

Wilson Area School District Planned Course Guide

Title of planned course: Family and Consumer Science I

Subject Area: Family and Consumer Science

Grade Level: 9-12

Course Description: Family and Consumer Science I is a comprehensive course providing students with the knowledge and skills to help prepare them as family members now and in the future. In this course, students participate in performance based activities in the four areas of Family and Consumer Science including: Food Science and Nutrition, Financial and Resource Management, Balancing Family, Work, and Community Responsibility, and Child Development. The objectives and activities prepare students by applying information to real life situations.

Time/Credit for this Course: One Full Academic Year / 1.0

Curriculum Writing Committee: Sue Johnson

Curriculum Map

August: Safety and Sanitation

September: Safety and Sanitation
Kitchen Basics

October: Meat and Poultry

November: Eggs and Dairy

December: Cakes, Cookies, and Pies

January: Cakes, Cookies and Pies
Fashion, Fabric, and Construction

February: Fashion, Fabric, and Construction

March: Child Development

April: Child Development

May: Fruits and Vegetables

June: Fruits and Vegetables

Wilson Area School District Planned Course Materials

Course Title: Family and Consumer Science I

Textbooks: Guide to Good Food, Goodheart-Wilcox Company, 2006
The Developing Child, Glencoe/McGraw-Hill, 2004

Supplemental Books: Creative Living, Glencoe/McGraw-Hill, 2000

Teacher Resources:

- foodsafety.gov
- Fda.gov
- Myplate.org
- Foodnetwork.com
- Calciumcalculator.com
- Aafcs.org

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science I

Unit: Safety and Sanitation

Time frame: 3 weeks

State Standards: 11.2.12A, 11.3.9B, 11.3.12B

Essential content/objectives: At the end of the unit, students will be able to:

- Identify ways to prevent common kitchen accidents.
- Discuss special safety needs.
- Describe what to do if a kitchen accident results in injury.
- Discuss the causes of food-borne illness.
- Explain how proper food handling practices can prevent food-borne illness.

Core Activities: Students will complete/participate in the following:

- “Find Someone Who” teambuilding activity
- Safety Power Point
- Small group discussion of situations
- Current event articles – large group discussion
- Appliance safety video/discussion
- First Aid Power Point
- Individual response to safety situations
- Research – food handling practices
- Apply food handling practices to situations
- Current event discussion on food borne illness
- The Great Food Fight video/discussion
- Danger Zone Lab/questions

Extensions:

- Guest speaker – food service industry
- Problem solving situations
- Independent reading – current events

Remediation:

- Tutoring
- Peer support
- Reading assignments
- Review questions/game

Instructional Methods:

- Direct instruction
- Journal writing
- Small and large group discussion
- Lab experiments
- Independent reading
- Internet tutorial
- Cooperative groups

Materials and Resources:

- Guide to Good Food textbook
- Internet
- Smart Board
- Projector
- Kitchen supplies
- Current event articles
- Case study worksheets

Assessments:

- Projects
- Questioning
- Case analysis
- Quiz
- Test
- Lab experiments
- Problem-solving exercises
- Self-evaluation
- Observation

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science I

Unit: Kitchen Basics

Time frame: 2-3 weeks

State Standards: 11.2.12C, 11.3.12A, 11.3.12F, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- Identify abbreviations and define cooking terms used in recipes.
- Measure liquid and dry ingredients and fats for use in recipes.
- Change the yield of a recipe.
- Plan time-work schedules.
- Follow a recipe to prepare a snack or beverage.
- Identify various small kitchen utensils and discuss their functions.
- Explain how to select and care for cooking and baking utensils.

Core Activities: Students will complete/participate in the following:

- Measuring demonstration
- Measuring lab
- Utensil research and presentation
- Match cooking term with definition
- Practice changing the yield of a recipe
- Small group team plan
- Blender and oven lab
- Blender and oven lab evaluation
- Microwave lab
- Microwave lab evaluation

Extensions:

- Problem solving opportunities
- Student presentation – utensils
- Team building activity

Remediation:

- Daily review of concepts
- Tutoring
- Peer support
- Review game

Instructional Methods:

- Direct instruction
- Student presentations
- Demonstrations
- Large and small group discussion
- Lab experiences
- Reflective writing
- Review games
- Cooperative learning groups

Materials and Resources:

- Guide to Good Food textbook
- Power Point files
- Kitchen equipment
- Food supplies
- SMART Board
- Projector

Assessments:

- Questioning
- Quiz
- Lab observations
- Presentations
- Observation
- Class work
- Test

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science I

Unit: Meat and Poultry

Time frame: 3 – 4 weeks

State Standards: 11.1.12F, 11.2.12C, 11.2.12H, 11.3.12A, 11.3.12E, 11.3.9G, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- List factors affecting the selection of meats to maintain their quality
- Describe how to properly store meats to maintain their quality
- Describe the principles and methods of cooking meat.
- Prepare meats by moist and dry cooking methods.
- List tips for buying poultry.
- Describe the principles and methods for cooking poultry.
- Prepare poultry by moist and dry cooking methods.
- Identify nutrients in meat and poultry.

Core Activities: Students will complete/participate in the following:

- Textbook research – selection and storage of meat
- Internet video – cooking meat methods
- Dry meat cooking lab
- Dry meat cooking lab evaluation
- Textbook research – buying and storing poultry
- Poultry cooking lab
- Poultry cooking evaluation
- Power point – nutrition of meat and poultry

Extensions:

- Problem solving situations
- Vocabulary activity
- Independent reading
- Research ultrasound technology

Remediation:

- Daily review of cooking methods
- Peer support
- Tutoring
- Review game

Instructional Methods:

- Questioning
- Small and large group discussion
- Direct instruction
- Cooperative group planning
- Kitchen food labs

Materials and Resources:

- Guide to Good Food textbook
- Computers
- Smart Board
- Projector
- Kitchen supplies
- Food supplies
- Power point files

Assessments:

- Observation
- Questioning
- Quiz
- Self-evaluation
- Writing assignment
- Product creation
- Test
- Lab evaluations

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science I

Unit: Eggs and Dairy

Time frame: 3 – 4 weeks

State Standards: 11.1.12F, 11.2.12C, 11.2.12H, 11.3.12A, 11.3.12E, 11.3.9G, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- List factors affecting the selection of eggs.
- Describe the principles and methods for cooking eggs.
- Identify the nutrients provided by eggs.
- Identify the nutrients in dairy foods.
- Describe the types of dairy foods available.
- Describe guidelines for preventing adverse reactions when cooking with dairy products.

Core Activities: Students will complete/participate in the following:

- Textbook research – selecting eggs
- Egg video/discussion
- Egg food lab
- Egg food lab evaluation
- Group presentation on egg function
- Power point – dairy products and nutrients
- Calcium comparison
- Dairy food lab
- Dairy food lab evaluation

Extensions:

- Vocabulary activity
- Plan menus that include a variety of dairy products

Remediation:

- Tutoring
- Peer support
- Review game

Instructional Methods:

- Group demonstrations
- Direct instruction
- Journal writing
- Games
- Technology assisted learning
- Reading for understanding
- Independent exercises

Materials and Resources:

- Kitchen supplies
- Food supplies
- Guide to Good Food textbook
- Internet
- Projector
- Power point files

Assessments:

- Food lab observations
- Questioning
- Writing assignment
- Demonstrations
- Quiz
- Self-evaluation
- Test
- Observation

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science I

Unit: Baking

Time frame: 2 – 3 weeks

State Standards: 11.1.12F, 11.2.12B, 11.2.12C, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- Describe the functions of basic ingredients used in cakes
- Identify six types of cookies
- Explain principles of pastry preparation
- Prepare cakes, cookies, and pies

Core Activities: Students will complete/participate in the following:

- Power point – functions of ingredients
- Cookie types DVD
- Prepare cookies
- Demonstrate pastry preparation
- Prepare a pie
- Prepare a cake

Extensions:

- Reducing fat and calories activity
- Guest speaker – pastry chef
- Ingredient proportions activity

Remediation:

- Daily review of baking concepts
- Charting information
- Peer support
- Tutoring

Instructional Methods:

- Questioning
- Small and large group discussion
- Internet tutorial
- Kitchen food labs
- Demonstration
- Power point presentation

Materials and Resources:

- Guide to Good Food textbook
- Kitchen supplies
- Food supplies
- Smart Board
- Projector
- Power point file

Assessments:

- Observations
- Questioning
- Product creation
- Quiz
- Self-evaluation
- Food lab evaluation
- Test
- Observation

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science I

Unit: Fashion, Fabrics, and Construction

Time Frame: 3 – 4 weeks

State Standards: 11.1.12A, 11.1.9F, 11.1.12F,

Essential content/objectives: At the end of the unit, students will be able to:

- Assess the impact of the fashion industry
- Evaluate clothing cost
- List points to remember in washing, drying, and pressing clothes
- Identify the characteristics of natural and manufactured fibers
- Describe the construction of woven, knit, and nonwoven fabrics
- Explain how a sewing machine works
- Use a sewing machine
- Describe the steps to prepare a gym bag

Core Activities: Students will complete/participate in the following:

- Textbook research – fashion industry
- How Clothing is Made – DVD/ discussion
- Power Point – fabrics (natural and manufactured)
- Sewing machine demonstration
- Machine sewing sample
- Hand sewing sample
- Prepare nylon gym bag

Extensions:

- Fashion runway show – internet
- Machine practice
- Hand sewing tutorial

Remediation:

- One-on-one tutoring
- Peer support
- Review game

Instructional Methods:

- Questioning
- Small and large group discussion
- Power point presentation
- Demonstration
- Class work
- Independent reading

Materials and Resources:

- Creative Living textbook
- Internet
- Smart Board
- Projector
- Sewing supplies
- Sewing machines
- Student purchased gym bag projects

Assessments:

- Gym bag project
- Quiz
- Questioning
- Writing assignment
- Observation
- Test

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science I

Unit: Child Development

Time frame: 4 – 6 weeks

State Standards: 11.4.9A, 11.4.12A, 11.4.9B, 11.4.12B, 11.4.9C, 11.4.12C

Essential content/objectives: At the end of the unit, students will be able to:

- Describe infant physical, cognitive, emotional, and social development
- Describe toddler physical, cognitive, emotional, social, and moral development
- Describe preschool age physical, cognitive, emotional, social, and moral development
- Describe school age physical, cognitive, emotional, social, and moral development
- Analyze theories in child development and its impact on parenting

Core Activities: Students will complete/participate in the following:

- Caregiver want ad
- Small group discussion on childcare situations
- Developmental chart
- Infant video
- Toddler video
- Preschool DVD
- Small group presentation on a theorist
- Review game

Extensions:

- Guest speaker – new parent
- Problem solving situations
- Activity: theorist concepts

Remediation:

- Charting information
- Peer support
- Tutoring
- Daily review

Instructional Methods:

- Small group presentations
- Internet research
- Writing assignment
- Quiz
- Direct instruction
- Power point presentation
- Small and large group discussion
- Test

Materials and Resources:

- The Developing Child textbook
- Computers
- Power point files
- Smart Board
- Projector
- Current event articles

Assessments:

- Questioning
- Observation
- Group presentation
- Writing assignment
- Quiz
- Test

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science I

Unit: Fruits and Vegetables

Time Frame: 2 – 3 weeks

State Standards: 11.1.12F, 11.2.12C, 11.2.12H, 11.3.12A, 11.3.12E, 11.3.9G, 11.3.12G

Essential content/objectives: At the end of the unit, students will be able to:

- Describe how to properly select and store fruits
- Identify the principles and methods of cooking fruits.
- Prepare fruits, preserving their colors, textures, flavors, and nutrients.
- Explain how to properly select and store vegetables.
- Describe food science principles of cooking vegetables.
- Identify methods for cooking vegetables.
- Prepare vegetables, preserving their colors, textures, flavors, and nutrients.

Core Activities: Students will complete/participate in the following:

- Textbook research selection and storage of fruits
- Internet demonstration – cutting fruit
- Fruit food cooking lab
- Fruit food cooking lab evaluation
- Textbook research – cooking vegetables
- Vegetable food cooking lab
- Vegetable food cooking evaluation

Extensions:

- Samples of fruit
- Internet video
- Fruit/vegetable worksheet

Remediation:

- Peer support
- Tutoring
- Daily review of concepts

Instructional Methods:

- Direct instruction
- Internet tutorial
- Class work
- Kitchen food labs
- Power point presentation

Materials and Resources:

- Guide to Good Food textbook
- Kitchen supplies
- Food supplies

Assessments:

- Food lab observation
- Self-evaluation
- Class work
- Quiz
- Test
- Writing assignment