the students may be involved in a style show at school.

- **What do students need to know?** Students need to have an understanding of basic math (fractions, division, multiplication) and reading skills. People skills are also important, because group work is a big part of class in the hands-on lab setting.
- **How will students learn?** Students will learn through a variety of teaching strategies including many hands-on lab experiences and projects which connects to essential learning outcomes. They will get a better understanding of the fashion world and the variety of career openings within the fashion industry.
- **How will they as students, and we as educators, know they are learning?** Assessments will prove what students have learned. A variety of assessment methods and strategies will be used including projects, demonstrations, lab work, presentations, reflection and peer evaluations. The ultimate assessment will be the comprehensive portfolio/project.

### **Essential Learning Outcomes**

- Discuss various fashion terms, clothing construction and business terms.
- Describe the three main methods of clothing construction.
- Identify the concepts of fashion cycles that occur over time.
- Analyze the influences that social, economic, and political factors have on fashions.
- Research information about the most well known fashion designers.
- Discuss how garment parts can be combined in different ways to achieve new fashions.
- Apply how to use color schemes and illusions effectively in apparel.
- Choose clothes in colors that flatter a person's skin tones and type of figure.

FASHION MERCHANDISING 9 – 12 4/13/12

Week	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
1	<ul style="list-style-type: none"> <li>• Analyze ways of knowing about fashion:</li> <li>• Fashion</li> <li>• Clothing construction</li> <li>• Business terms</li> <li>• Fashion cycles and trends</li> <li>• Social and economic influences on fashion</li> </ul>	<p>C.12.3 Identify appropriate and inappropriate uses of tools</p> <p>2.5 Analyze interrelationship between the economic system and consumer actions</p>	<ul style="list-style-type: none"> <li>• Demonstrate ways to define the fashion and clothing terms</li> <li>• Describe the main methods of clothing construction</li> <li>• Identify the equipment that is available for your use and note its location in the classroom</li> <li>• List notions, supplies, and small equipment needed to construct a project.</li> <li>• Locate and explain the function of various sewing parts</li> <li>• Operate a sewing machine</li> <li>• Wind bobbin and thread</li> <li>• Explain the various fashion cycles that occur over time</li> <li>• Analyze the influence that social economic, and political factors have on fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Complete worksheet</li> <li>• Sewing machine identification</li> <li>• Discussion notions</li> <li>• Display and checklist notions</li> <li>• Sewing machine parts checklist</li> <li>• Sewing machine parts quiz</li> <li>• Portfolio assignment</li> </ul>
2	<ul style="list-style-type: none"> <li>• Evaluate the various types of garment styles and parts in clothing:</li> <li>• Basic dress styles</li> <li>• Necklines</li> <li>• Collars</li> <li>• Sleeves</li> <li>• Skirts</li> <li>• Pants</li> <li>• Coats</li> <li>• Jackets</li> </ul>	<p>16.2 Evaluate fiber and textile materials</p> <p>16.5 Evaluate elements of textiles and apparel merchandising</p>	<ul style="list-style-type: none"> <li>• Explore the many different styles of dresses</li> <li>• Explain the neckline and collar styles for men’s and women’s apparel</li> <li>• Investigate sleeve, skirt, pants, coat, and jacket styles</li> <li>• Demonstrate how the garment parts can be combined in different ways to achieve new designs</li> <li>• Identify how body measurements are taken for both men and women</li> <li>• Use a measurement chart to find your body type and pattern size</li> <li>• Identify the various types of information that may be found in a</li> </ul>	<ul style="list-style-type: none"> <li>• Complete worksheets</li> <li>• Take body measurements</li> <li>• Create body type portfolio</li> <li>• Research patterns from several companies</li> </ul>

			<ul style="list-style-type: none"> <li>pattern envelope</li> <li>Explain how fabric construction and applied finishes affect fabric characteristics</li> </ul>	
3	<ul style="list-style-type: none"> <li>Analyze the element of color in apparel:</li> <li>Color wheel</li> <li>Color schemes</li> <li>Color terms</li> <li>Symbolism</li> <li>Colors in apparel</li> </ul>	<p>16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel</p> <p>16.5 Evaluate elements of textiles and apparel merchandising</p> <p>16.6 Evaluate the components of customer service</p>	<ul style="list-style-type: none"> <li>Discuss color as a design element</li> <li>Explain the symbolism and terms related to color</li> <li>Demonstrate how to use color schemes and illustrations in apparel</li> <li>Select appropriate colors in clothing that enhances a person's hair, eyes and skin tones</li> </ul>	<ul style="list-style-type: none"> <li>Color wheel activity</li> <li>Color portfolio assignment</li> <li>Color Presentation</li> </ul>
4	<ul style="list-style-type: none"> <li>Demonstrating the principles of design in clothing:</li> <li>Design Principles</li> <li>Balance</li> <li>Proportion</li> <li>Emphasis</li> <li>Rhythm</li> <li>Harmony</li> <li>Designs for all figure types</li> </ul>	<p>16.3 Demonstrate apparel and textiles design skills</p> <p>16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel</p> <p>16.5 Evaluate elements of textiles and apparel merchandising</p>	<ul style="list-style-type: none"> <li>Demonstrate the four principles of design such as: balance, proportion, emphasis, and rhythm</li> <li>Choose examples of each of the principles of design used in apparel</li> <li>Explain how the principles of design can be used to produce harmony in clothing designs</li> <li>Select apparel outfits that use design in clothes to highlight physical assets and camouflage liabilities of various body shapes</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Principles demonstration</li> <li>Principles of design portfolio assignment</li> </ul>
5	<ul style="list-style-type: none"> <li>Evaluate the best clothes for a person's image:</li> <li>Image you project</li> <li>Characteristics of a well-planned wardrobe for all ages</li> </ul>	<p>16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel</p> <p>16.2 Demonstrate appreciation for diverse perspectives, needs and characteristics of individuals and families</p>	<ul style="list-style-type: none"> <li>Identify examples of how people use clothes to project images and communicate messages</li> <li>Explain the importance of dressing appropriately for one's life-styles, climate, and environment</li> <li>Describe the benefits of well-planned wardrobes</li> <li>Discuss the advantages that can be gained from choosing the appropriate apparel</li> </ul>	<ul style="list-style-type: none"> <li>Notes/worksheet and terms</li> <li>Image portfolio project</li> </ul>
6	<ul style="list-style-type: none"> <li>Demonstrate the skills and knowledge needed to develop a well-planned wardrobe:</li> <li>Recycling clothing</li> <li>Carbon foot print effect of</li> </ul>	<p>16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel</p> <p>A.12.2 Make informed choices about consumer practices and</p>	<ul style="list-style-type: none"> <li>Create an inventory of a person's present wardrobe</li> <li>Differentiate between one's apparel wants and needs in wardrobe planning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration/presentation</li> <li>Portfolio assignment</li> </ul>

	<ul style="list-style-type: none"> <li>clothing choices</li> <li>Wants vs. needs</li> <li>Choosing and using accessories</li> <li>Wardrobe extenders</li> </ul>	products	<ul style="list-style-type: none"> <li>Determine priorities on additions for their present and future wardrobe</li> <li>Evaluate one's resources, such as, money, time and skills, to make improvements in their wardrobe</li> </ul>	
7	<ul style="list-style-type: none"> <li>Analyze various ways to be a smart consumer when purchasing clothes:</li> <li>Where to shop</li> <li>When to shop-retail cycles</li> <li>Seasons</li> <li>Types of merchandise</li> <li>Consumer rights and responsibilities</li> </ul>	<p>16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel</p> <p>A.12.2 Make informed choices about consumer practices and products</p>	<ul style="list-style-type: none"> <li>Determine how to plan ahead to be a well-informed shopper</li> <li>Explain where and when to shop for merchandise</li> <li>Evaluate the useful information found on hang-tags, labels, and packages for apparel</li> <li>Describe the five laws required on labels for all textile products</li> <li>Discuss the rights and responsibilities of consumers</li> </ul>	<ul style="list-style-type: none"> <li>Complete worksheets</li> <li>Portfolio brochure</li> <li>Video and worksheet on consumerism</li> </ul>
8	<ul style="list-style-type: none"> <li>Demonstrate the different ways of making the right purchases of clothing:</li> <li>Comparison shopping</li> <li>Types of sales and meaning</li> <li>Impulse buying</li> <li>Use of credit</li> </ul>	<p>11.7 Demonstrate design ideas through visual presentation</p> <p>A.12.2 Make informed choices about consumer practices and products</p>	<ul style="list-style-type: none"> <li>Explain how to comparison shop to make informed decisions when buying merchandise</li> <li>Judge the best value, overall quality, and proper fit of a garment</li> <li>Evaluate good bargains and sale merchandise</li> <li>Determine the best method of payment for one's purchase</li> </ul>	<ul style="list-style-type: none"> <li>Video and worksheet</li> <li>Portfolio assignment on shopping tips</li> </ul>
9	<ul style="list-style-type: none"> <li>Analyze different careers in fashion merchandising and the retail industry:</li> <li>Fashion Merchandising and other retail industry careers</li> </ul>	<p>16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel</p> <p>A.12.2 Make informed choices about consumer practices and products</p> <p>E4 Make an organized oral presentation of project results using the appropriate props, visuals, materials, and equipment</p>	<ul style="list-style-type: none"> <li>Identify the career opportunities in fashion merchandising and retailing</li> <li>Discuss the job responsibilities of a retail buyer and the qualifications needed for that career</li> <li>Describe the duties of persons involved with the direct sales and other operations of the store</li> <li>Design a project and explore the necessary qualifications, education and training required for a particular career in the fashion and retail industry</li> </ul>	<ul style="list-style-type: none"> <li>Complete worksheets</li> <li>Final</li> <li>Final Portfolio presentation</li> <li>Project presentation</li> </ul>

## COURSE NAME: CLOTHING CONSTRUCTION I/II

*Developers: Family and Consumer  
Science Department*

*Development Date: 2011-2012*

*Instructional Level: 9-12*

### **Course Description:**

In this course, students will learn the basics of clothing construction. Through classroom instruction, students will learn the basics about sewing machines and hand sewing. This course will emphasize coordinating a wardrobe, color analysis and clothing construction. Two garments will be constructed during class; pajama pants and a project of the student's choice. They will be graded on construction techniques, and constructive work habits.

**What do students need to know?** Students need to have an understanding of basic math (fractions, division, multiplication) and reading skills. People skills are also important, because group work is a big part of class in the hands-on lab setting.

- **How will students learn?** Students will learn through a variety of teaching strategies including many hands-on lab experiences and projects which connects to essential learning outcomes. Students will learn how to follow directions and learn clothing construction techniques. They will also learn how to pick out patterns, and materials for a successful project.
- **How will they as students, and we as educators, know they are learning?** Assessments will prove what students have learned. A variety of assessment methods and strategies will be used including projects, demonstrations, lab work, presentations, reflection and peer evaluations. The ultimate assessment will be the comprehensive hands-on test and final project.

### **Essential Learning Outcomes**

- Describe the main functions all sewing machines have in common.
- Prepare and plan for sewing projects.
- Select and prepare fabrics and patterns.
- Understanding basic sewing and finishing skills.
- Identify commonly used notions.
- List the factors to consider before choosing a pattern.

CLOTHING I/II 9 – 12 1/11/12

Week	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
1	<ul style="list-style-type: none"> <li>• Small Equipment</li> <li>• Notions</li> <li>• Operating the Sewing Machine</li> </ul>	C.12.3 Identify appropriate and inappropriate uses of tools	<ul style="list-style-type: none"> <li>• Identify the equipment that is available for your use and note its location in the classroom</li> <li>• List notions, supplies, and small equipment needed to construct a project.</li> <li>• Locate and explain the function of various sewing parts</li> <li>• Operate a sewing machine</li> <li>• Wind bobbin and thread</li> </ul>	<ul style="list-style-type: none"> <li>• Complete worksheet</li> <li>• Sewing machine identification game</li> <li>• Discussion notions</li> <li>• Display and checklist notions</li> <li>• Sewing machine parts checklist</li> <li>• Sewing machine parts quiz</li> <li>• Practice sewing sheets</li> </ul>
2	<ul style="list-style-type: none"> <li>• Taking Body Measurements and Selecting Pattern Size</li> <li>• The Pattern Envelope</li> <li>• Making Fabric Choices</li> </ul>	16.2 Evaluate fiber and textile materials	<ul style="list-style-type: none"> <li>• Identify how body measurements are taken for both men and women</li> <li>• Use a measurement chart to find your body type and pattern size</li> <li>• Identify the various types of information that may be found in a pattern envelope</li> <li>• Explain how fabric construction and applied finishes affect fabric characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Complete worksheets</li> <li>• Take body measurements</li> <li>• Journal write patterns</li> <li>• Create body type portfolio</li> <li>• Research patterns from several companies</li> <li>• Observe, manipulate and discuss characteristics of fabrics</li> <li>• Fabric exam</li> </ul>
3	<ul style="list-style-type: none"> <li>• Fabric Preparation</li> <li>• Reading Instruction Sheet</li> <li>• Hand Stitching</li> </ul>	16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel	<ul style="list-style-type: none"> <li>• Identify grain lines in various types of fabric</li> <li>• Determine whether fabric is on grain</li> <li>• Determine when fabric should be preshrunk</li> <li>• Analyze and interpret the construction diagrams used on an instruction sheet</li> <li>• Identify various hand stitches and when to use them</li> </ul>	<ul style="list-style-type: none"> <li>• Examine fabric swatches and determine grain lines</li> <li>• Sew gingerbread man</li> <li>• List reasons to preshrink fabric</li> <li>• Interpret diagrams on a pattern and complete project</li> <li>• Sew heart-shaped pin cushion</li> <li>• Video and worksheet hand stitching</li> <li>• Practice hand stitching</li> </ul>

4	<ul style="list-style-type: none"> <li>• Pattern Symbols</li> <li>• Pattern Adjustments</li> <li>• Pattern Layout, Pinning, and Cutting</li> </ul>	16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel	<ul style="list-style-type: none"> <li>• Identify the meanings of various pattern symbols</li> <li>• Demonstrate an understanding of pattern symbols by sketching symbols in appropriate locations on several pattern pieces</li> <li>• Determine when to make pattern adjustments by comparing your measurements with those on a pattern</li> <li>• List reasons for layout, pinning and cutting procedures</li> <li>• Correctly layout a pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern symbol worksheet</li> <li>• Video and demonstration on pattern adjustments</li> <li>• Exam pattern symbols and adjustments</li> <li>• Select fabric</li> <li>• Layout, pin, and cut individual projects</li> </ul>
5	<ul style="list-style-type: none"> <li>• Pressing</li> <li>• Stay stitching</li> <li>• Seams</li> <li>• Clipping, Notching</li> <li>• Trimming and Grading</li> </ul>	16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel	<ul style="list-style-type: none"> <li>• Describe the uses of various pressing equipment</li> <li>• Identify the difference between pressing and ironing and when to use each</li> <li>• Stay stitch a garment piece</li> <li>• Identify methods for constructing seams</li> <li>• Explain the meaning of the terms clipping, notching, trimming and grading</li> </ul>	<ul style="list-style-type: none"> <li>• Practice pressing, stay stitching and seams on garment</li> <li>• Complete worksheets</li> <li>• Review quiz pattern symbols</li> <li>• Construct individual clothing project</li> </ul>
6	<ul style="list-style-type: none"> <li>• Interfacing</li> <li>• Hemming</li> <li>• Button Holes</li> </ul>	16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel	<ul style="list-style-type: none"> <li>• Identify the various types of interfacing and when to use each type</li> <li>• Identify the various hemming methods available</li> <li>• Construct various types of hems on scrap material</li> <li>• Demonstrate creating button holes using a sewing machine</li> </ul>	<ul style="list-style-type: none"> <li>• Practice applying fusible interfacing</li> <li>• Create a buttonhole on a scrap piece of fabric</li> <li>• Complete worksheets</li> <li>• Complete rubric on buttonholes and hems</li> <li>• Construct individual clothing project</li> </ul>
7	<ul style="list-style-type: none"> <li>• Operating a Serger Machine</li> <li>• Serger Construction Techniques</li> </ul>	16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel	<ul style="list-style-type: none"> <li>• Explain how sergers make sewing fast and easy and how they differ from conventional machines</li> <li>• Identify different types of serger stitches</li> <li>• Operate a serger</li> <li>• Observe construction techniques of sergers such as</li> </ul>	<ul style="list-style-type: none"> <li>• Complete worksheets</li> <li>• Operate a serger</li> <li>• Construct a pocket purse on a serger</li> <li>• Define serger techniques</li> <li>• Research a clothing brand</li> </ul>

			<b>seaming, hemming, and decorative stitching</b>	
<b>8</b>	<ul style="list-style-type: none"> <li>• <b>Quilting Pattern and Designs</b></li> </ul>	<b>11.7 Demonstrate design ideas through visual presentation</b>	<ul style="list-style-type: none"> <li>• <b>Determine fabric appropriate for quilting</b></li> <li>• <b>Analyze a quilt pattern and how to assemble it</b></li> <li>• <b>Correctly measure quilting pieces</b></li> <li>• <b>Construct a quilted pillow</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Video and worksheet</b></li> <li>• <b>Design a quilt design in paper</b></li> <li>• <b>Produce a visual of quilting pattern</b></li> <li>• <b>Construct a quilted pillow</b></li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>• <b>Zippers</b></li> <li>• <b>Constructing Project</b></li> <li>• <b>Purchasing Clothes</b></li> </ul>	<b>16.5 Demonstrate skills needed to produce, alter, or repair textile products and apparel</b>  <b>A.12.2 Make informed choices about consumer practices and products</b>	<ul style="list-style-type: none"> <li>• <b>Identify procedures for adding a zipper</b></li> <li>• <b>Construct a garment/project</b></li> <li>• <b>Evaluate constructed projects</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete worksheets</b></li> <li>• <b>Final exam on clothing terms</b></li> <li>• <b>Construct individual garments and quilted pillows</b></li> <li>• <b>Complete a rubric for garments and pillows</b></li> <li>• <b>Video and worksheet consumerism</b></li> </ul>

## COURSE NAME: HOUSING

*Developers: Family and Consumer  
Science Department*

*Development Date: 2011-2012*

*Instructional Level: 9-12*

### **Course Description:**

Housing is a class where students will create their own home floor plans. Students will learn how to properly place windows, switches, lighting, furniture, and more. Students will then create interior designs for selected rooms in their home and will be required to do material costing. Landscaping, real-estate, careers in the housing industry and construction concepts are also covered throughout the course.

**What do students need to know?** Students need to have an understanding of basic math (fractions, division, multiplication) and reading skills. People skills are also important, because group work is a big part of class in the hands-on lab setting.

**How will students learn?** Students will learn through a variety of teaching strategies including many hands-on lab experiences and projects which connects to essential learning outcomes. Students will learn how to follow directions and learn clothing construction techniques. They will also learn how to pick out patterns, and materials for a successful project. Students will develop skills for managing their housing decisions. This will be a particular benefit to those who soon will be living on their own. Students also will have the opportunity to explore various careers related to housing services and the housing industry.

**How will they as students, and we as educators, know they are learning?** Assessments will prove what students have learned. A variety of assessment methods and strategies will be used including projects, demonstrations, lab work, presentations, reflection and peer evaluations. The ultimate assessment will be the comprehensive portfolio and final design board bid project.

### **Essential Learning Outcomes**

- List key factors to consider when choosing a housing location.
- Evaluate different types of housing.
- Describe and compare the responsibilities involved in renting versus buying a home.
- Compare and contrast various exterior materials: Siding, doors, windows, roofing.
- Decorate and choose furnishings to fit your tastes, lifestyle, and budget.
- Demonstrate effective ways to choose and arrange furniture in creating the living space and atmosphere you want.
- Evaluate furniture, floor coverings, lighting fixtures, and window treatments in terms of quality, design, and price.

**Housing 10-12 1/11/12**

Week	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
	<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	<p>*Each unit we cover, students will apply the knowledge they learned to an assessment piece that they will add to their own Housing Portfolio, to be turned in every two weeks and for their final project.</p>
<p>1 Chpt. 1,2,3,4</p>	<ul style="list-style-type: none"> <li>• Housing and Human Needs</li> <li>• Influences on Housing</li> <li>• Benefits of Housing</li> <li>• The History of Housing</li> <li>• Cultures and Housing</li> <li>• Impact of the Environment</li> <li>• Benefits of Technology</li> <li>• Types of Housing</li> <li>• Benefits Gained by Studying Housing</li> </ul>	<p>A.1 Demonstrate the significance of the family in meeting family members' physical needs for food, clothing, shelter, and economic resources; nurturing the development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community and world</p> <p>A.2.7 Direct the future and respond to technology and technological processes</p> <p>E.5 Show how various work-of-family concepts are related, such as self-development, formation of society, continuing concerns of family, practical reasoning, family action, challenge and support, and life skills</p> <p>A2.2 Encourage children to develop ethical principles consistent with respecting the environment, themselves, and others</p> <p>C.2.3 Identify cultural assumptions contained in various media, such as notions about parent-child relations, beauty, violence, economic progress, or</p>	<ul style="list-style-type: none"> <li>• Compare housing needs with various lifestyles</li> <li>• Explain human ecology</li> <li>• Relate historical events to housing</li> <li>• Describe various cultures and housing characteristics</li> <li>• Analyze concerns about environmental aspects of housing</li> <li>• List your human and non-human needs</li> <li>• Describe different types of housing</li> </ul>	<ul style="list-style-type: none"> <li>• Create a timeline of your life. Explain the various housing needs you will need in each stage</li> <li>• Unit 1 Quiz</li> <li>• Research: Great buildings.com and report findings</li> </ul> <p>*</p>

		consumerism in stories, advertising, television programs, or videos		
2 Chpt. 5,6,7,8,9	<ul style="list-style-type: none"> <li>Acquiring Housing</li> <li>The Evolution of Exteriors</li> <li>Understanding House Plans</li> <li>House Construction</li> <li>The Systems Within</li> </ul>	<p>E.5 Show how various work-of-family concepts are related, such as self-development, formation of society, continuing concerns of family, practical reasoning, family action, challenge and support, and life skills</p> <p>E.2 Assess the working conditions of a specific environment that affects the family and explain what changes are needed to make it supportive of the family</p> <p>A.3.2 Explain how the situation evolved</p> <p>C.2.4 Explain how cultural assumptions influence human development and why these assumptions should be examined publicly</p>	<ul style="list-style-type: none"> <li>Explain the steps in buying a house</li> <li>Determine the + and – of renting and buying houses.</li> <li>Define legal and financial terms related to acquiring housing</li> <li>Discuss the background of housing styles and current trends</li> <li>Interpret architectural drawings</li> <li>Describe how a house is constructed</li> <li>Explain how cooling, electrical, heating and plumbing systems work</li> </ul>	<ul style="list-style-type: none"> <li>Walking-house field trip and test of housing exteriors and structures</li> <li>Explore realtor.com and report findings</li> <li>Complete Making Housing Choices assignment</li> <li>Create a drawing of your home, indicating the public, private and service zones</li> </ul> <p>*</p>
3 Chpt. 10,11,12	<ul style="list-style-type: none"> <li>Elements of Design</li> <li>Using Color Effectively</li> <li>Using the Principles of Design</li> </ul>	<p>A.2.4 Appreciate the value of aesthetic expression in the home</p> <p>C.3.1 Identify appropriate uses of technological information, methods and tools in everyday life</p> <p>C.3.2 Identify ways to manage the home environment to meet the physical needs of the family or enhance living spaces</p> <p>C.3.3 Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as designing living space to meet the needs of persons of different ages, preparing and serving a meal that meets dietary restrictions, planning special story times for preschool or elementary school youngsters, setting up a panel or cable television show on</p>	<ul style="list-style-type: none"> <li>List basic characteristics of design</li> <li>Demonstrate the different types of form</li> <li>Explain how space is used in design</li> <li>Describe tactile texture and visual texture</li> <li>Explain the meaning of different colors</li> <li>Determine how proportion and scale are related to objects</li> </ul>	<ul style="list-style-type: none"> <li>Research how businesses decide what colors to use in their interior spaces. Write an essay on the guidelines you find</li> <li>Apply the elements of design (line, form, space, mass and texture) to a room layout created by the student</li> </ul> <p>Chapter 12 Quiz</p> <p>*</p>

		<p>which local employers describe family-friendly work policies, or organizing a community forum to discuss local concerns about the development of citizenship values (honesty, respect, and responsibility)</p> <p>--retrieve, examine, and use relevant information about the project</p> <p>--identify personal knowledge and skills, procedures, and tools to use</p> <p>-- evaluate the effectiveness of the project</p>		
<p>4</p> <p>Chpt. 13,14</p>	<ul style="list-style-type: none"> <li>• Textiles in Today's Homes</li> <li>• Creating Interior Backgrounds</li> </ul>	<p>A.2.4 Appreciate the value of aesthetic expression in the home</p> <p>C.3.2 Identify ways to manage the home environment to meet the physical needs of the family or enhance living spaces</p> <p>C.3.3 Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as designing living space to meet the needs of persons of different ages, preparing and serving a meal that meet dietary restrictions, planning special story times for preschool or elementary school youngsters, setting up a panel or cable television show on which local employers describe family-friendly work policies, or organizing a community forum to discuss local concerns about the development of citizenship values (honesty, respect, and responsibility)</p> <p>--retrieve, examine, and use relevant information about the</p>	<ul style="list-style-type: none"> <li>• List characteristics of various fibers</li> <li>• Identify appropriate textiles for various household uses</li> <li>• Compare floor treatments</li> <li>• Describe several wall materials and wall treatments</li> <li>• Demonstrate how to plan satisfying interior backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Reorganize the info in Fig. 13-1 and 13-2 into another format and find examples of each manufactured and natural fibers</li> <li>• Compare and contrast the various uses for hard floors verses soft flooring</li> <li>• Design an informative handout on the various wall treatments</li> </ul> <p>*</p>

		<p>project</p> <ul style="list-style-type: none"> <li>--identify personal knowledge and skills, procedures, and tools to use</li> <li>-- evaluate the effectiveness of the project</li> </ul>		
<p>5 Chpt. 15, 16</p>	<ul style="list-style-type: none"> <li>• Furniture Styles and Construction</li> <li>• Arranging and Selecting Furniture</li> </ul>	<p>A.2.4 Appreciate the value of aesthetic expression in the home</p> <p>C.3.2 Identify ways to manage the home environment to meet the physical needs of the family or enhance living spaces</p> <p>C.3.3 Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as designing living space to meet the needs of persons of different ages, preparing and serving a meal that meets dietary restrictions, planning special story times for preschool or elementary school youngsters, setting up a panel or cable television show on which local employers describe family-friendly work policies, or organizing a community forum to discuss local concerns about the development of citizenship values (honesty, respect, and responsibility)</p> <ul style="list-style-type: none"> <li>--retrieve, examine, and use relevant information about the project</li> <li>--identify personal knowledge and skills, procedures, and tools to use</li> <li>-- evaluate the effectiveness of the project</li> </ul>	<ul style="list-style-type: none"> <li>• Describe various furniture styles</li> <li>• Identify ways to evaluate quality furniture construction</li> <li>• Describe how to use a scale floor plan to arrange furniture</li> <li>• Explain the steps to follow when selecting furniture</li> </ul>	<ul style="list-style-type: none"> <li>• Create a pocket card to use as a shopping checklist for buying wood furniture</li> <li>• Quiz on various types of wood joints</li> <li>• Mid-Term</li> <li>* </li> </ul>

<p>6</p> <p>Chpt. 17,18</p>	<ul style="list-style-type: none"> <li>Addressing Windows, Lighting, and Accessories</li> <li>Selecting Household Appliances</li> </ul>	<p>A.2.4 Appreciate the value of aesthetic expression in the home</p> <p>A.2.5 Make informed choices about consumer practices and products</p> <p>C.3.2 Identify ways to manage the home environment to meet the physical needs of the family or enhance living spaces</p> <p>C.3.3 Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as designing living space to meet the needs of persons of different ages, preparing and serving a meal that meets dietary restrictions, planning special story times for preschool or elementary school youngsters, setting up a panel or cable television show on which local employers describe family-friendly work policies, or organizing a community forum to discuss local concerns about the development of citizenship values (honesty, respect, and responsibility)</p> <p>--retrieve, examine, and use relevant information about the project</p> <p>--identify personal knowledge and skills, procedures, and tools to use</p> <p>-- evaluate the effectiveness of the project</p>	<ul style="list-style-type: none"> <li>Describe types of window treatments</li> <li>Explain the differences between incandescent and fluorescent lighting</li> <li>List guidelines for the use, placement, and care of accessories</li> <li>List factors to consider when selecting household appliances</li> <li>Describe styles and features of various kitchen, laundry and climate control appliances</li> </ul>	<ul style="list-style-type: none"> <li>Create a personalized sample board that displays your dreams for your first home after graduation</li> <li>Compare and contrast energy star appliances vs. non-energy star appliances. Report findings in a report</li> </ul> <p>*</p>
<p>7</p> <p>Chpt. 19, 20</p>	<ul style="list-style-type: none"> <li>The Outdoor Living Space and Environment</li> <li>Keeping Your House Safe and Secure</li> </ul>	<p>A.2.2 Encourage children to develop ethical principles consistent with respecting the environment, themselves, and others</p> <p>A.2.5 Make informed choices about consumer practices and products</p> <p>C.3.2 Identify ways to manage the</p>	<ul style="list-style-type: none"> <li>Identify the goals of landscaping</li> <li>List natural and manufactured landscape elements</li> <li>List conservation measures for landscaping</li> <li>Explain how to make your home safe and secure</li> </ul>	<ul style="list-style-type: none"> <li>Design and outdoor living space using the CADD program</li> <li>Analyze various scenarios where there have been safety issues in a house and explain what options</li> </ul>

		<p>home environment to meet the physical needs of the family or enhance living spaces</p> <p>C.3.3 Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as designing living space to meet the needs of persons of different ages, preparing and serving a meal that meets dietary restrictions, planning special story times for preschool or elementary school youngsters, setting up a panel or cable television show on which local employers describe family-friendly work policies, or organizing a community forum to discuss local concerns about the development of citizenship values (honesty, respect, and responsibility)</p> <p>--retrieve, examine, and use relevant information about the project</p> <p>--identify personal knowledge and skills, procedures, and tools to use</p> <p>-- evaluate the effectiveness of the project</p>		<p>could have helped prevent the accidents.</p> <p>*</p>
<p>8</p> <p>Chpt. 21, 22</p>	<ul style="list-style-type: none"> <li>Maintaining Your Home</li> <li>Housing Today and What's Ahead in the Future</li> </ul>	<p>A.2.7 Direct the future and respond to technology and technological processes</p> <p>A.4 Propose a question for further investigation and give reasons to explain its importance</p> <p>B.1.6 Examine probable consequences and weigh risks of each action strategy</p> <p>C.3.1 Identify appropriate and inappropriate uses of technological information, methods, and tools in everyday</p>	<ul style="list-style-type: none"> <li>Select the cleaning tools, products, and schedule needed maintenance for your home</li> <li>Summarize how to properly maintain the landscape</li> <li>Identify the pros and cons of remodeling</li> <li>List resources for home maintenance</li> <li>Identify ways to provide and conserve energy</li> <li>Determine new housing solutions</li> </ul>	<ul style="list-style-type: none"> <li>Using the CADD program, make redecorating plans for a living room including a rough sketch of the final design. Develop a budget. Obtain samples of colors and designs that you plan to use.</li> <li>Use the internet and magazines, collect photos and descriptions of new technology in housing. Share with class</li> </ul>

		life		*
9  Chpt. 23, 24	<ul style="list-style-type: none"> <li>Careers in Housing</li> </ul>	<p>B.3 Record personal reflections about what is being learned from the experience</p> <p>B.4 Construct a model to show how the practical-reasoning process worked in a specific situation</p> <p>E.1 Integrate information from a variety of sources that show how various community settings affect the family's ability to do its work</p> <p>E.2. Access the working conditions of a specific environment that affects the family and explain what changes are needed to make it supportive of the family</p> <p>F.1.1 Explain the significance of the family in developing life skills, such as regulating attention and goal setting, problem solving, and self-evaluation skills</p>	<ul style="list-style-type: none"> <li>Describe several careers within the housing field, including those held by entrepreneurs</li> <li>List ways that computers are used to help professionals make housing decisions</li> <li>Listen to guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>Research various housing careers and report findings and any interests</li> <li>Final exam</li> <li>Complete portfolio for final presentation</li> </ul> <p>*</p>

# *Instructional Strategies and Assessment Information*

In the Family and Consumer Science Education Department there are a variety of instructional strategies and assessments used. The FCSE classes are intended to be hands-on type classes to teach real world living skills. The content taught naturally lends itself to many unique instructional strategies and assessments.

Instructional strategies used consist of: lecture, presentations, discussions, KWL, demonstrations, guest presenters, technical reading, technology infusion, web quests, and many more.

Assessment strategies used in the FCSE department consist of: Projects, presentations, hands-on performance tests, demonstrations, quizzes, finals, lab work, lab manual work, journal writing, and many more. You will find a few samples of assessments used in the following pages.

## Final Design Board Rubric

	Advanced-4	Proficient-3	Basic-2	Minimal-1
1. Floor plan layout/traffic pattern				
2. Camera View				
3. Lighting shown and identified				
4. Style of windows/treatment				
5. Furniture styles identified				
6. Furniture arrangements (functional)				
7. Design El. & Prin of Design identified				
8. Color scheme-samples/labeled appropriately				
9. Wall color				
10. Floor treatment				
11. Window/window treatments color				
12. Furniture/accessories textile				
13. Woodwork/color selected				
14. Overall accessories				
15. Cost of room/types				
16. Professional Presentation				
17. Explanation of room				
18. Sturdy foam board				
19. Professional typed labels				
20. Board is all matted correctly				
<b>TOTAL: 80 points</b>				

# Final Design Project

You will select a room and personal characteristics to design for from below.

<b>ROOM</b>	<b>PERSONAL CHARACTERISTICS</b>
Kitchen	25 year old female, career oriented, contemporary
Dinning Room	28 year old DINKs, relaxing at home a lot when not working
Living Room	30 year old couple starting a family, twins due, stay @ home mom
Bathroom	35 year old couple with three children, kids are very involved
Master Bed Room	40 year old male professor, enjoys gourmet cooking in free time
Kids Room	55 year old couple looking to down size, needs room for family visits
Office/Guest Room	70 year old couple, one in a wheel chair and the other helps a lot but doesn't see or hear well

You are the interior designer who needs to come up with a universal design that looks good and is functional (form follows function). You will create a room design and give two color theme choices for them to choose from. Think about all the design elements and as you are completing the project identify:

- Design elements (line, mass, texture, form, mass)
- Color (warm, cool, analogous, mono.,etc.)
- Principles of design (proportion, golden "rules", scale, balance, emphasis, sensory design, gradation, transition, etc.)
- Textiles (what are they used for)
- Backgrounds (flooring, walls, countertops, etc)
- Furniture (type, history)
- Windows, lighting and accessories

## Clothing Hands-On Test

Name: \_\_\_\_\_

Proficient-Does with no help, everything is correct-2 Pt.

Average-Needs some assistance or has slight problems-1 Pt.

Not Proficient-Needs to be shown has great difficulty-0 Pt.

- |  |   |   |   |
|--|---|---|---|
| ○ Wind a bobbin  | P | A | N |
| ○ Thread upper machine   | P | A | N |
| ○ Thread bobbin and place it in correctly  | P | A | N |
| ○ Check for correct tension  | P | A | N |
| ○ Change needle  | P | A | N |
| ○ Control the speed with a slow, even, speed   | P | A | N |
| ○ Use the seam guides- show where $\frac{1}{4}$ , $\frac{3}{8}$ , and $\frac{5}{8}$ " is | P | A | N |
| ○ Demonstrate how to pivot   | P | A | N |
| ○ Back stitch or "back tack" end of a seam, proper use of reverse                        | P | A | N |
| ○ Change stitch length   | P | A | N |
| ○ Select straight stitch setting and demonstrate   | P | A | N |
| ○ Select zigzag stitch and demonstrate   | P | A | N |
| ○ Demonstrate the two ways to finish a seam  | P | A | N |



Buttonholes, Buttons and Fasteners: correctly placed, secure appropriate for design, stitching neat. P F G E N/A

Others (pleats, trims, etc.): smooth, flat, free from bulk, neatly and correctly done. P F G E N/A

Comments: Letter Grade: /50

Name: \_\_\_\_\_  
Period: \_\_\_\_\_

Boxer Evaluation  
(for non-plaid boxers)

Rate the project according to the following scale: 5-excellent 4-good 3-average 2-fair 1-poor

Student Score		Teacher Score
_____	1. Fabric Preparation	_____
	a. Fabric pulled to make it "on grain" if necessary...	
_____	2. Layout	_____
_____	a. Printed design faces correct direction.....	_____
	b. Cut along correct lines for size	_____
_____	3. Cutting	_____
_____	a. Smooth and even	_____
	b. Cut along correct lines for size	_____
_____	4. Stitching	_____
_____	a. Even	_____
	b. Correct Length	_____
_____	5. Seams	_____
_____	a. Correct Width	_____
_____	b. Not puckered or stretched	_____
_____	c. Secured at beginning and end	_____
_____	d. Finished properly	_____
_____	6. Waistband	_____
_____	a. Casing is specified width	_____
_____	b. Elastic contains no twists	_____
_____	c. Neatly sewn	_____
_____	7. Hem	_____
_____	a. Hems are even	_____
_____	b. Flat and smooth	_____
_____	c. Stitching is neat and even	_____
_____	8. Overall Appearance	_____
	a. Threads trimmed	

\_\_\_\_\_ b. Fit (including length) \_\_\_\_\_  
\_\_\_\_\_ c. Look neat and clean \_\_\_\_\_

9. Work Habits

\_\_\_\_\_ a. Worked quietly \_\_\_\_\_  
\_\_\_\_\_ b. Had supplies and equipment daily \_\_\_\_\_  
\_\_\_\_\_ c. Used time well \_\_\_\_\_  
\_\_\_\_\_ d. Left work area clean at the end of the period \_\_\_\_\_

Total: \_\_\_\_\_

Letter Grade: \_\_\_\_\_

## Clothing II Final

1. \_\_\_\_\_ You are making a shirt for friend with the following measurements: bust 32, waist 26 ½, hips 36. Which pattern size would you select?
- A. Size 10
  - B. Size 12
  - C. Size 14

Size	10	12	14	16	18
Bust	32 1/2	34	36	38	40
Waist	25	26 ½	28	30	32
Hips	34 ½	36	38	40	42

2. When taking a man's sleeve length measurement, the measuring tape is placed from the \_\_\_\_\_.
- A. Elbow to the wrist
  - B. Tops of the spine to the wrist
  - C. Shoulder bone to the wrist
3. The yardage requirement table for various views, sizes, and widths of fabric is found on the \_\_\_\_\_.
- A. Back of the pattern envelope
  - B. Front of the pattern envelope
  - C. Guide sheet
4. Which of the following types of information would *not* be found on the pattern envelope?
- A. A description of the garment
  - B. Suggested fabric from which to construct the garment
  - C. A list of pattern pieces needed for the garment view being constructed
5. Which of the following is not a method for removing marks left by special fabric marking pens?
- A. Apply a cleaning compound made easily to remove the marks.
  - B. Rub marks gently with a dampened cloth.
  - C. Allow the marks to fade without doing anything.
6. Which of the following statements is true about using tracing paper to make pattern symbols?
- A. The garment must be laundered to remove markings.
  - B. Always test tracing paper on a fabric swatch before using it to be sure marks can be removed.
  - C. Marking should always be done on the right side of the fabric.
7. The purpose of the sewing machine feed dog is to \_\_\_\_\_.
- A. Hold the thread in place
  - B. Move the fabric along
  - C. Control tightness of the thread and move the thread through the machine

8. The purpose of stay stitching is to prevent \_\_\_\_\_
- A. Raveling while the garment is being made
  - B. Facings from showing on the right side of the garment
  - C. Stretching while the garment is being made
9. When should stay stitching be done?
- A. As the first stitching process on a garment piece.
  - B. Just before the final pressing.
  - C. At any point during the construction process.
10. Where should stay stitching be done?
- A.  $\frac{1}{4}$  inch from the cut edge of a garment piece.
  - B.  $\frac{1}{2}$  inch from the cut edge of a garment piece.
  - C. On the seam line of a garment piece.
11. How far from the cut edge are most plain seams stitched?
- A.  $\frac{3}{8}$  inch
  - B.  $\frac{1}{2}$  inch
  - C.  $\frac{5}{8}$  inch
12. The purpose of trimming seam allowance is to \_\_\_\_\_
- A. Relieve the strain on the seam allowance
  - B. Eliminate bulk
  - C. Allow the seam to spread and make a smooth curve.
13. The term grading means to \_\_\_\_\_
- A. Clip through the various layers of the seam allowance
  - B. Trim the seam allowance
  - C. Trim each layer of the seam allowance to a different width
14. Which of the following is not a reason for finishing seam edges:
- A. To prevent a seam from raveling during laundering and wearing
  - B. To give the interior of the garment a finished look
  - C. To prevent the seam allowance from stretching
15. Gathering requires the use of
- A. One row of stitching
  - B. Two rows of stitching
  - C. Three rows of stitching
16. The size of stitches used for gathering as compared to those used for seams should be
- A. Longer
  - B. Shorter
  - C. The same size

17. Which of the following statements is true?
- A. The only way to accurately determine the fiber content of a fabric is to read the label on the bolt end.
  - B. The fiber content, in most cases, can be determined by feeling and looking at the fabric.
  - C. The salesclerk will know the fiber content of the fabric.
18. Which of the following can be found on a pattern instruction sheet?
- A. Layout directions for each pattern view.
  - B. Yardage requirements for each pattern view.
  - C. Fabric recommendations for the garments.
19. To find directions for sewing your garment together, read the instruction sheet starting at \_\_\_\_\_.
- A. The beginning of the written instructions
  - B. Any point that describes a garment detail for your view
  - C. The beginning of the written instructions for your view
20. To help you decide how a pattern design is going to fit, read the information given on the \_\_\_\_\_.
- A. instruction sheet that explains how to alter the pattern
  - B. envelope back that charts the body measurement
  - C. envelope back that describes the garment features
21. When increasing a pant waist seam by 1 inch, how much must the back pattern piece be increased at the side seam?
- A. 1 inch
  - B.  $\frac{1}{4}$  inch
  - C.  $\frac{1}{2}$  inch
22. Which of the following items would be considered a notion?
- A. Pins
  - B. Seam ripper
  - C. Zipper
23. Which of the following garment areas should usually be interfaced?
- A. Zipper fly
  - B. Skirt back
  - C. Collar
24. To hand stitch a hem edge that has not been turned under, use a (n) \_\_\_\_\_.
- A. Catch stitch
  - B. Overcast stitch
  - C. Slip stitch

25. To hand stitch a hem edge that has been turned under, use a (n) \_\_\_\_\_.
- A. catch stitch
  - B. overcast stitch
  - C. slip stitch

Matching:

- |                    |   |
|--------------------|---|
| 26. _____ ¼ inch   | A. Normal knitting stitch                     |
| 27. _____ ½ inch   | B. Normal seam allowance for most garments    |
| 28. _____ 5/8 inch | C. The reverse knitting stitch                |
| 29. _____ knit     | D. Seam allowance used for RAG quilt          |
| 30. _____ purl     | E. Seam allowance used for all other quilting |

What do you like about the class? What could be improved?

## FOODS FINAL

1. Which of the following media reports on the importance of eating breakfast is likely to be most reliable?
  - A. An article published in a popular women's magazine.
  - B. Findings based on a study of six school children.
  - C. Research conducted by an independent team of scientists and dietitians.
  - D. A study funded by a major cereal manufacturer
2. Which of the following is *not* one of the six groups of nutrients?
  - A. Fats.
  - B. Fiber.
  - C. Minerals.
  - D. Water.
3. Which of the following is a function of carbohydrates?
  - A. Add flavor and satisfying quality to foods.
  - B. Help maintain bones.
  - C. Furnish the body with energy.
  - D. Regulate fluid balance in the cells.
4. Which of the following is a good food source of fats?
  - A. Honey.
  - B. Legumes.
  - C. Olives.
  - D. Potatoes.
5. A deficiency of calcium may cause \_\_\_\_\_.
  - A. anemia
  - B. beriberi
  - C. night blindness
  - D. osteoporosis
6. Hypertension is linked with an excess of which nutrient?
  - A. Folate.
  - B. Iron.
  - C. Protein.
  - D. Sodium.
7. What aspects of the food supply are being improved through technology?
  - A. Availability.
  - B. Nutrient content.
  - C. Safety.
  - D. All the above.
8. Which of the following consumer choices would result in a more healthful meal when eating away from home?
  - A. Choosing ice cream for dessert instead of a fruit cup.
  - B. Opting for French fries instead of a salad.
  - C. Ordering water instead of a soft drink.
  - D. Selecting fried chicken instead of grilled chicken.

9. Which of the following would be the best choice of a nutritious snack for a school-age child?
- A. Bagels and cream cheese.
  - B. Graham sticks with chocolate dip.
  - C. Tortilla chips and salsa.
  - D. Whole wheat crackers with peanut butter
10. Which of the following would be a good suggestion for someone following a weight-loss plan?
- A. Avoid eating in restaurants.
  - B. Include as many favorite foods in your diet as possible.
  - C. Weigh yourself daily.
  - D. When you reach an intermediate weight management goal, reward yourself with a favorite high-calorie food.
11. Which of the following is a damaging effect that may result from bulimia nervosa?
- A. Blood pressure drops.
  - B. Hormone secretions become abnormal.
  - C. Respiration slows.
  - D. Teeth, gums, esophagus, and stomach are damaged.
12. Which of the following foods do the Dietary Guidelines for Americans recommend avoiding because it is a common source of bacterial contamination?
- A. Pasteurized milk.
  - B. Raw vegetables.
  - C. Undercooked eggs.
  - D. Well-done meats.
13. Why should area rugs be avoided as floor coverings in the kitchen?
- A. They lack the beauty of natural wood flooring.
  - B. The danger of tripping causes them to be a safety hazard.
  - C. Vinyl sheets and tiles are a more popular choice.
  - D. They do not provide adequate walking comfort.
14. When setting a table, forks should be placed \_\_\_\_\_.
- A. above the plate
  - B. to the left of the plate
  - C. on the plate
  - D. to the right of the plate
15. In a microwave oven, microwaves are distributed throughout the oven cavity by a \_\_\_\_\_.
- A. magnetron tube
  - B. stirrer fan
  - C. turntable
  - D. wave pattern
16. Which portable kitchen appliance allows consumers to combine ingredients in the morning for a meal that will be ready to eat at the end of the day?
- A. Bread machine.
  - B. Electric skillet.
  - C. Pasta maker.
  - D. Slow cooker.

17. Which measuring tools are used to measure small amounts of liquid and dry ingredients?
- A. Dry measures.
  - B. Liquid measures.
  - C. Measuring spoons.
  - D. Mini measures.
18. Which tool would be used to blend shortening and flour when making pastry?
- A. Bent-edged spatula.
  - B. Pastry blender.
  - C. Sifter.
  - D. Whisk.
19. Which type of thermometer is used to keep track of the temperature at which perishable foods are stored?
- A. Food-storage thermometer.
  - B. Instant-read thermometer.
  - C. Oven-safe thermometer.
  - D. Refrigerator-freezer thermometer.
20. Which tool is used to snip herbs, trim vegetables, and cut dough?
- A. All-purpose cutter.
  - B. Kitchen shears.
  - C. Paring knife.
  - D. Peeler.
21. Which kitchen knife is considered the most versatile and is used for cutting, chopping, and dicing fruits and vegetables?
- A. Carving knife.
  - B. French knife.
  - C. Slicing knife.
  - D. Utility knife.
22. Which tool has a round cup attached to a handle and is used to serve punch and soup?
- A. Baster.
  - B. Colander.
  - C. Ladle.
  - D. Strainer.
23. Which of the following would be the best choice for heating soup in a microwave oven?
- A. A ceramic casserole with a stainless steel band around the edge.
  - B. A glass bowl with a scalloped edge.
  - C. A plastic whipped topping container with flowers printed around the edge.
  - D. A wooden bowl with a carved design around the edge.
24. Which utensil is generally used for baking breads?
- A. Jelly roll pan.
  - B. Loaf pan.
  - C. Muffin pan.
  - D. Springform pan.

25. Which of the following thrift store items would be the best buy?
- A. A nearly-new aluminum double boiler with a loose handle.
  - B. A glass saucepan with a chipped rim.
  - C. A very heavy iron skillet with a small rust spot.
  - D. A slightly scratched stainless steel stock pot with a tight-fitting lid.
26. Which of the following statements about family food spending is true?
- A. As income increases, meal managers tend to spend less for food.
  - B. Meal managers who frequently serve casseroles and canned goods tend to spend less than those who serve steaks and fresh produce.
  - C. Meal managers who have limited time and energy resources tend to spend less on convenience foods.
  - D. Meal managers who value meals as a source of entertainment tend to spend less on food.
27. Which of the following statements is true about food costs?
- A. National brands usually cost less than store brands.
  - B. Presweetened cereals usually cost less than unsweetened cereals.
  - C. Large eggs usually cost less than medium eggs.
  - D. During off-seasons, frozen fruits usually cost less than fresh fruits.
28. A meal consisting of meatloaf topped with tomato sauce, mashed potatoes sprinkled with paprika, stir-fried red pepper strips, and strawberry gelatin salad is monotonous because \_\_\_\_\_.
- A. color is repeated
  - B. flavor is repeated
  - C. shape is repeated
  - D. texture is repeated
29. Which of the following is the correct abbreviation for *teaspoon*?
- A. pt.
  - B. T.
  - C. tbsp.
  - D. tsp.
30. Which of the following terms means to coat a food by sprinkling it with or dipping it in a dry ingredient such as flour or bread crumbs?
- A. Devein.
  - B. Dredge.
  - C. Dress.
  - D. Dust.
31. Which of the following is *not* one of the functions of covering foods in a microwave oven?
- A. Distributes heat more evenly.
  - B. Eliminates the need for standing time.
  - C. Helps foods retain moisture.
  - D. Helps speed cooking time.

32. Which of the following ingredients should be packed into a dry measuring cup?
- A. Bread crumbs.
  - B. Brown sugar.
  - C. Flour.
  - D. White sugar.
33. What is the conventional equivalent of one tablespoon?
- A. 1/8 cup.
  - B. 1/2 pint.
  - C. 3 teaspoons.
  - D. 15 milliliters.
34. Which of the following is an effect of dry heat on starch?
- A. Causes color and flavor changes.
  - B. Causes swelling of starch granules.
  - C. Increases thickening power.
  - D. All the above.
35. How should leafy green vegetables be stored?
- A. In a cool, dark, dry place.
  - B. Uncovered in the crisper drawer of the refrigerator.
  - C. Wrapped in a damp towel and placed in a perforated plastic bag in the refrigerator.
  - D. In open containers at room temperature.
36. Which of the following is true about washing vegetables?
- A. Gently use a vegetable brush to remove soil from crevices while washing.
  - B. Do not bother to wash vegetables such as onions, which are going to be peeled.
  - C. Soak vegetables before washing to remove stubborn dirt.
  - D. Wash vegetables in a sink filled with warm water.
37. Which of the following changes does *not* take place when vegetables are cooked?
- A. The cellulose in vegetables toughens, making chewing more difficult.
  - B. Flavors and colors undergo changes.
  - C. Some nutrients may be lost.
  - D. Starch absorbs water, swells, and becomes easier to digest.
38. Which of the following vegetables contains a pigment called anthocyanin?
- A. Beets.
  - B. Broccoli.
  - C. Carrots.
  - D. Cauliflower.
39. Which of the following potato varieties is best suited for making mashed potatoes?
- A. New potatoes.
  - B. Round red potatoes.
  - C. Russet potatoes.
  - D. All the above.

40. Which of the following are tropical fruits?
- A. Apples.
  - B. Grapes.
  - C. Peaches.
  - D. Pineapples.
41. Which fruits are a good source of potassium?
- A. Apricots.
  - B. Avocados.
  - C. Bananas.
  - D. Strawberries.
42. Which of the following is true about preparing raw fruits?
- A. Allow fruits to soak briefly to loosen stubborn soil.
  - B. Be sure to wash fruits such as oranges and melons before peeling or removing rinds.
  - C. Allow water droplets to remain on fruit after washing to keep fruit moist.
  - D. Dip fruits such as lemons and pineapple in peach juice to prevent enzymatic browning.
43. What is the usual cause of milk boiling over?
- A. Curdling.
  - B. Microwaving.
  - C. Scorching.
  - D. Scum formation.
44. What is the most versatile type of pudding?
- A. Cornstarch pudding.
  - B. Indian pudding.
  - C. Rice pudding.
  - D. Tapioca pudding.
45. Eggs are one of the best sources of \_\_\_\_\_.
- A. calcium and iodine
  - B. complete protein
  - C. complex carbohydrates
  - D. vitamins C and D
46. How does acid affect egg white foams?
- A. It increases beating time.
  - B. It inhibits foam formation.
  - C. It increases foam stability.
  - D. It decreases foam volume.
47. Which of the following foods gets its structure from egg white foam?
- A. Ice cream.
  - B. Muffins.
  - C. Sponge cake.
  - D. All the above.

48. How do eggs function in custards and puddings?
- A. As binding agents.
  - B. As emulsifiers.
  - C. As structure builders.
  - D. As thickeners.
49. Which of the following is *not* true about tender cuts of meat?
- A. Tender cuts of meat can be identified by blade bones, arm bones, and breast bones.
  - B. Tender cuts of meat can be cooked by dry heat methods.
  - C. Sirloin and porterhouse steaks, pork and lamb loin chops, and beef and pork rib roasts are examples of tender cuts.
  - D. Rib and loin cuts are tender because they come from muscle tissue along an animal's backbone, which receives little exercise.
50. Which of the following is a moist cooking method?
- A. Braising.
  - B. Broiling.
  - C. Frying.
  - D. Roasting.
51. Which of the following will promote even cooking of meats in a microwave oven?
- A. Arrange uniformly shaped meat in a circle.
  - B. Form ground meat into an oblong-shaped loaf.
  - C. Place cuts containing bone with the meatier portions toward the center.
  - D. Separate meat slices into a single layer.
52. How should poultry be tested for doneness?
- A. With careful timing according to a poultry cooking chart.
  - B. By making a small cut in the meat and checking to be sure the flesh is no longer pink.
  - C. With a meat thermometer.
  - D. All the above.
53. How can frozen poultry be thawed?
- A. In the microwave oven immediately before cooking.
  - B. In its original wrapping in the refrigerator.
  - C. In a tightly closed plastic bag in a sink full of cold water.
  - D. All the above.
54. Which leavening gas is produced by beating eggs, creaming fat, folding doughs, and beating batters?
- A. Air.
  - B. Baking powder.
  - C. Carbon dioxide.
  - D. Steam.
55. Which ingredient used in baked products helps incorporate air, adds color and flavor, and contributes to structure?
- A. Eggs.
  - B. Fat.
  - C. Liquid.
  - D. Salt.

56. Which of the following baked products is *not* mixed by the muffin method?
- A. Biscuits.
  - B. Muffins.
  - C. Pancakes.
  - D. Popovers.
57. Which yeast bread ingredient provides extra food for the yeast so the dough will rise faster?
- A. Eggs.
  - B. Fat.
  - C. Salt.
  - D. Sugar.
58. When does gluten develop in yeast bread preparation?
- A. When ingredients are measured.
  - B. During mixing and kneading.
  - C. During fermentation.
  - D. During baking.
59. Fermentation time for yeast breads varies depending on the \_\_\_\_\_.
- A. kind of flour
  - B. temperature of the room
  - C. kind and amount of yeast
  - D. All the above.
60. If a loaf of yeast bread has large cracks on the sides and a compact texture, the dough was \_\_\_\_\_.
- A. not kneaded long enough
  - B. kneaded too much
  - C. not allowed to rise long enough
  - D. allowed to rise too long
61. What type of cake is sometimes called a foam cake?
- A. Chiffon cake.
  - B. Pound cake.
  - C. Shortened cake.
  - D. Unshortened cake.
62. Which of the following cake ingredients provides moisture and helps blend ingredients?
- A. Eggs.
  - B. Fat.
  - C. Leavening agents.
  - D. Liquid.
63. Why is it important to avoid over mixing cake batter?
- A. Over mixing will cause the cake to have a coarse texture.
  - B. Over mixing will cause the cake to be flat and dry.
  - C. Over mixing will cause the cake to be soggy and heavy.
  - D. Over mixing will overdevelop the gluten, causing the cake to be tough.

64. Which type of cookie is made from stiff dough that is formed into a long roll, wrapped, chilled, and cut into thin slices?
- A. Molded cookies.
  - B. Pressed cookies.
  - C. Refrigerator cookies.
  - D. Rolled cookies.
65. Which basic ingredient for pastry makes pastry tender by inhibiting the development of gluten?
- A. Fat.
  - B. Flour.
  - C. Salt.
  - D. Water.
66. The most popular method for mixing pastry is the \_\_\_\_\_.
- A. biscuit method
  - B. muffin method
  - C. one-crust method
  - D. pie method
67. Your favorite part of the class? Why?
68. Least favorite part of the class? Why?
69. How could the class be improved?
70. How will you apply what you learned in this class to your future?

# *School District of Holmen*

## *Family and Consumer Science Curriculum*

### *Appendices*

*2011-12*

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## **Family and Consumer Science Education Standards**

Family & Consumer Sciences Common Core Curriculum Grids

<https://sites.google.com/a/dpi.wi.gov/facs/>

National standards can be viewed at:

[http://www.doe.in.gov/octe/facs/NASAFACS/sc\\_1.html](http://www.doe.in.gov/octe/facs/NASAFACS/sc_1.html)

Wisconsin FACS standard can be viewed at:

<http://www.dpi.state.wi.us/standards/pdf/face.pdf>

21<sup>st</sup> Century Skills standards can be viewed at:

[http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120)

## School District of Holmen Bloom's Taxonomy

COGNITIVE DOMAIN VERBS					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Add	Acquire	Analyze	Abstract	Appraise
Count	Approximate	Adapt	Audit	Animate	Assess
Define	Articulate	Allocate	Blueprint	Arrange	Compare
Describe	Associate	Alphabetize	Breadboard	Assemble	Conclude
Draw	Characterize	Apply	Break down	Budget	Contrast
Enumerate	Clarify	Ascertain	Characterize	Categorize	Counsel
Identify	Classify	Assign	Classify	Code	Criticize
Index	Compare	Attain	Compare	Combine	Critique
Indicate	Compute	Avoid	Confirm	Compile	Defend
Label	Contrast	Back up	Contrast	Compose	Determine
List	Convert	Calculate	Correlate	Construct	Discriminate
Match	Defend	Capture	Detect	Cope	Estimate
Meet	Describe	Change	Diagnose	Correspond	Evaluate
Name	Detail	Classify	Diagram	Create	Explain
Outline	Differentiate	Complete	Differentiate	Cultivate	Grade
Point	Discuss	Compute	Discriminate	Debug	Hire
Quote	Distinguish	Construct	Dissect	Depict	Interpret
Read	Elaborate	Customize	Distinguish	Design	Judge
Recall	Estimate	Demonstrate	Document	Develop	Justify
Recite	Example	Depreciate	Ensure	Devise	Measure
Recognize	Explain	Derive	Examine	Dictate	Predict
Record	Express	Determine	Explain	Enhance	Prescribe
Repeat	Extend	Diminish	Explore	Explain	Rank
Reproduce	Extrapolate	Discover	Figure out	Facilitate	Rate
Review	Factor	Draw	File	Format	Recommend
Select	Generalize	Employ	Group	Formulate	Release
State	Give	Examine	Identify	Generalize	Select
Study	Infer	Exercise	Illustrate	Generate	Summarize
Tabulate	Interact	Explore	Infer	Handle	Support
Trace	Interpolate	Expose	Interrupt	Import	Test
Write	Interpret	Express	Inventory	Improve	Validate
	Observe	Factor	Investigate	Incorporate	Verify
	Paraphrase	Figure	Lay out	Integrate	
	Picture graphically	Graph	Manage	Interface	
	Predict	Handle	Maximize	Join	
	Review	Illustrate	Minimize	Lecture	
	Rewrite	Interconvert	Optimize	Model	
	Subtract	Investigate	Order	Modify	
	Summarize	Manipulate	Outline	Network	
	Translate	Modify	Point out	Organize	
	Visualize	Operate	Prioritize	Outline	
		Personalize	Proofread	Overhaul	
		Plot	Query	Plan	
		Practice	Relate	Portray	
		Predict	Select	Prepare	
		Prepare	Separate	Prescribe	
		Price	Size up	Produce	
		Process	Subdivide	Program	
		Produce	Summarize	Rearrange	
		Project	Train	Reconstruct	
		Protect	Transform	Reference	
		Provide		Relate	
		Relate		Reorganize	
		Round off		Revise	
		Sequence		Rewrite	
		Show		Specify	
		Simulate		Summarize	
		Sketch		Write	
		Solve			
		Subscribe			
		Tabulate			
		Transcribe			
		Translate			
		Use			

## School District of Holmen Bloom's Taxonomy

<b>Affective Domain Verbs</b>				
<b>Receiving</b>	<b>Responding</b>	<b>Valuing</b>	<b>Organization</b>	<b>Internalization</b>
Ask Choose Follow Give Hold Select Show interest	Accept responsibility Answer Assist Be willing to comply Conform Enjoy Greet Help Obey Perform Practice Present Report Select Tell	Associate with Assume responsibility Believe in Be convinced Complete Describe Differentiate Have faith in Initiate Invite Join Justify Participate Propose Select Share Subscribe to Work	Adhere to Alter Arrange Classify Combine Defend Establish Form judgments Identify with Integrate Organize Weigh alternatives	Act Change behavior Develop code of behavior Develop philosophy Influence Judge problems / issues Listen Propose Qualify Question Serve Show mature attitude Solve Verify

<b>Psychomotor Domain Verbs</b>			
Activate	Correct	Loosen	Transfer
Adjust	Create	Make	Troubleshoot
Align	Demonstrate	Manipulate	Tune
Apply	Design	Mend	Turn on/off
Arrange	Dismantle	Mix	Type
Assemble	Drill	Nail	Saw
Balance	Fasten	Operate	Sharpen
Break down	Fix	Paint	Set
Build	Follow	Press	Sew
Calibrate	Grind	Produce	Sketch
Change	Grip	Pull	Start
Clean	Hammer	Push	Stir
Close	Heat	Remove	Use
Combine	Hook	Repair	Weigh
Compose	Identify	Replace	Wrap
Connect	Load	Rotate	
Construct	Locate	Sand	

## Glossary of Curriculum Related Terms

alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the “real world”.

benchmark or target – Assessments administered throughout the school year to give teachers formative feedback on how their students are performing. A benchmark is the target at any particular time.

common assessment – An assessment given by two or more instructors with the intention of collaboratively examining the results for instructional planning for individual students and curriculum instruction, and/or assessment modifications.

content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

exit standards - The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

lesson standards – Statements that define goals for instruction and students’ learning over the course of a lesson.

performance – Observable affective or psychomotor behaviors demonstrated by students.

performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

performance standards- The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

performance task – used interchangeably with alternative assessment task and performance assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

portfolio – A collection of a student’s work over time that demonstrates his or her progress toward the attainment of specific learning standards.

program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

progress monitoring – A quick, frequent & consistent measure used to assess student progress and to evaluate the effectiveness of interventions. Instruction and intervention decisions are made based on these results.

Response to Intervention (RtI) - RtI is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

running record - observation notes made by the teacher about a student’s oral reading ability. By looking at the running record, the teacher can analyze the type of reading and instruction that is best suited for the student.

rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

Screening – A quick (to be defined) universal assessment given at the beginning of new learning; used to identify students who may be “potentially at risk.”

standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

**School District of Holmen  
Statutes and Policies Addressing Student Needs**

**American Indian Studies Program**

**§115.28(17)(d), Wis Stats.** AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

**§121.02, Wis Stats. School district standards.** (1) Except as provided in §118.40 (2r)(d), each school board shall: (L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located **in this state** at least twice in the elementary grades and at least once in the high school grades.

**2005 ASSEMBLY BILL 314 - AN ACT to amend** 118.01 (2) (c) 6. of the statutes; **relating to:** directing school boards to provide instruction about the recent history of the Hmong people.

Current law requires each school board to provide an instructional program designed to give pupils knowledge of state, nation, and world history. This bill directs school boards to include the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

***The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:*** **SECTION 1.** 118.01 (2) (c) 6. of the statutes is amended to read: 118.01 **(2)** (c) 6. Knowledge of state, national, and world history, including the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

**CHILDREN AT RISK** Standard n (statute under WI Statute 118.153)

Definition: Pupils in grades 5-12 who are at risk of not graduating from high school because they are dropouts, or they can be defined in two or more of the following areas: one or more years behind their age group in the number of high school credits attained; two or more years behind their age group in basic skill levels; habitual truants (as defined in s.118.16(1)(a); parents; adjudicated

delinquents; 8<sup>th</sup> grade students whose scores in each subject area on the WKCE was below the basic level and who failed to be promoted to the ninth grade.

**Children at risk, Standard n – Interventions for Struggling Learners:-** The School District of Holmen uses a variety of interventions to meet the needs of struggling learners. MAP and common assessment data is used to determine which students would benefit from extra support (reading, writing, Pathways, and Auto Skills). This data is used to differentiate instruction through flex grouping, small groups and working 1-on-1 with students. Team taught classes are used to differentiate instruction. Some teachers adjust the pace of their instruction or use supplemental materials to enhance their instruction.

**ENGLISH LANGUAGE LEARNERS (ELL), (PI 13 and WI Statute 115.95)**

PI 13 states that a district establishes identification, assessment, classification, and reporting requirements if pupil population includes one or more LEP pupils. This subchapter also establishes criteria and procedures to be used by a school district in determining whether to administer a test under s. 118.30 or 121.02 (1) (r), Stats., to an LEP pupil. Further, according to State Statute 115.96, a district must “provide equal educational opportunities by ensuring that necessary programs are available for limited-English proficient pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs.”

ELL staff will help support and provide guidance to teachers when working with LEP pupils. Teachers should look for ways to enrich, add to, and accelerate ELLs’ language development with the curriculum and learning activities. A variety of student-centered methodologies such as small group learning or thematic instruction can enhance the context for learning.

**English Language Learners (ELL) :** Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. In the upper-most grades, the district offers a wide variety of courses meant to meet students where they are individually. The instruction can be tailored to be accessible to the learner at almost any level, and the learners who need the most support are often placed in the smallest groups or team taught classes so as to receive more explicit instruction. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support language arts. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ESL staff continues to work to educate all staff on the specific needs of the English Language Learner. ESL staff continues to work toward incorporating the WIDA

Standards for English Language Development into the Social Studies curriculum that every student receives.

**TALENTED AND GIFTED (TAG) Standard t** (statute under WI Statute 118.53)

Talented and gifted students are those individuals at an elementary or secondary level who, because of outstanding abilities, are capable of high performance. Students who are capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual arts, (6) performing arts, (7) psychomotor ability, (8) talent associated with the student's cultural heritage, (9) psycho-social ability.

It is understood that task commitment on the part of the student is an integral ingredient in the delivery of services. TAG staff will help provide support and guidance to teachers when working with TAG students. A variety of methodologies such as small group learning, acceleration and differentiation can enhance the context of learning.

**Talented and Gifted, Standard\_:** Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of the District. These students are identified based on a combination of standardized tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping, compacting, and advanced placement courses. In addition, there are a number of events that create and promote mathematics sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.

## **INFUSED CURRICULAR AREAS**

### **COMPUTER LITERACY and TECHNOLOGY**

Students in the School District of Holmen use technology as a tool and have many opportunities to develop technology literacy. Students develop the ability to find, generate, evaluate and apply information through the use of technology and prepare for life-long learning while developing 21<sup>st</sup> Century skills.

On May 27, 2009, the School Board approved a District Combined Information and Technology Plan. *The vision is "Embracing 21<sup>st</sup> Century Learning for All."*

## **Definitions:**

**Digital Literacy** is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21<sup>st</sup> century.

**21<sup>st</sup> Century Skills:** 21<sup>st</sup> Century Skills represent the perspective required in light of historical events, globalization, and the idiosyncrasies of the Digital Age (digital age literacy, inventive thinking, effective communication and high productivity).

***Computer literacy and technology:*** Teachers use a variety of technology applications and tools to research, report, compile, and inquire about. Multiple forms of assistive technology also support the special needs learner.

## **DIVERSITY**

The vision of diversity in the School District of Holmen is to provide a nurturing environment in which each individual has the opportunity to reach his/her full human potential. This will be supported through strategic planning and building goals; curriculum planning and implementation, staff development, and resource selection and allocation. The plan will be monitored through data collection and analysis.

***Diversity:*** By including language arts content from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.

## **EDUCATION FOR EMPLOYMENT (formerly SCHOOL TO WORK) – PI 26.01**

Education for employment is one of Wisconsin's 20 school district standards. It is often referred to as Standard (m) and its purpose is to ensure that all students, regardless of career objective are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

In Wisconsin education for employment initiatives are led by a series of mandates, dating back to September 1988: WI Educational Standard, Education for Employment, WI Statute 121.02(1)(m) WI Educational Standard, Curriculum WI Statute. 121.02(1)(k) WI Educational Standard, Developmental Guidance Services, WI Statute 121.02 (1)(e)

"The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to

promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish in a role for public schools in the economic development of Wisconsin.”

**Education for Employment (E4E):** CTE activities that include experiences built on real information and data help students to make connections and apply learning in a contextual environment. E4E involves the business community in educational issues and enriches the school curriculum. It promotes increased student achievement by expanding educational experiences.

### **ENVIRONMENTAL EDUCATION – PI 8.01**

It is required that “every school district develop and implement a written, sequential curriculum plan incorporating instruction in environmental education into all subject area curriculum plans, with the greatest emphasis in plans for art, health, science, and social studies education.” (Admin. Code PI 8.01 (2)(k).

Holmen’s Environment Education Implementation Plan supports an integrated approach to a heightened awareness and program improvement plan for environmental education. The program goals include (1) increase students’ knowledge of environmental education, (2) develop the values and behaviors to be stewards of the environment, (3) develop an understanding and appreciation of the environment, (4) develop an aesthetic awareness of the environment, (5) develop the students’ understanding of and skills related to environmental education, (6) provide students with the understanding that Environmental Education is a part of their everyday life, and (7) integrate Environmental Education into other existing curricular areas.

**Environmental Education** – Environmental education is supported by the knowledge and skills that students learn in social studies classrooms through seamless integration of various units. Teachers use additional resources such as newspapers, Scholastic, Weekly Reader, and Earth Day activities to support environmental education learning.

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