

Wilson Area School District Planned Course Guide

Title of planned course: Family and Consumer Science II

Subject Area: Family and Consumer Science

Grade Level: 10 – 12

Course Description: In this course, students will use knowledge and concepts acquired in Family and Consumer Science I. The basic skills will be applied to a more advanced curriculum in the areas of Family and Consumer Science including: Food Science and Nutrition, Financial and Resource Management, Balancing Family, Work, and Community Responsibility, and Child Development. Performance based objectives and activities provide students with concepts to deal with significant problems of everyday life.

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

Curriculum Writing Committee: Sue Johnson

Curriculum Map

August: Safety and Sanitation

September: Nutrition
Food Customs of the U.S. and Canada

October: Food Customs of the U.S. and Canada

November: Meal Planning/Entertaining

December: Baking

January: Baking
Housing

February: Child Development

March: International Foods

April: International Foods

May: Clothing Construction

June: Clothing Construction

Wilson Area School District Planned Course Materials

Course Title: Family and Consumer Science II

Textbook: 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:

- myplate.org
- Foodnetwork.com
- Fda.gov
- Fsis.usda.gov
- Eatright.org
- Aafcs.org

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science II

Unit: Safety and Sanitation

Time frame: 2 weeks

State Standards: 11.2.12A, 11.2.12C, 11.3.12B

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

- Discuss causes, symptoms, and treatment of common food borne illnesses
- List the four key steps to food safety and give examples of each
- Give examples of how following good safety practices can help prevent kitchen accidents
- Apply basic first aid measures in the home

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

- Journal entries
- Microorganisms and you assignment
- Character and poster pathogen creation
- Case study assignment
- Reading assignment – food borne illness
- Lab experiment – calibrate thermometers
- Kitchen safety - DVD

Extensions:

- Tour cafeteria
- Guest speaker – food service manager
- Problem solving situations
- Team building activity

Remediation:

- Tutoring
- Outlining
- Review questions/study guides
- Retests

Instructional Methods:

- Direct instruction
- Journal writing
- Small and large group discussion
- Independent research
- Internet research
- Jigsaw pairing
- Kitchen experimentation

Materials and Resources:

- Guide to Good Food textbook
- Penn State extension information
- Kitchen materials
- Smart board
- Projector
- Laptop computers/computer lab

Assessments:

- Case analysis
- Problem-solving exercises
- Questioning
- Presentations
- Observation
- Test

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science II

Unit: Nutrition

Time frame: 2 – 3 weeks

State Standards: 11.3.12D, 11.3.12E, 11.3.12G

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

- Name the key nutrients, describe their functions, and list important sources of each
- Analyze the effects of various nutrient deficiencies and excesses
- Explain the processes of digestion, absorption, and metabolism

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

- Journal entries
- Nutrition power point
- Small group research and presentation
- Analyze menus for nutrient shortcomings and suggest appropriate food sources to make up any deficiencies
- Make a poster that illustrates the process of digestion, absorption, and metabolism
- Analyze ingredient lists on snack foods
- Research nutritionally-related health conditions

Extensions:

- Research the essential amino acids and identify a plant source of each
- Eatright.org – look up information on antioxidants
- Guest speaker – school nurse

Remediation:

- Daily review of nutrient facts
- Tutoring
- Peer support

Instructional Methods:

- Direct instruction
- Small and large group discussion
- Internet research
- Product creation
- Oral presentation

Materials and Resources:

- Guide to Good Food textbook
- Laptop computers
- Smart Board
- Projector
- Power point files
- Food labels

Assessments:

- Observation
- Writing assignment
- Small group presentation
- Poster creation
- Questioning
- Test

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science II

Unit: Food Customs of the United States and Canada

Time frame: 2 – 3 weeks

State Standards: 11.3.12G, 11.3.12G

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

- Identify the origins of foods of the seven main regions of the United States and Canada
- Explain how geography, climate, and culture affected the development of United States and Canadian cuisine
- Prepare foods that are representative of the United States and Canada

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

- Journal entries
- Group presentations
- Food labs
- “Clue” bags

Extensions:

- Internet research
- Map – identify regions colonized by various groups
- Problem solving situations

Remediation:

- Outlining
- Peer support
- Tutoring

Instructional Methods:

- Writing reflectively
- Charting information
- Kitchen food labs
- Large and small group discussion
- Small group presentation
- “Clue bag” review

Materials and Resources:

- Guide to Good Food textbook
- Smart Board
- Projector
- Laptop computers
- Maps
- Kitchen supplies
- Food supplies

Assessments:

- Writing assignment
- Small group presentation
- Food lab observations
- Self-evaluation
- Class work
- Test

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science II

Unit: Meal Planning/Entertainment

Time frame: 2 – 3 weeks

State Standards: 11.3.12E, 11.3.12F, 11.3.12G

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

- Plan menus with an appealing variety of flavors, colors, textures, shapes, sizes, and temperatures
- Describe resources a meal manager can use as alternatives to time and energy
- Plan a social gathering considering the resources of money, time, and energy
- Wait on a table correctly

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

- Journal entries
- Evaluate menus
- Independent research on Meal Service
- Plan, Prepare, and Serve Thanksgiving Dinner

Extensions:

- Problem solving situations
- Menu planning graphic organizer

Remediation:

- Peer support
- Tutoring
- Study guides/worksheets
- Review game

Instructional Methods:

- Direct instruction
- Independent exercises
- Writing reflectively
- Cooperative groups
- Kitchen food labs

Materials and Resources:

- Guide to Good Food textbook
- Internet research
- Cookbooks
- Kitchen supplies
- Food supplies
- Worksheets
- Computers
- Printer

Assessments:

- Questioning
- Observation
- Class work assignment
- Product creation
- Cooperative group work
- Self-evaluation
- Test

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science II

Unit: Baking/Decorating Techniques

Time frame: 2 weeks

State Standards: 11.3.9G, 11.3.12G

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

- Describe how to select and store baked goods
- Identify the functions of ingredients in baked products
- Prepare quick breads and yeast breads

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

- Journal entries
- Leavening agent experiment
- Ingredients power point
- Prepare various quick bread
- Yeast dough demonstration
- Prepare a yeast dough

Extensions:

- Problem solving situations
- Student demonstrations
- Yeast dough flowchart

Remediation:

- Review steps
- Peer support
- Tutoring
- Retest

Instructional Methods:

- Direct instruction
- Demonstration
- Large and small group discussion
- Writing reflectively
- Kitchen food labs
- Independent research

Materials and Resources:

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

Assessments:

- Observation
- Self-evaluation
- Class work
- Product creation
- Questioning

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science II

Unit: Housing

Time frame: 3 weeks

State Standards: 11.1.12B, 11.1.12C, 11.1.12D, 11.1.12F, 11.2.12A, 11.2.12D, 11.2.12E, 11.2.12H

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

- Evaluate safety seals, warranties, and energy labeling to help make purchase decisions when buying major appliances.
- Describe styles and features of major kitchen appliances.
- Describe the three major work centers in a kitchen and the six basic kitchen floor plans.
- Identify and assess the impact of factors that influence housing choices.
- Identify typical housing costs.
- Describe how to organize your space using floor plans, analysis of traffic patterns, and creation of separate activity areas.
- Analyze how preventive maintenance can reduce costs.

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

- Journal entries
- Independent research – How to buy a big ticket item
- Floor plan demonstration
- Draw a floor plan
- Analyze housing costs
- Research preventative maintenance
- “Creating Spaces” activity

Extensions:

- problem solving situations
- guest speaker – appliance store manager

Remediation:

- tutoring
- peer support
- review games
- outlining

Instructional Methods:

- Writing reflectively
- Direct instruction
- Demonstration
- Independent activities
- Small group presentation
- Review game

Materials and Resources:

- Creative Living textbook
- Graph paper
- Rulers
- Internet
- Projector
- Smart Board
- Computers
- Furniture templates
- Magazines

Assessments:

- Observation
- Questioning
- Projects
- Presentation
- Test

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science II

Unit: Child Development

Time frame: 3 weeks

State Standards: 11.4.12C, 11.4.12D, 11.4.12E

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

- Identify safety hazards and describe appropriate responses in emergencies
- Explain the importance of regular health checkups and immunizations
- Discuss caregiver techniques for children who are ill or hospitalized
- Describe the needs of children with physical, mental, and emotional handicaps
- Describe how parents and caregivers can assist and encourage children with disabilities

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

- Journal entries
- Case studies – safety hazards and responses
- Research regular checkups and immunizations
- Research on handicaps and disabilities

Extensions:

- Problem solving situations
- Critical thinking activity
- Vocabulary activity
- Guest speaker – Pediatrician

Remediation:

- Peer support
- Tutoring
- Retest

Instructional Methods:

- Writing reflectively
- Direct instruction
- Independent research
- Small and large group discussion

Materials and Resources:

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

Assessments:

- Writing assignments
- Observation
- Questioning
- Independent research
- Test

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science II

Unit: International Foods

Time frame: 2 – 3 weeks

State Standards: 11.1.12F, 11.2.12H, 11.3.12F, 11.3.12G

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

- Identify food customs of specific countries
- Discuss how geography, climate, and culture have influenced customs
- Prepare foods that are native to each of the countries selected

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

- Journal entries
- Independent research of food customs
- Food Labs

Extensions:

- International cuisine collage
- Internet research – eating/food customs

Remediation:

- Daily review of country customs
- Peer support
- Tutoring
- Retest

Instructional Methods:

- Writing reflectively
- Vocabulary activity
- Independent research
- Kitchen food labs
- Product comparison

Materials and Resources:

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

Assessments:

- Questioning
- Self-evaluation
- Observation
- Class work
- Project
- Test

Curriculum Scope and Sequence

Planned Course: Family and Consumer Science II

Unit: Clothing Construction

Time frame: 3 – 4 weeks

State Standards: 11.1.12A, 11.1.12D, 11.1.12F

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

- List and explain considerations when selecting a pattern
- Describe factors that affect the choice of fabric
- Explain how to select notions
- Identify correct sewing tools for measuring, marking, cutting, and pressing
- Lay out and cut the pattern pieces from the fabric
- Mark the fabric pieces

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

- Journal entries
- Pattern layout, cutting, and marking demonstration
- Layout simulation
- Sewing project

Extensions:

- Designer showcase
- Career exploration
- Identify symbols activity

Remediation:

- Peer support
- Review
- Tutoring

Instructional Methods:

- Writing reflectively
- Demonstration
- Independent research
- Layout, cutting, and marking simulation
- Small and large group discussion

Materials and Resources:

- Creative Living textbooks
- Sewing supplies
- Sewing machines
- Sample fabric

Assessments:

- Observation
- Questioning
- Project
- Simulation