

**Van Buren Community Schools
Family and Consumer Science**

**Developed by Michelle Wenke
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**Curriculum Director: Vicki Shepard
Curriculum Secretary: Pam Bainbridge**

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Acknowledgement

This curriculum should assist teachers in determining the expected concept and performance level at the various grades. It is not designed to restrict or limit the creativity or imagination of the teachers. The guide serves as a springboard for the development of additional concepts and master of skills, depending on the ability and interests of each student.

This project was successfully completed in the summer of 2008, because of the dedication and consistent efforts of Michelle Wenke, Van Buren Community Schools Family and Consumer Science instructor. We are grateful and support her fine efforts.

Forward

The purpose of this guide is to assist teachers in the organization and instruction of Family and Consumer Science classes in the Van Buren Community School District.

This guide provides direction for teachers of grades nine through twelve and is adaptable for individual and class needs. It is however, important that teachers follow the suggested sequence and scope of lesson content to ensure systematic and comprehensive instruction concepts and skills.

This guide, prepared by Michelle Wenke, provides a scope and sequence for instruction, which reflects a sense of wonder, and appreciation for the gifts within and around us.

General Accreditation Standards

Preamble

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background.

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed to increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

DIVISION V EDUCATION PROGRAM 281 Chapter 12

281-12.5(256) Education program. The following education program standards shall be met by schools and school districts for accreditation with the start of the 1989-1990 school year.

12.5(5) *High school program, grades 9-12.* In grades 9 through 12, a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule 12.5(14). The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5(5)"c"; science, five units; health, one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified in 12.5(5)"i." Beginning with the 2010-2011 school year graduating class, all students in schools and school districts shall satisfactorily complete at least four units of English-language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education as conditions of graduation. The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history.

i. *Vocational education-school districts (three units each in at least four of the six service areas).* A minimum of three sequential units, of which only one may be a core unit, shall be taught in four of the following six service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education. The instruction shall be competency-based; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce basic academic skills; shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups. Vocational core courses may be used in more than one vocational service area. Multi-occupations may be used to complete a sequence in more than one vocational service area; however, a core course(s) and multi-occupations cannot be used in the same sequence. If a district elects to use multi-occupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow students to develop occupational competencies. A district may apply for a waiver if an innovative plan for meeting the instructional requirement for the standard is submitted to and approved by the director of the department of education.

The instructional programs also shall comply with the provisions of Iowa Code chapter 258 relating to vocational education. Advisory committee/councils designed to assist vocational education planning and evaluation shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor. The membership of local advisory committees/councils will fairly represent each gender and minority residing in the school district. The accreditation status of a school district failing to comply with the provisions of this subrule shall be governed by 281-subrule 46.7(10), paragraph "g."

(5) "Home economics education programs" encompass two categories of instructional programs:

1. "Consumer and family science" programs may be taught to prepare individuals for a multiple role of homemaker and wage earner and may include such content areas as food and nutrition; consumer education; family living and parenthood; child development and guidance; family and individual health; housing and home management; and clothing textiles.
2. "Home economics occupations programs" prepare individuals for paid employment in such home economics-related occupations as child care aid/assistant, food production management and services, and homemaker/home health aid.

281 Chapter 46

281-46.1(258) Standards for vocational education. Vocational education programs carried on under the provisions of Iowa Code chapter 258 shall be governed by and administered pursuant to the Acts of Congress accepted by chapter 258 and its provisions, duly-adopted rules of the federal agencies involved and the current federal-state contracts or plans approved pursuant to these statutes and rules.

281-46.6(258) Revised standards for vocational education. Vocational education programs under the provisions of Iowa Code chapter 258 shall be administered by the specific provisions of 281-subrule 12.5(4), as well as the other provisions set forth in 281-Chapter 12.

This rule is intended to implement Iowa Code section 256.11 and chapter 258.

281-46.7(258) Definitions and descriptions of procedures. The strategies for implementing the vocational education standards may be clarified by the following definition and descriptions of procedures which shall be utilized:

Vocational education means organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society. Program content shall include recognition of the contributions of individuals with disabilities, men and women in nontraditional roles and minorities. Such term also includes applied technology education.

CHAPTER 258

VOCATIONAL EDUCATION

258.9 Local advisory council.

The board of directors of a school district that maintains a school, department, or class receiving federal or state funds under this chapter shall, as a condition of approval by the state board, appoint a local advisory council for vocational education composed of public members with emphasis on persons representing business, agriculture, industry and labor. The local advisory council shall give advice and assistance to the board of directors in the establishment and maintenance of schools, departments, and classes that receive federal or state funds under this chapter. Local advisory councils may be organized according to program area, school, community, or region. The state board shall adopt rules requiring that the memberships of local advisory councils fairly represent each sex and minorities residing in the school district. Members of an advisory council shall serve without compensation.

[C24, 27, 31, 35, 39, § 3845; C46, 50, 54, 58, 62, 66, 71, 73, 75, 77, 79, 81, §258.9]
86 Acts, ch. 1245, §1431

258.10 Powers of district boards.

1. The board of directors of a school district may carry on prevocational and vocational instruction in subjects relating to agriculture, commerce, industry, and home economics, and pay the expense of such instruction in the same way as the expenses for other subjects in the public schools are paid.

2. The board of directors of a school district may establish and maintain school-to-work programs including alternative learning opportunities through which students may obtain skills or training outside the classroom. School-to-work programs include, but are not limited to, the following:

a. Short-term job shadowing opportunities for students to explore career interests by observing work at a workplace or to include a series of visits to various workplaces and time spent with individual workers to observe specific jobs.

b. Structured work experiences integrating school and work-based experiences in an internship that may be an extension of a job shadowing experience.

c. Mentoring experiences providing students with a formal relationship with a worksite role model who shares career insights and teaches students specific work-related skills.

d. Career-oriented work experiences tied to school lessons through formal or informal training agreements, formal learning plans or mentoring, by workplace personnel who may be paid or unpaid, and which may earn students credit toward graduation.

e. Structured on-the-job training or apprenticeships for students who are enrolled in a technical or professional program that leads to a high school diploma, advanced certificate of mastery, or associate degree.

f. Work experiences available to students in school and community placements directly supervised by a school district or community college staff member.

3. The board may provide workers' compensation coverage by insuring, or self-insuring as provided in section 87.4 , students participating in unpaid school-to-work programs. A school district's liability to students injured while participating in an unpaid school-to-work program is as provided in section 85.20.

[C24, 27, 31, 35, 39, § 3846; C46, 50, 54, 58, 62, 66, 71, 73, 75, 77, 79, 81, §258.10]

97 Acts, ch. 37, §6

EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is a continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990
Date Reviewed: March 9, 2005
Date Revised: November 8, 1995

EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of sex, color, national origin, religion, marital status, race, socioeconomic status or disability in its educational programs, activities or its employment and personnel policies.
2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, color, religion, marital status, socioeconomic status, national origin and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.
3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their sex, race, national origin, marital status, religion, socioeconomic status, color or disability. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities included comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, socioeconomic status, marital status or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another creating an intimidating, hostile or demeaning environment is a violation of this policy.
4. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.
5. Inquiries regarding compliance of equity policies may be directed to the following:
Title IX – High School Principal; Title VI – Early Childhood Center Director; and Section 504 – Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3333, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.
6. The Affirmative Action Coordinator for the district shall be the Building Principals/Superintendent. The Educational Equity Coordinator for the district will be the Curriculum Coordinator. Inquiries concerning a grievance procedure should be addressed to either coordinator.

Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:

Student Handbooks

Local Newspapers

Application Forms

Program Brochures & Publications

Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.

School Newsletters

Employee (Staff) Handbooks

Registration Handbook

Teacher Handbooks

Employment

Legal Reference:

20 U.S.C 1221 et seq. (1994)

20 U.S.C 1681 et seq. (1994)

20 U.S.C. 1701 et seq. (1994)

29 U.S.C. 794 (1994)

42 U.S.C. 12101 et seq. (1994)

34 C.F.R. Pt. 100 (1999)

34 C.F.R. Pt. 104 (1999)

Iowa Code 216.9; 256.11, .11A; 280.3 (2001)

281 I.A.C. 12

Cross Reference:

100.2 District Educational Equity Policy

516 Students Educational Equity Policy

Date of Adoption: May 9, 1990

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

CAREER EDUCATION

Preparing students for careers is one goal of the education program. Career education will be infused into the education program for grades kindergarten through twelve. This education shall include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It shall be the responsibility of the curriculum development committee assist certified personnel in finding ways to provide career education in most courses. The board, in its review of the curriculum, shall review the means in which career education is combined with other instruction programs.

Legal Reference: Iowa Code Sections 256.11, 280.9 (1989); 670 Iowa Admin. Code 3.5(9); 281 Iowa Admin Code 12.5(7) (new standards).

Cross Reference: Curriculum Study

Date of adoption: February 8, 1989

Date of Review: April 11, 2001

Date of Revision: _____

MULTICULTURAL AND GENDER FAIR EDUCATION OPPORTUNITY

Enrolled children in the school district community shall have an equal opportunity for a quality public education without discrimination regardless of their race, color, sex, marital status, national origin, religion, socioeconomic status or disability.

The education program shall be free of such discrimination and provide equal opportunity for the participants. The education program shall foster knowledge of, respect and appreciation for the historical and contemporary contributions of diverse cultural groups as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans and persons with disabilities. It shall also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Inquiries regarding compliance with equal education opportunity shall be directed to the High School Principal by writing to Central Administrative Office, Title IX Compliance Officer, 503 Henry Street, Keosauqua, Iowa 52565, or telephoning at 319-293-3334.

Date of Adoption: February 8, 1989

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

PROGRAM FOR STUDENTS AT RISK

The board recognizes some students require additional assistance in order to graduate from the regular education program. The board shall provide a program to encourage and provide an opportunity for students at risk to achieve their potential and obtain their high school diploma.

It shall be the responsibility of the superintendent or his designee to develop a program for students at risk.

It shall also be the responsibility of the superintendent or his designee to develop administrative regulations for identifying students, for program evaluation and for the training of school district personnel.

Legal Reference: Iowa Code Sections 256.9, 261C, 262.71, 280.19, 442.51-.54 (1989); 670 Iowa Admin. Code 3.5(9); 281 Iowa Admin. Code 12.5(13) (new standards).

Date of Adoption: February 8, 1989

Date of Review: April 11, 2001

Date of Revision: _____

SPECIAL EDUCATION AND INTEGRATION

1. Special Education

The board recognizes special education laws change from year to year. All special education students will be identified and placed according to state and federal laws and will be maintained in the least restrictive environment. The board shall provide a free appropriate education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education shall attend general education classes, participate in nonacademic and extra curricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs to each individual student. The appropriate education for each student shall provide an appropriate education for a child in need of special education but the board is not required to provide the best possible option nor to maximize the potential of the child commensurate with the opportunity provided to nondisabled children.

Special education students shall be required to meet the requirements stated in board policy "Graduation Requirements" for graduation, or the requirements stated in their individual education plans.

It shall be the responsibility of the superintendent or his designee and the area education agency director of special education to administer the special education program. While the board secretary shall be custodian of school records, the building principal shall be responsible for maintaining the records of the children in need of special education. These records may be viewed by authorized school personnel and in accordance with the requirements of board policy, "Student Records Access."

Special education students shall be required to meet the requirements stated in board policy or in their IEP's for graduation. It shall be the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

2. Integration

All education programs, including those of the moderately and severely handicapped, will be integrated to the least restrictive environment. The integration shall assure that the educational program include the physical, functional, social and societal aspects of development. Such integration shall also include minority populations regardless of the race, creed, color, gender, marital status, national origin, ability or disability.

3. Provision of Special Education

In keeping with education's commitment to provide a seamless system of special education services for children from birth through twenty-one years of age, children from birth through two years of age, and children three through five years of age shall be provided

comprehensive special education services within the public education system. The district shall work in conjunction with the Are Education Agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age two, and to ensure for eligible children a smooth transition from early childhood special education provided through an individualized family service plan (IFSP) to early childhood special education services provided through an individualized education program (IEP).

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).
Springdale School District #50 v. Grace, 693 F. 2d 41 (8th Cir. 1982)
Southeast Warren Comm. School District v. Dept. of Public Instruction,
258 N.W. 2d 173 (Iowa 1979)
20 U.S.C. §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8

Date of Adoption: August 13, 1986

Date of Review: February 21, 2001

Date of Revision: March 14, 2001

21st Century Skills

As each Iowa student is provided access to essential concepts and meaningful learning experiences in the core academic content areas, it is imperative that we also look to 21st century skills to build capacity in students so they are prepared to lead productive, satisfying lives. According to Ken Kay, president of the Partnership for 21st Century Skills, the 21st century skills are “is the ticket to economic upward mobility in the new economy” (Gerwertz, 2007). Business and industry is providing a very clear message that students need the skills to “work comfortably with people from other cultures, solve problems creatively, write and speak well, think in a multidisciplinary way, and evaluate information critically. And they need to be punctual, dependable, and industrious.” (Gerwertz, 2007).

The Framework for 21st Century Learning stated, “We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects” (2007). 21st century skills bridge the knowledge, skills, and dispositions of students from the core academic areas to real life application.

“The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of the school.”

- Ray McNulty, ICLE

Iowa High School Summit, December 10, 2007

Descriptions of the new global reality are plentiful, and the need for new, 21st century skills in an increasingly complex environment is well documented. In one form or another, authors cite (1) the globalizations of economics; (2) the explosion of scientific and technological knowledge; (3) the increasingly international dimensions of the issues we face, i.e. global warming and pandemic diseases; and (4) changing demographic as the major trends that have resulted in a future world much different from the one that many of us faced when we graduated from high school (Friedman, 2005 and Stewart, 2007). The trends are very clear that each Iowa students will need essential 21st century skills to lead satisfying lives in this current reality.

Descriptions of what constitute essential 21st century skills are plentiful as well. In the 2007 session, the Iowa Legislature established the Iowa 21st century framework as:

1. employability skills
2. financial literacy
3. health literacy
4. technology literacy

Within this 21st century skill framework are the common strands of learning and innovation; communication, information, and technology; and, life and career skills.

The development of the Iowa 21st century essential concepts and skills was a collaborative process engaging the expertise of p – 16 educators, business, and industry representatives. Sources used for this work included the 1991 SCANS report, What Work Requires of Schools, and Framework for 21st Century Learning, from the Partnership for 21st Century Skills. The committee surveyed the literature and endeavored to bring together the common elements of

these frameworks. The members have outlined the concepts, dispositions and habits of mind believed essential for success in the 21st century.

The reality of building capacity for the 21st century is that we do not know what the work of the future will be like (Darling-Hammond, 2007) or how technology will influence health and financial issues. The challenge is to prepare students to think critically, to engage in mental activity, or habits of mind, that "...if the complex questions of the future are to be determined ...by human beings...making one choice rather than another, we should educate youths – all of them – to join in the conversation about those choices and to influence that future..." (Meier, 2008)

Primary Elementary Grades – Being Developed
Intermediate Elementary Grades – Being Developed
Middle School Level – Being Developed

High School

Financial Literacy

- Demonstrate financial responsibility and planning skills to achieve financial goals for a lifetime of financial health
- Manage money effectively by developing spending plans and selecting appropriate financial instruments to maintain positive cash flow
- Make informed and responsible decisions about incurring and repaying debt to remain both creditworthy and financially secure
- Evaluate and identify appropriate risk management options, including types of insurance, non-insurance, and identity protection
- Assess the value, features, and planning processes associated with savings, investing, and asset building, and apply this knowledge to achieve long-term financial security with personal and entrepreneurial goals in a global market
- Understand human, cultural, and societal issues related to financial literacy, and practice legal and ethical behavior

Health Literacy

- Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health
- Synthesize interactive literacy and social skills to establish and monitor personal, family and community goals related to all aspects of health
- Apply critical literacy/thinking skills related to personal, family and community wellness
- Use media literacy skills to analyze media and other influences to effectively manage health risk situations and advocate for self and others
- Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society

Technology Literacy

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others
- Apply digital tools to gather, evaluate, and use information

- Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems and make informed decisions
- Understand human, cultural, and societal issues related to technology, and practice legal and ethical behavior
- Demonstrate a sound understanding of technology concepts, systems and operations

Employability

- Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work
- Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities
- Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals
- Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life
- Demonstrate productivity and accountability by meeting high expectations

Family and Consumer Science Programs

In June 1994, the American Association of Home Economics voted to approve a name change for the profession, from Home Economics to Family and Consumer Science.

Family and Consumer Science education empowers individuals and families across the life span to manage and challenge living and working in a diverse global society. Our unique focus is on families, work, and their interrelationships.

Changes in the profession have brought changes to the classroom. After extensive national self-exploration, the profession redefined future directions for the field. Family and Consumer Science was widely agreed upon as best depicting the profession's shift from emphasis on technical homemaking to strong focus on broader family and society issues. Today's students are the future leaders and members of tomorrow's families, workplaces, and communities. They need to be able to react responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives. The knowledge base of the Family and Consumer Science is generated by concern with an area of problems – the problems of the home and family. Today, Family and Consumer science addresses the issues of family communication, parenting and child development, the balance of work and family, nutrition, and management of personal finances.

The National Standards for Family and Consumer Science Education (FACS National Standards) present a vision for the future and provide Family and Consumer Science educators with a structure for identifying what learners should be able to do. The FACS National Standards are based on the knowledge and skills needed for home and family life as well as those needed to succeed in related careers. These comprehensive standards are designed to encompass the variety that exists among state philosophies and to accommodate various approaches to standards and educational deliver systems.

The Iowa Family and Consumer Science model includes standards and benchmarks/competencies. A comprehensive crosswalk includes competencies/benchmarks and performance indicators matched to the Family and Consumer Science National Standards.

The Van Buren Community School District Family and Consumer Science program currently does not include the occupational Family and Consumer Science programs. Our program incorporates the national and Iowa Family and Consumer Science standards and benchmarks that are appropriate for our program.

The Van Buren Community School District Family and Consumer Science program is a state approved vocational program and meets all state standards. The program adheres to Carl Perkins legislation and has greatly benefited from Carl Perkins Vocational Funds. The instructor has a vocational certification and the school district has a vocational advisory committee for all four vocational programs currently being offered at Van Buren. Some of the Family and Consumer Science health related benchmarks are covered in Health I and II.

FAMILY AND COSUMER SCIENCE, 9-12

PHILOSOPHY

The central goal of the Family and Consumer Science program is to foster respect for individual worth and appreciation of the life roles that each individual may pursue. Each student should be helped to gain an understanding of the principles and responsibilities of living in a family.

In our changing society, the role of the homemaker has become increasingly varied. The homemaker, male and female alike must learn flexibility and diversity in the many facets of everyday living. Education for meeting personal, home and community needs is an important aspect of one's total education. Family and Consumer Science programs afford students the learning opportunities that develop skills for functioning in these areas. Not only does a well-balanced program allow for developing and using these skills for the good of all, but also, these programs provide for a creative outlet and are designed for everyone, although it is recognized that not all students learn at the same rate or in the same manner. Thus, Family and Consumer Science must also provide variety by sequencing from the simple to the complex and include a variety of areas of study in order to stimulate a variety of learners and help all learners feel successful.

The "back to basics" movement in education is a relevant to Family and Consumer Science courses as to any other subject matter. Teaching basic skills need not detract from subject matter. Instead, all classes can reinforce and enhance skills to which students have already been exposed. By helping students transfer these skills more effectively, a teacher can promote self-confidence and success as well as knowledge.

In summary, Family and Consumer Science is a socially significant curriculum providing students opportunities to deal with social problems. It assists students in accepting themselves, learning to cope with their everyday lives, to make considered judgments, to get along with family members, to manage their resources, develop positive behavior assets, and to function effectively both within their families and within the larger society.

The 21st Century Skills will be addressed as they pertain to Family and Consumer Science curriculum.

Family and Consumers Sciences

Our Vision

Family and Consumer Science education 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 individuals, families, work and the inter-relationships.

Our Mission

The mission of Family and Consumer Science education is to prepare students for family life, work life, and careers in family and consumer science by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

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

Our Student Organization

Family, Career, and Community Leaders of America (FCCLA) is a nonprofit national vocational student organization for young men and women in Family and Consumer Science education in public and private school through grade 12. FCCLA is a dynamic and effective organization that helps young men and women become leaders and address important personal, family, work and societal issues through Family and Consumer Science education.

Chapter projects focus on a variety of youth concerns, including family relationships, peer pressure, environment, nutrition and fitness, teen violence, parenting, career exploration, and setting future goals.

Involvement in FCCLA offers members the opportunity of expand their leadership potential and develop **skills for life** – planning, goal setting, problem solving, decision making and interpersonal communication – necessary in the home and workplace.

**PROGRAM STRUCTURE FOR
FAMILY AND CONSUMER SCIENCE**

1. Family, Career, Community Leaders of America (FCCLA) (9-12)
2. Culinary Arts – 1 semester (9-12)
3. Consumer Foods – 1 semester (9-12)
4. Textiles and Apparel – 1 semester (9-12)
5. Child Development and Parenting – 1 semester (9-12)
6. Adult Choices – 1 semester (9-12)
7. Skills in Living – 1 semester (9-12)
8. Statewide Articulation with Community College

FAMILY AND CONSUMER SCIENCE STANDARD AND BENCHMARKS

Child Development

Standard 1: Students will demonstrate problem-solving skills.

Benchmarks:

1. Use the problem-solving process to make decisions related to child development, child care.
2. Examine the role of nurturance on human growth and development.
3. Use short-term and long-term planning, goal-setting and decision-making skills in parenting and child care.
4. Use management practices related to human, economic and environmental resources in the family, workplace and community.

Standard 2: Students will demonstrate effective communication skills.

Benchmarks:

1. Examine the role of communication in human growth and development.
2. Determine the impact of social, economic and technological forces on individual growth and development.

Standard 3: Students will demonstrate knowledge and skills of child development, parenting and childcare.

Benchmarks:

1. Analyze factors that impact human growth and development.
2. Demonstrate techniques for positive collaborative relationships used with children.
3. Identify professional practices and standards related to working with children.
4. Identify ways to provide a safe and healthy learning environment for children.

Standard 4: Students will demonstrate knowledge of early childhood education and service careers.

Benchmarks:

1. Integrate knowledge, skills and practices required for careers in parenting, early childhood, education and services.
2. Examine the importance of community in human growth and development.
3. Examine the effects of life events on individual's physical and environmental development.
4. Examine the effects of gender, ethnicity and cultures on individual development.

Skills in Living

Standard 1: Students will demonstrate problem-solving skills

Benchmarks:

1. Use the problem-solving process to help reason through real life issues.
2. Demonstrate teamwork and leadership skills in the family, groups, and at the workplace.
3. Use short term planning, goal setting and decision-making skills.

4. Evaluate management practices related to human and environment resources.

Standard 2: Students will demonstrate effective communication skills

Benchmarks:

1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.
2. Demonstrate computer skills and technological skills that contribute to positive relationships and career success.

Standard 3: Students will demonstrate knowledge and skill of subject area

Benchmarks:

1. Integrate knowledge, skills and practices required for young independent living.
2. Demonstrate technical skills helpful for independent living as a young adult.
3. Explore entrepreneurship possibilities for the young adult.
4. Evaluate personal safety issues for the young adult.

Standard 4: Students will demonstrate knowledge of career opportunities in consumer education, family and consumer science.

Benchmarks:

1. Examines consumer education/family and consumer science careers.
2. Demonstrate standards that guide positive behavior and interpersonal relations.
3. Determine the impact of change and transitions over the life course.
4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Clothing and Textiles

Standard 1: Students will demonstrate problem-solving skills.

Benchmarks:

1. Use the problem-solving process to make decisions related to textiles and apparel
2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
3. Use short-term and long-term planning, goal setting, and decision-making skills.
4. Apply the principles of management in the home, classroom, and workplace.

Standard 2: Students will demonstrate effective communication skills.

Benchmarks:

1. Demonstrate communication skills that contribute to positive, personal relationships, teamwork, and career success.
2. Demonstrate computer skills and technological skills that contribute to positive, relationships, and career success.

Standard 3: Students will demonstrate knowledge and skills of subject area.

Benchmarks:

1. Integrate knowledge, skills, and practices required for careers.
2. Demonstrate skills needed to produce, alter, or repair textile products and apparel.
3. Evaluate entrepreneurial opportunities in textiles and apparel.
4. Describe how textiles and apparel help satisfy human needs for safety.

Standard 4: Students will demonstrate knowledge of careers in textiles and apparel.

Benchmarks:

1. Examine textile and apparel (clothing) related occupations
2. Develop interpersonal skills needed to be an effective team member and better employee.
3. Determine the impact of change and transition in textiles and apparel.
4. Examine worldwide influences on the textile apparel in industry.

Adult Choices

Standard 1: Students will demonstrate problem-solving skills

Benchmarks:

1. Integrate multiple life roles and responsibilities in family, work and community settings.
2. Demonstrate teamwork and leadership skills in the family, workplace and community.
3. Develop short and long-term planning, goal setting and decision making skills.
4. Evaluate management and environmental resources.

Standard 2: Students will demonstrate effective communication skills.

Benchmarks:

1. Demonstrate communication skills that contribute to positive relationships.
2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard 3: Students will demonstrate knowledge and skills of subject area.

Benchmarks:

1. Evaluate the significance of family and its impact on the well being of individuals and society.
2. Demonstrate respectful and caring relationships in the family, workplace and community.
3. Analyze what contributes to a safe family environment.

Standard 4: Students will demonstrate knowledge of careers in family and consumer sciences.

Benchmarks:

1. Examine family living/parenthood related occupations.
2. Demonstrate standards that guide behavior interpersonal relationships.
3. Determine the impact of change and transitions over the life course.
4. Examine the impact of the global village on the need to appreciate diversity.

Culinary Arts

Standard 1: Students will demonstrate problem-solving skills.

Benchmarks:

1. Apply problem-solving skills to meeting people's nutritional needs through the food services industry.

2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace (e.g., prioritizing, planning, delegation, evaluation and time allocation, etc.)
4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food services job skills.

Standard 2: Students will demonstrate effective communications skills.

Benchmarks:

1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard 3: Students will demonstrate knowledge and skills of subject area.

Benchmarks:

1. Integrate knowledge, skills and practices required for careers in food production and services in addition to personal nutrition and wellness.
2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food services industry.
3. Explore entrepreneurial endeavors in areas related to food production, services, nutrition and wellness.
4. Evaluate factors that affect food safety, from production to consumption.

Standard 4: Students will demonstrate knowledge of careers in foods.

Benchmarks:

1. Explore careers in the food industry, the food handling industry and food related careers in education and business.
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.
3. Develop strategies for reacting positively to changes in the food production and services industry.
4. Investigate to impact of global and diversity issues on the food production, services industry and the consumer.

Consumer Foods

Standard 1: Students will demonstrate problem-solving skills.

Benchmarks:

1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace (e.g., prioritizing, planning, delegation, evaluation, time allocation, etc)
4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard 2: Students will demonstrate effective communication skills.

Benchmarks:

1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard 3: Students will demonstrate effective communication skills.

Benchmarks:

1. Demonstrate nutrition and wellness practices that enhance individual and family well being.
2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
3. Explore entrepreneurial endeavors in areas related to food production and services, nutrition and wellness.
4. Evaluate factors that affect food safety from production through consumption.

Standard 4: Students will demonstrate knowledge of careers in foods.

Benchmarks:

1. Explore careers in the food service industry, the food handling industry and food related careers in education and business.
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.
3. Determine how changes in national, international and local food production and distribution systems impact the food supply.
4. Investigate the impact of global and diversity issues on food choices and practices.

FAMILY AND CONSUMER SCIENCE

CURRICULUM OVERVIEW

CULINARY ARTS

TEXT: Largen, Velda L., and Bence, Deborah L., 2008 **Guide to Good Food** Goodheart-Wilcox Company, Inc.

SUPPLEMENTAL: Equipment in family and consumer lab, guest speakers, videos, and computer programs, internet activities, activities sheets, recipes, field trips, educational games.

EVALUATION: A variety of evaluation methods chosen from the following list:
Objective measure (test); Performance measures (demonstrations, presentations, performances, observation, production work); written measures (essay, case analysis, problem-solving exercises, activity sheets); oral measures (scored discussion, pair-share, role playing); simulated activities (computer simulations); product analysis (work samples, projects, log/reflective journal); self-assessment, and self evaluation.

CONSUMER FOODS

TEXT: Largen, Velda L., and Bence, Deborah L., 2008 **Guide to Good Food** Goodheart-Wilcox Company, Inc.

SUPPLEMENTAL: Equipment in family and consumer lab, guest speakers, videos, and computer programs, internet activities, activities sheets, recipes, field trips, educational games.

EVALUATION: A variety of evaluation methods chosen from the following list:
Objective measure (test); Performance measures (demonstrations, presentations, performances, observation, production work); written measures (essay, case analysis, problem-solving exercises, activity sheets); oral measures (scored discussion, pair-share, role playing); simulated activities (computer simulations); product analysis (work samples, projects, log/reflective journal); self-assessment, and self evaluation.

CHILD DEVELOPMENT and PARENTING

TEXT: Decker, Celia Anita, 2006 **Children: The Early Years** Goodheart-Wilcox Company, Inc.

SUPPLEMENTAL: Equipment in family and consumer lab, guest speakers, videos, and computer programs, internet activities, activities sheets, recipes, field trips, educational games.

EVALUATION: A variety of evaluation methods chosen from the following list:
Objective measure (test); Performance measures (demonstrations, presentations, performances, observation, production work); written measures (essay, case analysis, problem-solving exercises, activity sheets); oral measures (scored discussion, pair-share, role playing); simulated activities (computer simulations); product analysis (work samples, projects, log/reflective journal); self-assessment, and self evaluation.

CLOTHING AND TEXTILES

TEXT: Weber, Jeanette, 2008 **Clothing, Fashion, Fabrics and Construction** Glencoe/McGraw-Hill

SUPPLEMENTAL: Equipment in family and consumer lab, guest speakers, videos, and computer programs, internet activities, activities sheets, recipes, field trips, educational games.

EVALUATION: A variety of evaluation methods chosen from the following list:

Objective measure (test); Performance measures (demonstrations, presentations, performances, observation, production work); written measures (essay, case analysis, problem-solving exercises, activity sheets); oral measures (scored discussion, pair-share, role playing); simulated activities (computer simulations); product analysis (work samples, projects, log/reflective journal); self-assessment, and self evaluation.

ADULT CHOICES

TEXT: Ryder, Verdene, and Harter, Ph.D., Marjorie B., 2006 **Contemporary Living** The Goodheart-Wilcox Company, Inc.

SUPPLEMENTAL: Equipment in family and consumer lab, guest speakers, videos, and computer programs, internet activities, activities sheets, recipes, field trips, educational games.

EVALUATION: A variety of evaluation methods chosen from the following list:
Objective measure (test); Performance measures (demonstrations, presentations, performances, observation, production work); written measures (essay, case analysis, problem-solving exercises, activity sheets); oral measures (scored discussion, pair-share, role playing); simulated activities (computer simulations); product analysis (work samples, projects, log/reflective journal); self-assessment, and self evaluation.

SKILLS FOR LIVING

TEXT: Parnell, Frances Baynor, 2008 **Skills for Living**, The Goodheart-Wilcox Company, Inc.

SUPPLEMENTAL: Equipment in family and consumer lab, guest speakers, videos, and computer programs, internet activities, activities sheets, recipes, field trips, educational games.

EVALUATION: A variety of evaluation methods chosen from the following list:
Objective measure (test); Performance measures (demonstrations, presentations, performances, observation, production work); written measures (essay, case analysis, problem-solving exercises, activity sheets); oral measures (scored discussion, pair-share, role playing); simulated activities (computer simulations); product analysis (work samples, projects, log/reflective journal); self-assessment, and self evaluation.

Course Description

Child Development (Parenting and Child Care) – semester – Grades 10-12

This course is designed to help students learn about how children grow and develop. Students will learn basic information about how children develop and how to meet children's need in each stage of development from pre-natal development through school age years. Students are asked to carefully consider the role and responsibility of parenting children in today's society, realizing the decision to parent is one of the choices. The course provides information and knowledge which is needed not only by potential but also those employed as child care workers, and those considering a career in early childhood, teaching, guidance, social work, health occupations, or other job/careers involving interaction with early childhood, teaching, guidance, social work, health occupations, or other job/careers involving interaction with children.

*This course is articulated statewide with Iowa's community colleges transferring an early childhood/child care program

Text

Decker, Celia Anita, 2006, **Children: The Early Years**, Goodheart-Wilcox Company Inc.

Course Outline

<u>Unit</u>	<u>Time</u>
Unit 1: Children in Today's World	1 week
Unit 2: Prenatal Development and the newborn	2 weeks
Unit 3: Infants	3 weeks
Unit 4: Toddlers	3 weeks
Unit 5: Pre-Schoolers	4 weeks
Unit 6: Guiding and Caring for Children	4 weeks

Scope and Sequence for Child Development

Concept based on FCS National Standards	Units/Chapters					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Parenthood	1, 2, 3	5, 6	10	14	18	19-22, 23, 24
Prenatal & Post-Natal Care & Dev.		4, 5, 6				
Physical Growth	1	5, 6	7, 10	11, 14	15, 18	19, 20
Intellectual Growth	1	5, 6	8, 10	12, 14	16, 18	19, 20
Social Emotional Growth	1	5, 6	9, 10	13, 14	17, 18	19, 20, 22
Caring for and Guiding Children	1, 2, 3	5, 6	10	14	18	19-22, 23, 24
Family Relationships	1, 2, 3	5, 6			17	19, 20, 23, 24
Safety and Health	1, 3	4, 5, 6	10	14	18	19, 21, 22-24
Leadership and Careers	1, 3					22, 25

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

Benchmarks: 2. Examine the role of nurturance on human growth and development.

Standard: 2. Students will demonstrate effective communications skills.

Benchmarks: 2. Determine the impact of social, economic and technological forces on individual growth and development.

Standard: 3. Students will demonstrate knowledge and skills of child development, parenting and child care.

Benchmarks: 1. Analyze factors that impact human growth and development.

2. Demonstrate techniques for positive collaborative relationships used with children.

4. Identify ways to provide a safe and healthy learning environment for children.

Standard: 4. Students will demonstrate knowledge of early childhood education and service careers.

Benchmark: 1. Integrate knowledge, skills and practices required for careers in parenting, early childhood, education and services.

2. Examine the importance of community in human growth and development.

3. Examine the effects of life events on individuals' physical and environmental development.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.2	All units	Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families. Examine parenting responsibilities Participate in FCCLA Child Development Programs	Scored discussion	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
2.2	Chapters 1-3 Chapter 3	Examine the use of computers and technology to stimulate children's learning.	Pair/share, debate, presentation	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
3.1	Chapter 1	Examine physical, emotional, social, and intellectual development. Examine interrelationships among physical, emotional, social and intellectual aspects of human growth and development. Investigate the impact of heredity and environment on human growth and development. Observe and record child's behavior and/or progress. Plan and implement appropriate activities to promote development in children.	Observations, projects, reports, presentations, scored discussion, test	HOTS, CE, GUID, MCGF, LS, CS, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

Benchmarks: 2. Examine the role of nurturance on human growth and development.

Standard: 2. Students will demonstrate effective communications skills.

Benchmarks: 2. Determine the impact of social, economic and technological forces on individual growth and development.

Standard: 3. Students will demonstrate knowledge and skills of child development, parenting and child care.

Benchmarks: 1. Analyze factors that impact human growth and development.

2. Demonstrate techniques for positive collaborative relationships used with children.

4. Identify ways to provide a safe and healthy learning environment for children.

Standard: 4. Students will demonstrate knowledge of early childhood education and service careers.

Benchmark: 1. Integrate knowledge, skills and practices required for careers in parenting, early childhood, education and services.

2. Examine the importance of community in human growth and development.

3. Examine the effects of life events on individuals' physical and environmental development.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.2	Chapters 1-3	Select and use appropriate child guidance techniques	Simulations, observations, case studies	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
3.4	Chapters 1 & 3	Discuss health concerns and needs at various stages of prenatal and postnatal development. Discuss childhood diseases and immunization procedures. Identify ways to provide a safe environment for a child.	Pair/share, scored discussion, reports, tests	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
4.1	Chapters 1 & 3	Examine child development related occupations. Examine family and individual health related occupations. Examine occupations that serve families and their children's needs. Identify personal qualities required of a child care provider. Explain impact of caregiver practices on a child's development and self-esteem.	Essay, reflective journal entry, reports, presentation, lists, tests	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
4.2	Chapters 1-3	Examine the statement, "It takes a community to raise a child." Identify and evaluate various child care options and community resources for child care. Examine the role of family in a child's development	Pair/share, reflective journal entry, scored discussion, report, presentation	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
4.3	Chapters 1-3	Select toys, equipment, food and materials appropriate for the developmental stages of a child.	Project	HOTS, HGD, MEDIA, TECH, GUID, CS, LS, CE

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: **1: Students will demonstrate problem-solving skills.**

- Benchmarks:**
1. Use the problem-solving process to make decisions related to child development, child care and parenting.
 2. Examine the role of nurturance on human growth and development.

Standard: **2: Students will demonstrate effective communications skills.**

- Benchmarks:**
2. Determine the impact of social, economic and technological forces on individual growth and development

Standard: **3: Students will demonstrate knowledge and skills of child development, parenting and child care.**

- Benchmarks:**
1. Analyze factors that impact human growth and development.
 2. Demonstrate techniques for positive collaborative relationships used with children.
 4. Identify ways to provide a safe and healthy learning environment for children.

Standard: **4: Students will demonstrate knowledge of early childhood education and service careers.**

- Benchmarks:**
2. Examine the importance of community in human growth and development.
 3. Examine the effects of life events on individuals' physical and environmental development.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	All	Develop problem solving techniques	Problem solving exercises	LS, HOTS, GUID, CE
1.2	Chapters 5 & 6	Examine parenting responsibilities	Scored discussion, pair/share, test	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
2.2	Chapters 5 & 6	Examine the use of computers and technology to stimulate children's learning. Describe sexual reproduction and birthing process	Pair/share, debate, presentation, test	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
3.1	Chapters 4-6	Examine physical, emotional, social, and intellectual development. Examine inter-relationships among physical, emotional, social and intellectual aspects of human growth and development. Investigate the impact of heredity and environment on human growth and development. Plan and implement appropriate activities to promote development in children.	Scored discussion, reports, projects, presentations, test	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
3.2	Chapters 5 & 6	Select and use appropriate child guidance techniques	Simulations, observation, case studies	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Child Development Unit 2: Prenatal Development and the Newborn (cont.)

Length of Unit: 10 days

Instructor: Michelle Wenke

Standard: **1: Students will demonstrate problem-solving skills.**

- Benchmarks:**
1. Use the problem-solving process to make decisions related to child development, child care and parenting.
 2. Examine the role of nurturance on human growth and development.

Standard: **2: Students will demonstrate effective communications skills.**

- Benchmarks:**
2. Determine the impact of social, economic and technological forces on individual growth and development

Standard: **3: Students will demonstrate knowledge and skills of child development, parenting and child care.**

- Benchmarks:**
1. Analyze factors that impact human growth and development.
 2. Demonstrate techniques for positive collaborative relationships used with children.
 4. Identify ways to provide a safe and healthy learning environment for children.

Standard: **4: Students will demonstrate knowledge of early childhood education and service careers.**

- Benchmarks:**
2. Examine the importance of community in human growth and development.
 3. Examine the effects of life events on individuals' physical and environmental development.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.4	Chapters 4-6	Discuss health concerns and needs at various stages of prenatal and postnatal development. Discuss childhood diseases and immunization procedures. Identify ways to provide a safe environment for a child. Examine the statement, "It takes a community to raise a child." Identify and evaluate various child care options and community resources for child care. Examine the role of family in a child's development.	Pair/share, scored discussion, report, test	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
4.2	Chapters 5 & 6	Select toys, equipment, food and materials appropriate for the developmental stages of a child.	Pair/share, scored discussion, reflective journal entry, essay, report, presentation	HOTS, CE, LS, GUID, HGD, TECH, MEDIA
4.3	All		Project	HOTS, CE, LS, GUID, HGD, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

Benchmarks: 2. Examine the role of nurturance on human growth and development.

Standard: 2. Students will demonstrate effective communications skills.

Benchmarks: 1. Examine the role of communication in human growth and development.

Standard: 3. Students will demonstrate knowledge and skills of child development, parenting and child care.

Benchmarks: 1. Analyze factors that impact human growth and development.

2. Demonstrate techniques for positive collaborative relationships used with children.

4. Identify ways to provide a safe and healthy learning environment for children.

Standard: 4. Students will demonstrate knowledge of early childhood education and service careers.

Benchmarks: 2. Examine the importance of community in human growth and development.

3. Examine the effects of life events on individuals' physical and environmental development.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.2	Chapters 7-10	Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families. Examine parenting responsibilities.	Scored discussion, pair/share, test	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID, MCGF
2.1	Chapter 8	Examine language development. Examine the importance of reading to children. Identify characteristics of good quality in children's literature materials.	Pair/share, presentation, case study, evaluation rubric, test	HOTS, HGD, MEDIA, TECH, CS, LS, MCGF, CE, GUID
3.1	Chapters 7-10	Examine physical, emotional, social, and intellectual development. Examine inter-relationships among physical, emotional, social and intellectual aspects of human growth and development. Plan and implement appropriate activities to promote development in children.	Projects, presentations, test	HOTS, HGD, MEDIA, TECH, MCGF, CS, LS, CE, GUID
3.2	Chapter 10	Select and use appropriate child guidance techniques	Simulations, observations, case studies	HOTS, CE, GUID, MCGF, LS, CS, MEDIA, TECH, HGD
3.4	Chapter 10	Discuss health concerns and needs at various stages of prenatal and postnatal development. Discuss childhood diseases and immunization procedures. Identify ways to provide a safe environment for a child.	Pair/share, scored discussion, report, test	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
4.2	Chapter 10	Identify and evaluate various child care options and community resources for child care	Report, presentation	HOTS, CE, CS, GUID
4.3	All	Select toys, equipment, food and materials appropriate for the developmental stages of a child.	Project	HOTS, CE, LS, GUID, HGD, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

Benchmarks: 2. Examine the role of nurturance on human growth and development.

Standard: 2. Students will demonstrate effective communications skills.

Benchmarks: 1. Examine the role of communication in human growth and development.

Standard: 3. Students will demonstrate knowledge and skills of child development, parenting and child care.

Benchmarks: 1. Analyze factors that impact human growth and development.

2. Demonstrate techniques for positive collaborative relationships used with children.

4. Identify ways to provide a safe and healthy learning environment for children.

Standard: 4. Students will demonstrate knowledge of early childhood education and service careers.

Benchmarks: 2. Examine the importance of community in human growth and development.

3. Examine the effects of life events on individuals' physical and environmental development

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.2	All	Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families. Examine parenting responsibilities. Participate in FCCLA Child Develop Programs.	Scored discussion, pair/share, test, FCCLA involvement	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID, MCGF
2.1	Chapter 14	Identify characteristics of good quality in children's literature materials.	Pair/share, presentation, evaluation rubric	HOTS, CS, MEDIA, TECH, CE, HGD, GUID, MCGF
3.1	Chapters 11-14	Examine physical, emotional, social, and intellectual development. Examine inter-relationships among physical, emotional, social and intellectual aspects of human growth and development. Plan, prepare and serve children's nutritional snacks. Plan and implement appropriate activities to promote development in children.	Projects, presentations, test	HOTS, CS, MEDIA, TECH, CE, HGD, GUID, MCGF
3.2	Chapter 14	Select and use appropriate child guidance techniques	Simulations, observations, case studies	HOTS, CE, GUID, MCGF, LS, CS, MEDIA, TECH, HGD
3.4	Chapter 14	Discuss health concerns and needs at various stages of prenatal and postnatal development. Discuss childhood diseases and immunization procedures. Identify ways to provide a safe environment for a child.	Pair/share, scored discussion, report, test	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
4.2	Chapter 14	Identify and evaluate various child care options and community resources for child care	Report, presentation	HOTS, CE, CS, GUID
4.3	All	Select toys, equipment, food and materials appropriate for the developmental stages of a child.	Project	HOTS, CE, LS, GUID, HGD, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Child Development Unit 5: Preschoolers and School-Age Children

Length of Unit: 20 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

Benchmarks: 2. Examine the role of nurturance on human growth and development.

Standard: 2. Students will demonstrate effective communications skills.

Benchmarks: 1. Examine the role of communication in human growth and development.

2. Determine the impact of social, economic and technological forces on individual growth and development.

Standard: 3. Students will demonstrate knowledge and skills of child development, parenting and child care.

Benchmarks: 1. Analyze factors that impact human growth and development.

2. Demonstrate techniques for positive collaborative relationships used with children.

4. Identify ways to provide a safe and healthy learning environment for children.

Standard: 4. Students will demonstrate knowledge of early childhood education and service careers.

Benchmarks: 2. Examine the importance of community in human growth and development.

3. Examine the effects of life events on individuals' physical and environmental development.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.2	Chapters 18 & 19	Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families. Examine parenting responsibilities. Participate in FCCLA Child Development Programs.	Scored discussion, pair/share, test, FCCLA involvement	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID, MCGF
2.1	Chapters 16 & 18	Examine language development. Examine the importance of reading to children. Identify characteristics of good quality in children's literature materials.	Pair/share, presentation, case study, evaluation rubric, test	HOTS, HGD, MEDIA, TECH, CS, LS, MCGF, CE, GUID
2.2	Chapters 17-19	Examine the use of computers and technology to stimulate children's learning.	Pair/share, debate, presentation	HOTS, CS, MEDIA, TECH, CE, HGD, GUID, MCGF
3.1	Chapters 15-19	Examine physical, emotional, social, and intellectual development. Examine inter-relationships among physical, emotional, social and intellectual aspects of human growth and development. Plan, prepare and serve children's nutritional snacks. Plan and implement appropriate activities to promote development in children.	Projects, presentations, test	HOTS, CS, MEDIA, TECH, CE, HGD, GUID, MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. **Students will demonstrate problem-solving skills.**

Benchmarks: 2. Examine the role of nurturance on human growth and development.

Standard: 2. **Students will demonstrate effective communications skills.**

Benchmarks: 1. Examine the role of communication in human growth and development.

2. Determine the impact of social, economic and technological forces on individual growth and development.

Standard: 3. **Students will demonstrate knowledge and skills of child development, parenting and child care.**

Benchmarks: 1. Analyze factors that impact human growth and development.

2. Demonstrate techniques for positive collaborative relationships used with children.

4. Identify ways to provide a safe and healthy learning environment for children.

Standard: 4. **Students will demonstrate knowledge of early childhood education and service careers.**

Benchmarks: 2. Examine the importance of community in human growth and development.

3. Examine the effects of life events on individuals' physical and environmental development.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.2	Chapter 18 & 19	Select and use appropriate child guidance techniques	Simulations, observations, case studies	HOTS, CE, GUID, MCGF, LS, CS, MEDIA, TECH, HGD
3.4	Chapter 18 & 19	Discuss health concerns and needs at various stages of prenatal and postnatal development. Discuss childhood diseases and immunization procedures. Identify ways to provide a safe environment for a child.	Pair/share, scored discussion, report, test	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
4.2	Chapters 17-19	Examine the statement, "It takes a community to raise a child." Identify and evaluate various child care options and community resources for child care. Examine the role of family in a child's development.	Pair/share, reflective journal entry, report, presentation, scored discussion	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
4.3	Chapters 15-19	Select toys, equipment, food and materials appropriate for the developmental stages of a child.	Project	HOTS, CE, LS, GUID, HGD, MEDIA, TECH, MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Child Development Unit 6: Guiding and Caring for Children

Length of Unit: 20 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Use the problem-solving process to make decisions related to child development, child care and parenting.
 2. Examine the role of nurturance on human growth and development.
 3. Use short-term and long-term planning, goal setting and decision-making skills in parenting and child care.
 4. Use management practices related to human, economic and environmental resources in the family, workplace and community.

Standard: 2. Students will demonstrate effective communications skills.

- Benchmarks:**
1. Examine the role of communication in human growth and development.
 2. Determine the impact of social, economic and technological forces on individual growth and development.

Standard: 3. Students will demonstrate knowledge and skills of child development, parenting and child care.

- Benchmarks:**
1. Analyze factors that impact human growth and development.
 2. Demonstrate techniques for positive collaborative relationships used with children.
 3. Identify professional practices and standards related to working with children.
 4. Identify ways to provide a safe and healthy learning environment for children.

Standard: 4. Students will demonstrate knowledge of early childhood education and service careers.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in parenting, early childhood, education and services.
 2. Examine the importance of community in human growth and development.
 3. Examine the effects of life events on individuals' physical and environmental development.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 20-25	Develop problem solving techniques. Identify types of sexual abuse and sexual harassment, and intervention options. Identify and demonstrate responses to family problems and crisis. Locate and/or utilize resources for populations with special needs. Locate and/or utilize family living and parenting resources. Identify types of child abuse, neglect and intervention options.	Problem solving exercises, lists, presentations, simulations, test	LS, CS, CE, HOTS, GUID, MEDIA, TECH, HGD, MCGF
1.2	Chapters 20-25	Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families. Examine parenting responsibilities. Participate in FCCLA Child Develop Programs.	Scored discussion, pair/share, test, FCCLA involvement	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID, MCGF
1.3	Chapter 24	Identify the additional risk of teen pregnancy and planning.	Presentation/rubric	HOTS, CS, LS, HGD, MEDIA, TECH, GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Use the problem-solving process to make decisions related to child development, child care and parenting.
 2. Examine the role of nurturance on human growth and development.
 3. Use short-term and long-term planning, goal setting and decision-making skills in parenting and child care.
 4. Use management practices related to human, economic and environmental resources in the family, workplace and community.

Standard: 2. Students will demonstrate effective communications skills.

- Benchmarks:**
1. Examine the role of communication in human growth and development.
 2. Determine the impact of social, economic and technological forces on individual growth and development.

Standard: 3. Students will demonstrate knowledge and skills of child development, parenting and child care.

- Benchmarks:**
1. Analyze factors that impact human growth and development.
 2. Demonstrate techniques for positive collaborative relationships used with children.
 3. Identify professional practices and standards related to working with children.
 4. Identify ways to provide a safe and healthy learning environment for children.

Standard: 4. Students will demonstrate knowledge of early childhood education and service careers.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in parenting, early childhood, education and services.
 2. Examine the importance of community in human growth and development.
 3. Examine the effects of life events on individuals' physical and environmental development.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.4	Chapters 21-24	Examine the role of support groups in meeting human growth and development needs.	Presentation	HOTS, CS, LS, HGD, MEDIA, TECH, GUID
2.1	Chapter 20	Examine language development. Examine the importance of reading to children. Identify characteristics of good quality in children's literature materials.	Pair/share, presentation, case study, evaluation rubric, test	HOTS, HGD, MEDIA, TECH, CS, LS, MCGF, CE, GUID
2.2	Chapter 24	Examine the use of computers and technology to stimulate children's learning	Pair/share, debate, presentation	HOTS, CS, MEDIA, TECH, CE, HGD, GUID, MCGF
3.1	Chapters 20-25	Examine physical, emotional, social, and intellectual development. Plan and implement appropriate activities to promote development in children. Explain the concept of "developmentally appropriate activities".	Projects, presentations, test	HOTS, CS, MEDIA, TECH, CE, HGD, GUID, MCGF
3.2	Chapters 22 & 24	Select and use appropriate child guidance techniques	Simulations, observations, case studies	HOTS, CE, GUID, MCGF, LS, CS, MEDIA, TECH, HGD
3.3	Chapter 22	Identify regulations, standards for quality child care facilities	Interview, report	HOTS, CE, CS, LS, MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Child Development Unit 6: Guiding and Caring for Children (cont.)

Length of Unit: 20 days

Instructor: Michelle Wenke

Standard: 1. **Students will demonstrate problem-solving skills.**

- Benchmarks:**
1. Use the problem-solving process to make decisions related to child development, child care and parenting.
 2. Examine the role of nurturance on human growth and development.
 3. Use short-term and long-term planning, goal setting and decision-making skills in parenting and child care.
 4. Use management practices related to human, economic and environmental resources in the family, workplace and community.

Standard: 2. **Students will demonstrate effective communications skills.**

- Benchmarks:**
1. Examine the role of communication in human growth and development.
 2. Determine the impact of social, economic and technological forces on individual growth and development.

Standard: 3. **Students will demonstrate knowledge and skills of child development, parenting and child care.**

- Benchmarks:**
1. Analyze factors that impact human growth and development.
 2. Demonstrate techniques for positive collaborative relationships used with children.
 3. Identify professional practices and standards related to working with children.
 4. Identify ways to provide a safe and healthy learning environment for children.

Standard: 4. **Students will demonstrate knowledge of early childhood education and service careers.**

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in parenting, early childhood, education and services.
 2. Examine the importance of community in human growth and development.
 3. Examine the effects of life events on individuals' physical and environmental development.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.4	Chapters 22 & 24	Discuss health concerns and needs at various stages of prenatal and postnatal development. Discuss childhood diseases and immunization procedures. Identify ways to provide a safe environment for a child. Select and use age-appropriate safety restraint when transporting children. Identify legal issues related to child care. Identify factors, indications and procedures for reporting child abuse.	Pair/share, scored discussion, report, demonstration, test	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
4.1	Chapters 22, 24, 25	Examine child development-related occupations. Examine family and individual health-related occupations. Examine occupations that serve families and their children's needs. Identify personal qualities required of a child care provider. Explain impact of caregiver practices on a child's development and self-esteem.	Presentations, reports, reflective journal entry, essay, test	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
4.2	Chapters 20, 22, 24	Examine the statement, "It takes a community to raise a child." Identify and evaluate various child care options and community resources for child care. Examine the role of the family in a child's development.	Pair/share, reflective journal entry, scored discussion, report, presentation	HOTS, HGD, MEDIA, TECH, CS, LS, CE, GUID
4.3	Chapters 20-25	Select toys, equipment, food and materials appropriate for the developmental stages of a child. Examine the effect of family crisis on a child and his/her development.	Project, report, presentation	CE, CS, LS, HOTS, GUID, MEDIA, TECH, HGD, MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Course Description

Skills for Living – semester – Grades 10-12

As students face the realities of transitioning into their adult lives in an ever-changing world, they are faced with many complex issues surrounding day-to-day living. This course helps students develop the essential skills necessary to meet the demands of life during the first years after high school and beyond. This course teaches students basic skills to enhance relationships, exercise consumer rights and responsibilities and enter the global workplace. It is a practical course that helps the students learn basic survival skills in the areas of cooking, shopping for food, selection and maintenance of housing, care of clothing, personal finance, seeking jobs and staying employable. Practical experience and opportunities in decision-making and problem solving are geared toward coping with day-to-day living as an independent young adult.

Text – Parnell, Frances Baynor, 2008, **Skills for Living**, The Goodheart-Wilcox Company, Inc.

Course Outline

Unit

- | | |
|---|---------|
| 1. A Better You (Chapter 1-3) | 10 days |
| 2. Family and Community Relationships (Chapter 4-9) | 20 days |
| 3. Understanding Children (Chapter 10, 11) | 5 days |
| 4. Nutrition and Food Preparation (Chapter 12-16) | 25 days |
| 5. Managing in Today's World (Chapter 17-19) | 15 days |
| 6. Meeting Your Clothing Needs (Chapter 20-22) | 5 days |
| 7. Meeting Your Housing Needs (Chapter 23-25) | 10 days |

Thematic Planning Guide Based on FCS National Standards (Scope and Sequence)

Theme	Units/Chapters
Problem Solving	All units
Interpersonal Relationships	All units
Personal Development and Responsibility	All units
Consumer Concerns	Chapters 17-25
Management	Unit 1, 3-7, Chapter 4-19
Career and Employability Skills	Unit 1, 2, 5, Chapters 1-9, 12-16, 17-19
Health, Wellness and Safety	Units 4-5, Chapters 1, 4-8, 10-17, 19

Subject Area: Skills for Living Unit 1: A Better You

Length of Unit: 10 days

Instructor: Michelle Wenke

Standards: 1. Students will demonstrate problem-solving skills.

Benchmarks: 1. Use the problem-solving process to help reason through real life issues.
2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

Benchmarks: 1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

Benchmarks: 1. Integrate knowledge, skills and practices required for young independent living.
4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

Benchmark: 2. Demonstrate standards that guide positive behavior and interpersonal relations.
3. Determine the impact of change and transitions over the life course.
4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 1 - 3	Analyze strategies for developing a positive self-concept. Develop good problem-solving techniques.	Scored discussion, case analysis, problem-solving exercises	HOTS, CS, HGD, GUID
1.2	Chapters 1 - 3	Delegate duties and manage conflict, facilitating group interaction. Become personally involved in professional organizations.	Observation, checklist, FCCLA involvement	GUID, CS, LS, HGD
1.4	Chapters 1 - 3	Apply the principles of management. Develop short- and long-term planning, goal setting, and decision-making skills.	Observation, self-checklist, portfolio, journal entry	HOTS, LS, GUID, CE, MEDIA, TECH, CS
2.1	Chapters 1 - 3	Examine communication styles and their effect on relationships. Demonstrate verbal and non-verbal behaviors that promote effective communication. Demonstrate effective listening and feedback techniques. Describe and use positive ways to build good interpersonal relationships with others with communication skills. Describe alternative ways of effective communication.	Simulation, demonstration, observation, written samples	HOTS, CS, LS, CE, GUID, TECH, MEDIA, HGD, MCGF
3.1	Chapters 1 - 3	Describe ways to build good interpersonal relationships with others. Identify risks of sexual activity. Identify sex role stereotyping and means of dealing with them. Identify ways to balance work, family and individual needs. Identify ways to deal with peer pressure.	Case analysis, test, written simulation	HOTS, CS, LS, GUID, HGD,

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Skills for Living Unit 1: A Better You (cont.)

Length of Unit: 10 days

Instructor: Michelle Wenke

Standards: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Use the problem-solving process to help reason through real life issues.
 2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
 4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for young independent living.
 4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

- Benchmark:**
2. Demonstrate standards that guide positive behavior and interpersonal relations.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.4	Chapters 1 – 3	Explain basic skills necessary to maintain personal, physical and mental health.	Essay	CS, GUID, HGD
4.2	Chapters 1 – 3	Exhibit dependability, responsibility and punctuality on the job. Accept supervision willingly, asking for help when needed. Respect property and cooperate with others. Identify ways to become involved in your community and how the community can benefit from your involvement.	Observation, checklist, scored discussion, personal journal entry	LS, GUID, CE, CS, HOTS, MCGF, HGD
4.3	Chapters 1 – 3	Adapt to change, demonstrate flexibility, adapting to environment and situation.	Observation	HGD, GUID, HOTS, TECH, CE
4.4	Chapters 1 – 3	Explain linkage between culture and global influences on relationships and consumerism. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	Essay, scored discussion, test, observations, journal entry	HOTS, TECH, GS, CS, CE, MEDIA, HGD, LS, GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Skills for Living Unit 2: Family and Community Relationships

Length of Unit: 15-20 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Use the problem-solving process to help reason through real life issues.
 2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
 4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for young independent living.
 4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

- Benchmark:**
2. Demonstrate standards that guide positive behavior and interpersonal relations.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 4 - 9	Analyze strategies for developing a positive self-concept. Develop good problem-solving techniques.	Scored discussion, case analysis, problem-solving exercises	HOTS, CS, HGD, GUID
1.2	Chapters 4 - 9	Delegate duties and manage conflict, facilitating group interaction. Become personally involved in professional organizations.	Observation, checklist, FCCLA involvement	GUID, CS, LS, HGD
1.4	Chapters 4 - 9	Apply the principles of management. Develop short- and long-term planning, goal setting, and decision-making skills.	Observation, self-checklist, portfolio, journal entry	HOTS, LS, GUID, CE, MEDIA, TECH, CS
2.1	Chapters 4 - 9	Examine communication styles and their effect on relationships. Demonstrate verbal and non-verbal behaviors that promote effective communication. Demonstrate effective listening and feedback techniques. Describe and use positive ways to build good interpersonal relationships with others with communication skills. Describe alternative ways of effective communication.	Simulation, demonstration, observation, written samples	HOTS, CS, LS, CE, GUID, TECH, MEDIA, HGD, MCGF
3.1	Chapters 4 - 9	Describe ways to build good interpersonal relationships with others. Identify risks of sexual activity. Identify sex role stereotyping and means of dealing with them. Identify ways to balance work, family and individual needs. Describe ways to strengthen family and relationships Identify ways to deal with peer pressure.	Case analysis, test, written simulation	HOTS, CS, LS, GUID, HGD,

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Skills for Living Unit 2: Family and Community Relationships (cont.)

Length of Unit: 15-20 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Use the problem-solving process to help reason through real life issues.
 2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
 4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for young independent living.
 4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

- Benchmark:**
2. Demonstrate standards that guide positive behavior and interpersonal relations.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.4	Chapters 4 – 9	Explain basic skills necessary to maintain personal, physical and mental health. Identify personal safety and survival skills.	Essay	CS, GUID, HGD, HOTS
4.2	Chapters 4 – 9	Exhibit dependability, responsibility and punctuality on the job. Accept supervision willingly, asking for help when needed. Respect property and cooperate with others. Identify ways to become involved in your community and how the community can benefit from your involvement.	Observation, checklist, scored discussion, personal journal entry	LS, GUID, CE, CS, HOTS, MCGF, HGD
4.3	Chapters 4 – 9	Accept new challenges. Adapt to change, demonstrate flexibility, adapting to environment and situation.	Observation	HGD, GUID, HOTS, TECH, CE, MEDIA
4.4	Chapters 4 - 9	Explain linkage between culture and global influences on relationships and consumerism. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	Essay, scored discussion, test, observations, journal entry	HOTS, TECH, GS, CS, CE, MEDIA, HGD, LS, GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Use the problem-solving process to help reason through real life issues.
 2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
 4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for young independent living.
 2. Demonstrate technical skills helpful for independent living as a young adult.
 4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

- Benchmark:**
2. Demonstrate standards that guide positive behavior and interpersonal relations.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 10 & 11	Analyze strategies for developing a positive self-concept.	Scored discussion, case analysis	HOTS, CS, HGD, GUID
1.2	Chapters 10 & 11	Delegate duties and manage conflict, facilitating group interaction. Become personally involved in professional organizations.	Observation, checklist, FCCLA involvement	GUID, CS, LS, HGD
1.4	Chapters 10 & 11	Apply the principles of management. Develop short- and long-term planning, goal setting, and decision-making skills.	Observation, self-checklist, portfolio, journal entry	HOTS, LS, GUID, CE, MEDIA, TECH, CS
2.1	Chapters 10 & 11	Examine communication styles and their effect on relationships. Demonstrate verbal and non-verbal behaviors that promote effective communication. Demonstrate effective listening and feedback techniques. Describe and use positive ways to build good interpersonal relationships with others with communication skills. Describe alternative ways of effective communication.	Simulation, demonstration, observation, written samples	HOTS, CS, LS, CE, GUID, TECH, MEDIA, HGD, MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Skills for Living Unit 3: Understanding Children (cont.)

Length of Unit: 5 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Use the problem-solving process to help reason through real life issues.
 2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
 4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for young independent living.
 2. Demonstrate technical skills helpful for independent living as a young adult.
 4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

- Benchmark:**
2. Demonstrate standards that guide positive behavior and interpersonal relations.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.1	Chapters 10 & 11	Describe ways to build good interpersonal relationships with others. Identify risks of sexual activity. Identify sex role stereotyping and means of dealing with them. Identify ways to balance work, family and individual needs. Describe ways to strengthen family and relationships. Identify ways to deal with peer pressure.	Case analysis, test, written simulation	HOTS, CS, LS, GUID, HGD,
3.2	Chapters 10 & 11	Plan menus, prepare shopping list, and purchase food.	Work samples, production work	TECH, MEDIA, HOTS, LS, CS
3.4	Chapters 10 & 11	Identify personal safety and survival skills.	Essay	CS, GUID, HGD, HOTS
4.2	Chapters 10 & 11	Respect property and cooperate with others.	Observation	GUID, CE, CS
4.3	Chapters 10 & 11	Adapt to change, demonstrate flexibility, adapting to environment and situation.	Observation	HGD, GUID, HOTS, TECH, CE, MEDIA
4.4	Chapters 10 & 11	Explain linkage between culture and global influences on relationships and consumerism. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	Essay, scored discussion, test, observations, journal entry	HOTS, TECH, GS, CS, CE, MEDIA, HGD, LS, GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Use the problem-solving process to help reason through real life issues.
 2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
 3. Use short term planning, goal setting and decision-making skills.
 4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.
 2. Demonstrate computer skills and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

- Benchmarks:**
4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

- Benchmark:**
1. Examine consumer education/family and consumer careers.
 2. Demonstrate standards that guide positive behavior and interpersonal relations.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 12 - 16	Develop good problem-solving techniques.	Problem-solving exercises	HOTS, CS, GUID
1.2	Chapters 12 - 16	Delegate duties and manage conflict, facilitating group interaction. Become personally involved in professional organizations.	Observation, checklist, FCCLA involvement	GUID, CS, LS, HGD
1.3	Chapters 12 - 16	Identify procedures in planning for expenses, saving and managing finances.	Test	CS, LS
1.4	Chapters 12 - 16	Apply the principles of management. Develop short- and long-term planning, goal setting, and decision-making skills.	Observation, self-checklist, portfolio, journal entry	HOTS, LS, GUID, CE, MEDIA, TECH, CS
2.1	Chapters 12 - 16	Examine communication styles and their effect on relationships. Demonstrate verbal and non-verbal behaviors that promote effective communication. Demonstrate effective listening and feedback techniques. Describe and use positive ways to build good interpersonal relationships with others with communication skills. Evaluate advertising, warranties, written contracts and quality of goods and equipment. Identify consumer rights and responsibilities. Locate and/or utilize consumer education resources for assistance. Consider financial aspects of living independently.	Simulation, demonstration, observation, work samples, presentation, case studies, problem-solving situation	HOTS, CS, LS, CE, GUID, TECH, MEDIA, HGD, MCGF
2.2	Chapters 12 - 16	Use technical equipment safely and properly.	Observation of lab work	CE, GUID, TECH, LS
3.4	Chapters 12 - 16	Explain basic skills necessary to maintain personal, physical and mental health. Identify personal safety and survival skills.	Essay	CS, GUID, HGD, HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

Benchmarks:

1. Use the problem-solving process to help reason through real life issues.
2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
3. Use short term planning, goal setting and decision-making skills.
4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

Benchmarks:

1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.
2. Demonstrate computer skills and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

Benchmarks:

4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

Benchmark:

1. Examine consumer education/family and consumer careers.
2. Demonstrate standards that guide positive behavior and interpersonal relations.
3. Determine the impact of change and transitions over the life course.
4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.1	Chapters 12 – 16	Examine consumer education related occupations.	Presentation	TECH, GUID, CE
4.2	Chapters 12 – 16	Respect property and cooperate with others.	Observation	GUID, CE, CS
4.3	Chapters 12 – 16	Accept new challenges. Adapt to change, demonstrate flexibility, adapting to environment and situation.	Observation	HGD, GUID, HOTS, TECH, CE, MEDIA
4.4	Chapters 12 - 16	Explain linkage between culture and global influences on relationships and consumerism. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	Essay, scored discussion, test, observations, journal entry	HOTS, TECH, GS, CS, CE, MEDIA, HGD, LS, GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standards: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Use the problem-solving process to help reason through real life issues.
 2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
 3. Use short term planning, goal setting and decision-making skills.
 - 4 Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.
 2. Demonstrate computer skills and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for young independent living.
 3. Explore entrepreneurship possibilities for the young adult.
 4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

- Benchmark:**
1. Examine consumer education/family and consumer careers.
 2. Demonstrate standards that guide positive behavior and interpersonal relations.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 17 - 19	Develop good problem-solving techniques. Determine the decision-making process for expenses, saving and managing finances.	Problem-solving exercises, simulated activity	HOTS, CS, GUID
1.2	Chapters 17 - 19	Delegate duties and manage conflict, facilitating group interaction. Become personally involved in professional organizations.	Observation, checklist, FCCLA involvement	GUID, CS, LS, HGD
1.3	Chapters 17 - 19	Identify procedures in planning for expenses, saving and managing finances.	Test	CS, LS
1.4	Chapters 17 - 19	Apply the principles of management. Develop short- and long-term planning, goal setting, and decision-making skills.	Observation, self-checklist, portfolio, journal entry	HOTS, LS, GUID, CE, MEDIA, TECH, CS
2.1	Chapters 17 - 19	Demonstrate effective listening and feedback techniques. Evaluate advertising, warranties, written contracts and quality of goods and equipment. Identify consumer rights and responsibilities. Locate and/or utilize consumer education resources for assistance. Consider financial aspects of living independently.	Demonstration, observation, work samples, presentation, case studies, problem-solving situation	HOTS, CS, LS, CE, GUID, TECH, MEDIA, HGD, MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Skills for Living Unit 5: Managing in Today's World (cont.)

Length of Unit: 15-20 days

Instructor: Michelle Wenke

Standards: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Use the problem-solving process to help reason through real life issues.
 2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
 3. Use short term planning, goal setting and decision-making skills.
 4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.
 2. Demonstrate computer skills and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for young independent living.
 3. Explore entrepreneurship possibilities for the young adult.
 4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

- Benchmark:**
1. Examine consumer education/family and consumer careers.
 2. Demonstrate standards that guide positive behavior and interpersonal relations.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 17 – 19	Develop job search skills	Work samples, simulations	HOTS, GUID, CS, LS, CE, MCGF
3.1	Chapters 17 – 19	Describe ways to build good interpersonal relationships with others.	Case analysis	HOTS, CS, LS, GUID, HGD
3.3	Chapters 17 – 19	Identify skills of a business owner, entrepreneur. Recognize advantages and disadvantages of different kinds of consumer related businesses. Identify and locate resources helpful in setting up a small business.	Tests, reports	LS, HOTS, GUID, CE, MEDIA, TECH, CS, MCGF
3.4	Chapters 17 – 19	Identify personal safety and survival skills.	Essay	CS, GUID, HGD
4.1	Chapters 17 – 19	Examine consumer education related occupations.	Presentation	TECH, GUID, CE
4.2	Chapters 17 – 19	Exhibit dependability, responsibility and punctuality on the job. Accept supervision willingly, asking for help when needed. Respect property and cooperate with others.	Observation, checklist	LS, GUID, CE, CS
4.3	Chapters 17 – 19	Accept new challenges. Adapt to change, demonstrate flexibility, adapting to environment and situation.	Observation	HGD, GUID, HOTS, TECH, CE, MEDIA
4.4	Chapters 17 – 19	Explain linkage between culture and global influences on relationships and consumerism. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	Essay, scored discussion, test, observations, journal entry	HOTS, TECH, GS, CS, CE, MEDIA, HGD, LS, GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Skills for Living Unit 6: Meeting Your Clothing Needs

Length of Unit: 10 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:
1. Use the problem-solving process to help reason through real life issues.
 2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
 3. Use short term planning, goal setting and decision-making skills.
 4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:
1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.
 2. Demonstrate computer skills and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

- Benchmarks:
1. Integrate knowledge, skills and practices required for young independent living.
 2. Demonstrate technical skills helpful for independent living as a young adult.
 4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

- Benchmark:
2. Demonstrate standards that guide positive behavior and interpersonal relations.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 20 - 22	Analyze strategies for developing a positive self-concept.	Scored discussion, case analysis	HOTS, CS, HGD, GUID
1.2	Chapters 20 - 22	Delegate duties and manage conflict, facilitating group interaction. Become personally involved in professional organizations.	Observation, checklist, FCCCLA involvement	GUID, CS, LS, HGD
1.3	Chapters 20 - 22	Identify procedures in planning for expenses, saving and managing finances.	Written test	CS, LS
1.4	Chapters 20 - 22	Develop short- and long-term planning, goal setting, and decision-making skills.	Portfolio, journal entry	HOTS, LS, GUID, CE, CS
2.1	Chapters 20 - 22	Examine communication styles and their effect on relationships. Demonstrate verbal and non-verbal behaviors that promote effective communication. Demonstrate effective listening and feedback techniques. Describe and use positive ways to build good interpersonal relationships with others with communication skills. Evaluate advertising, warranties, written contracts and quality of goods and equipment. Identify consumer rights and responsibilities. Locate and/or utilize consumer education resources for assistance. Consider financial aspects of living independently.	Simulation, demonstration, observation, work samples, presentation, problem-solving situation, case studies	HOTS, CS, LS, CE, GUID, TECH, MEDIA, HGD, MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Skills for Living Unit 6: Meeting Your Clothing Needs (cont.)

Length of Unit: 10 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Use the problem-solving process to help reason through real life issues.
 2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
 3. Use short term planning, goal setting and decision-making skills.
 4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.
 2. Demonstrate computer skills and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for young independent living.
 2. Demonstrate technical skills helpful for independent living as a young adult.
 4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

- Benchmark:**
2. Demonstrate standards that guide positive behavior and interpersonal relations.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 20 - 22	Use technical equipment safely and properly.	Observation of lab work	CE, GUID, TECH, LS
3.1	Chapters 20 - 22	Plan a wardrobe and prepare a clothing budget.	Project	MEDIA, LS, HOTS
3.2	Chapters 20 - 22	Demonstrate basic clothing care, repair, cleaning and storage methods.	Work samples, simulated activities	CS, LS, TECH
3.4	Chapters 20 - 22	Identify personal safety and survival skills.	Essay	CS, GUID, HGD, HOTS
4.2	Chapters 20 - 22	Respect property and cooperate with others.	Observation	GUID, CE, CS
4.3	Chapters 20 - 22	Adapt to change, demonstrate flexibility, adapting to environment and situation.	Observation	HGD, GUID, HOTS, TECH, CE, MEDIA
4.4	Chapters 20 - 22	Explain linkage between culture and global influences on relationships and consumerism. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	Essay, scored discussion, test, observations, journal entry	HOTS, TECH, GS, CS, CE, MEDIA, HGD, LS, GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Skills for Living Unit 7: Meeting Your Housing Needs**Length of Unit:** 10 days**Instructor:** Michelle Wenke**Standard:****Benchmarks:****1. Students will demonstrate problem-solving skills.**

1. Use the problem-solving process to help reason through real life issues.
2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
3. Use short term planning, goal setting and decision-making skills.
4. Evaluate management practices related to human and environmental resources.

Standard:**Benchmarks:****2. Students will demonstrate effective communication skills.**

1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.
2. Demonstrate computer skills and technological skills that contribute to positive relationships and career success.

Standard:**Benchmarks:****3. Students will demonstrate knowledge and skill of subject area.**

1. Integrate knowledge, skills and practices required for young independent living.
4. Evaluate personal safety issues for the young adult.

Standard:**Benchmark:****4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.**

2. Demonstrate standards that guide positive behavior and interpersonal relations.
3. Determine the impact of change and transitions over the life course.
4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 23 - 35	Develop good problem-solving techniques.	Problem-solving exercises	HOTS, CS, GUID
1.2	Chapters 23 - 35	Delegate duties and manage conflict, facilitating group interactions.	Observation, checklist	GUID, CS
1.3	Chapters 23 - 35	Identify procedures in planning for expenses, saving and managing finances.	Test	CS, LS
1.4	Chapters 23 - 35	Apply the principles of management. Develop short- and long-term planning, goal setting, and decision-making skills.	Observation, self-checklist, portfolio, journal entry	HOTS, LS, GUID, CE, MEDIA, TECH, CS
2.1	Chapters 23 - 35	Describe and use positive ways to build good interpersonal relationships with others with communication skills. Evaluate advertising, warranties, written contracts and quality of goods and equipment. Identify consumer rights and responsibilities. Locate and/or utilize consumer education resources for assistance. Consider financial aspects of living independently.	Demonstration, observation, work samples, presentation, case studies, problem-solving situation	HOTS, CS, LS, CE, GUID, TECH, MEDIA, HGD, MCGF
2.2	Chapters 23 - 35	Develop job search skills. Use technical equipment safely and properly.	Work samples, simulations, observation of lab work	HOTS, CS, CE, GUID, TECH, LS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Skills for Living Unit 7: Meeting Your Housing Needs (cont.)**Length of Unit: 10 days****Instructor: Michelle Wenke****Standard: 1. Students will demonstrate problem-solving skills.**

- Benchmarks:**
1. Use the problem-solving process to help reason through real life issues.
 2. Demonstrate teamwork and leadership skills in the family, in groups, at the workplace and in the community.
 3. Use short term planning, goal setting and decision-making skills.
 4. Evaluate management practices related to human and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships, teamwork and career success.
 2. Demonstrate computer skills and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skill of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for young independent living.
 4. Evaluate personal safety issues for the young adult.

Standard: 4. Students will demonstrate knowledge of career opportunities in consumer education/ family and consumer science.

- Benchmark:**
2. Demonstrate standards that guide positive behavior and interpersonal relations.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on individual lives and on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.1	Chapters 23 – 35	. Identify ways to balance work, family and individual needs. Evaluate housing alternatives	Written simulation,, work diary, test	HOTS, CS, LS, GUID, MEDIA, TECH
3.4	Chapters 23 – 35	Explain basic skills necessary to maintain personal, physical and mental health. Identify personal safety and survival skills.	Essay	CS, GUID, HGD, HOTS
4.2	Chapters 23 – 35	Respect property and cooperate with others.	Observation	GUID, CE, CS
4.3	Chapters 23 – 35	Accept new challenges. Adapt to change, demonstrate flexibility, adapting to environment and situation.	Observation	HGD, GUID, HOTS, TECH, CE, MEDIA
4.4	Chapters 23 - 35	Explain linkage between culture and global influences on relationships and consumerism. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	Essay, scored discussion, test, observations, journal entry	HOTS, TECH, GS, CS, CE, MEDIA, HGD, LS, GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Course Description

Textiles and Clothing – semester – Grades 9-12

People are interested in their appearance. Clothing plays a large part in a person's appearance. This course will help students understand the role clothing plays in their lives, how to make the best decisions regarding the selection and care of clothing, and how to construct apparel. In addition, students will learn about textiles and design, the textiles and clothing industry, its history as well as the latest trends, and the many career opportunities in the textiles and clothing field. Technology will play a large part in this class, as students will learn to use the computer sewing machines, serger, and computer embroidery sewing machines. They will use computer design programs to create original patterns and embroidery designs.

Text – Weber, Jeanette, 2008, Clothing, Fashion, Fabrics, and Construction, Glencoe/McGraw Hill

Course Outline

Unit	Time
1. Clothing and Fashion	5 days
2. Getting Ready to Sew	10 days
3. Color and Design	5 days
4. Fibers/Fabric	5 days
5. Clothing Care 14, 15, 16	50 days
6. Clothing Selection	5 days
7. Entrepreneurship and Careers	5 days

****Once students are introduced to technology, students will work individually with technology related projects throughout the semester.**

Introduction to different creative sewing techniques and mini projects will occur one day a week during the semester.

Scope and Sequence for Textiles and Clothing

Theme	Unit	Text Chapters/Recourses
Personal Development & Interpersonal Relations Internet	1	Chapters 1-4, 6; Videos
Technology and Problem Solving Programs	2	Computer Machines, Computer, parts 1, 2, 3, 4, 5
Technology, Personal Dev., Interpersonal Dev. Project	3	Chapters 9, 10; Digital Camera
Consumerism	4	Chapters 11, 12, 13
Management, Technology, Problem Solving, and consumerism videos, Computer programs, Individual Learning Packet	5	Chapter 14, 15, 16
Management Safety, Personal Dev. Skills, Employability Skills Problem Skills	6	Chapters 17-21
Machines, Videos, Printed Materials, Patterns Career, Employability Simulation, Community Projects	7	Industry Interviews Chapters 22-25

Subject Area: Clothing & Textiles Unit 1: Clothing and Fashion**Length of Unit:** 5 days**Instructor:** Michelle Wenke**Standard:** 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Use the problem-solving process to make decisions related to clothing and textiles.
 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 3. Use short- and long-term planning, goal setting, and decision-making skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers.
 4. Describe how textiles and clothing help satisfy human needs for safety.

Standard: 4. Students will demonstrate knowledge of careers in clothing and textiles.

- Benchmarks:**
3. Determine the impact of change and transition in clothing and textiles.
 4. Examine worldwide influences on the textile apparel industry.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 1 – 4,6	Locate and/or utilize textiles and clothing for assistance.	Reports, written letters	HOTS, CS, MEDIA, TECH
1.2	Chapters 1 – 4,6	Demonstrate skills involved in being an effective team member. Develop leadership skills and address important personal, family, work, and societal issues. Enhance interpersonal skills.	Lab work/rubric, self-assessment, FCCCLS participation	HOTS, CS, TECH, MEDIA, LS, CE, GUID
1.3	Chapters 1 – 4,6	Develop short- and long-term planning, goal setting with decision-making skills.	Projects, goal sheets	GUID, HOTS, CS, CE HGD
2.1	Chapters 1 – 4,6	Practice communication skills that help in personal relationships, groups and career success. Demonstrate verbal and non-verbal behaviors that contribute to effective communication. Realize the impact that clothes and personal appearance have on others.	Presentation, observation, checklist, demonstration, scored discussion	GUID, CS, HOTS, HGD, CE, LS, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Clothing & Textiles Unit 1: Clothing and Fashion (cont.)

Length of Unit: 5 days

Instructor: Michelle Wenke

Standard: **1. Students will demonstrate problem solving skills.**

- Benchmarks:**
1. Use the problem-solving process to make decisions related to clothing and textiles.
 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 3. Use short- and long-term planning, goal setting, and decision-making skills.

Standard: **2. Students will demonstrate effective communication skills.**

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills that contribute to positive relationships and career success.

Standard: **3. Students will demonstrate knowledge and skills of subject area.**

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers.
 4. Describe how textiles and clothing help satisfy human needs for safety.

Standard: **4. Students will demonstrate knowledge of careers in clothing and textiles.**

- Benchmarks:**
3. Determine the impact of change and transition in clothing and textiles.
 4. Examine worldwide influences on the textile apparel industry.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 1 – 4,6	Evaluate and use websites to gather information related to clothing and textiles.	Projects, presentations	TECH, MEDIA, HOTS, CS
3.1	Chapters 1 – 4,6	Describe cleaning and storage methods. Evaluate clothing and accessory purchases.	Performance, test	HOTS, LS, CS, TECH, CE, MEDIA
3.4	Chapters 1 – 4,6	Appreciate the role textiles and clothing plays in personal, family and work safety.	Scored discussion, presentation, rubric	HOTS, CE, LS, TECH, GUID, MEDIA
4.3	Chapters 1 – 4,6	Accept new challenges, related to clothing and textiles. Adapt to change, demonstrate flexibility in adapting to different situations in the clothing and textiles industry.	Observation, reflective journal entry	HGD, GUID, MCGF, LS, CS
4.4	Chapters 1 – 4,6	Identify different types of clothing worn around the world. Explain linkage between culture and dress. Examine worldwide influences on the textiles and apparel industry. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	Presentation, scored discussion, observation, test	HGD, MCGF, HOTS, CE, CS, LS, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Use the problem-solving process to make decisions related to clothing and textiles.
 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 3. Use short- and long-term planning, goal setting, and decision-making skills.
 4. Apply the principles of management in the home, classroom and workplace.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills that contribute to positive relationships and career success..

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
4. Describe how textiles and clothing help satisfy human needs for safety.

Standard: 4. Students will demonstrate knowledge of careers in clothing and textiles.

- Benchmarks:**
2. Develop interpersonal skills needed to be an effective team member and better employee.
 3. Determine the impact of change and transition in clothing and textiles.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Part 1,2,3,4,5	Can digitalize designs for the computer embroidery machine. Use the decision-making process to make clothing decisions.	Finished embroidery design, decision-making exercise	HOTS, TECH, MEDIA, LS, CS
1.2	Part 1,2,3,4,5	Demonstrate skills involved in being an effective team member. Develop leadership skills and address important personal, family, work, and societal issues. Enhance interpersonal skills.	Lab work/rubric, self-assessment, FCCLS participation	HOTS, CS, TECH, MEDIA, LS, CE, GUID
1.3	Part 1,2,3,4,5	Develop short- and long-term planning, goal setting with decision-making skills.	Projects, goal sheets	GUID, HOTS, CS, CE HGD
1.4	Part 1,2,3,4,5	Identify and use resources to reach personal goals. Plan a wardrobe and prepare a clothing budget.	Project, rubric, self-assessment, wardrobe project	GUID, Ls, HOTS, HGD, TECH
2.1	Part 1,2,3,4,5	Demonstrate verbal and non-verbal behaviors that contribute to effective communication. Identify customer-pleasing skills that are helpful in the clothing and textiles industry.	Observation, checklist, demonstration of skills	HGD, GUID, CS, LS, CE, GUID, MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Clothing & Textiles Unit 2: Getting Ready to Sew (cont.)

Length of Unit: 50 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Use the problem-solving process to make decisions related to clothing and textiles.
 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 3. Use short- and long-term planning, goal setting, and decision-making skills.
 4. Apply the principles of management in the home, classroom and workplace.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills that contribute to positive relationships and career success..

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
4. Describe how textiles and clothing help satisfy human needs for safety.

Standard: 4. Students will demonstrate knowledge of careers in clothing and textiles.

- Benchmarks:**
2. Develop interpersonal skills needed to be an effective team member and better employee.
 3. Determine the impact of change and transition in clothing and textiles.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Part 1,2,3,4,5	Demonstrate the use of technology skills. Evaluate and use websites to gather information related to clothing and textiles.	Projects, presentations, rubrics	TECH, LS, CS, HOTS, MEDIA
3.4	Part 1,2,3,4,5	Demonstrate the use and care of sewing machines and equipment in a safe manner	Observation	TECH, LS, HOTS
4.2	Part 1,2,3,4,5	Identify personal traits needed for careers in textiles and apparel industry. Demonstrate processes for cooperating, compromising and collaborating.	Checklist, presentation, observation, demonstration	HGD, CS, GUID, TECH, MEDIA, HOTS, CE, LS, MCGF
4.3	Part 1,2,3,4,5	Accept new challenges, related to clothing and textiles. Adapt to change, demonstrate flexibility in adapting to different situations in the clothing and textiles industry.	Observation, reflective journal entry	HGD, GUID, MCGF, LS, CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Clothing & Textiles Unit 3: Color and Design

Length of Unit: 5 days

Instructor: Michelle Wenke

Standards: 1. **Students will demonstrate problem solving skills.**

Benchmarks: 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
4. Apply the principles of management in the home, classroom and workplace.

Standard: 2. **Students will demonstrate effective communication skills.**

Benchmarks: 1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
2. Demonstrate computer and technological skills that contribute to positive relationships and career success.

Standard: 3. **Students will demonstrate knowledge and skills of subject area.**

Benchmark: 1. Integrate knowledge, skills and practices required for careers.
4. Describe how textiles and clothing help satisfy human needs for safety.

Standard: 4. **Students will demonstrate knowledge of careers in clothing and textiles.**

Benchmarks: 2. Develop interpersonal skills needed to be an effective team member and better employee.
3. Determine the impact of change and transition in clothing and textiles.
4. Examine worldwide influences on the textile apparel industry.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.2	Chapters 9 & 10	Demonstrate skills involved in being an effective team member. Develop leadership skills and address important personal, family, work, and societal issues. Enhance interpersonal skills.	Lab work/rubric, self-assessment, FCCLS participation	HOTS, CS, TECH, MEDIA, LS, CE, GUID
1.4	Chapters 9 & 10	Identify and use resources to reach personal goals. Plan a wardrobe and prepare a clothing budget.	Project, rubric, self-assessment, wardrobe project	GUID, Ls, HOTS, HGD, TECH
2.1	Chapters 9 & 10	Practice communication skills that help in personal relationships, groups and career success. Demonstrate verbal and non-verbal behaviors that contribute to effective communication.	Presentation, observation, checklist, demonstration	GUID, CS, HOTS, HGD, CE, LS, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Clothing & Textiles Unit 3: Color and Design (cont.)

Length of Unit: 5 days

Instructor: Michelle Wenke

Standards: 1. **Students will demonstrate problem solving skills.**

Benchmarks: 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
4. Apply the principles of management in the home, classroom and workplace.

Standard: 2. **Students will demonstrate effective communication skills.**

Benchmarks: 1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
2. Demonstrate computer and technological skills that contribute to positive relationships and career success.

Standard: 3. **Students will demonstrate knowledge and skills of subject area.**

Benchmark: 1. Integrate knowledge, skills and practices required for careers.
4. Describe how textiles and clothing help satisfy human needs for safety.

Standard: 4. **Students will demonstrate knowledge of careers in clothing and textiles.**

Benchmarks: 2. Develop interpersonal skills needed to be an effective team member and better employee.
3. Determine the impact of change and transition in clothing and textiles.
4. Examine worldwide influences on the textile apparel industry.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 9 & 10	Demonstrate the use of technology skills.	Projects, presentations, rubrics	TECH, LS, CS, HOTS, MEDIA
3.1	Chapters 9 & 10	Identify elements and principles of clothing design. Describe cleaning and storage methods. Evaluate clothing and accessory purchases.	Activity sheets, wardrobe planning project, performance test	HOTS, LS, CS, TECH, CE, MEDIA
3.4	Chapters 9 & 10	Appreciate the role textiles and clothing plays in personal, family and work safety.	Scored discussion, presentation, rubric	HOTS, CE, LS, TECH, GUID, MEDIA
4.2	Chapters 9 & 10	Identify personal traits needed for careers in textiles and apparel industry. Demonstrate processes for cooperating, compromising and collaborating.	Checklist, presentation, observation, demonstration	HGD, CS, GUID, TECH, MEDIA, HOTS, CE, LS, MCGF
4.3	Chapters 9 & 10	Accept new challenges, related to clothing and textiles. Adapt to change, demonstrate flexibility in adapting to different situations in the clothing and textiles industry.	Observation, reflective journal entry	HGD, GUID, MCGF, LS, CS
4.4	Chapters 9 & 10	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	Observation	HGD, MCGF, CE, GS, LS, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Use the problem-solving process to make decisions related to clothing and textiles.
 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 3. Use short- and long-term planning, goal setting, and decision-making skills.
 4. Apply the principles of management in the home, classroom and workplace.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills that contribute to positive relationships and career success..

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers.
 4. Describe how textiles and clothing help satisfy human needs for safety.

Standard: 4. Students will demonstrate knowledge of careers in clothing and textiles.

- Benchmarks:**
2. Develop interpersonal skills needed to be an effective team member and better employee.
 3. Determine the impact of change and transition in clothing and textiles.
 4. Examine worldwide influences on the textile apparel industry.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 11 - 13	Locate and/or utilize textiles and clothing for assistance.	Reports, written letters	HOTS, CS, MEDIA, TECH
1.2	Chapters 11 - 13	Demonstrate skills involved in being an effective team member. Develop leadership skills and address important personal, family, work, and societal issues. Enhance interpersonal skills.	Lab work/rubric, self-assessment, FCCLS participation	HOTS, CS, TECH, MEDIA, LS, CE, CE, GUID
1.3	Chapters 11 - 13	Develop short-and long-term planning, goal setting with decision-making skills.	Projects, goal sheets	GUID, HOTS, CS, CE HGD
1.4	Chapters 11 - 13	Set clothing priorities to achieve personal goals.	Project, presentation, rubric	GUID, HOTS, CS,LS,CE
2.1	Chapters 11 - 13	Practice communication skills that help in personal relationships, groups and career success. Demonstrate verbal and non-verbal behaviors that contribute to effective communication. Realize the impact that clothes and personal appearance have on others.	Presentation, observation, checklist, demonstration, scored discussion	GUID, CS, HOTS, HGD, CE, LS, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Clothing & Textiles Unit 4: Fibers/Fabrics (cont.)**Length of Unit: 5 days****Instructor: Michelle Wenke****Standard: 1. Students will demonstrate problem solving skills.**

- Benchmarks:**
1. Use the problem-solving process to make decisions related to clothing and textiles.
 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 3. Use short- and long-term planning, goal setting, and decision-making skills.
 4. Apply the principles of management in the home, classroom and workplace.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills that contribute to positive relationships and career success..

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers.
 4. Describe how textiles and clothing help satisfy human needs for safety.

Standard: 4. Students will demonstrate knowledge of careers in clothing and textiles.

- Benchmarks:**
2. Develop interpersonal skills needed to be an effective team member and better employee.
 3. Determine the impact of change and transition in clothing and textiles.
 4. Examine worldwide influences on the textile apparel industry.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 11 - 13	Demonstrate the use of technology skills. Evaluate and use websites to gather information related to clothing and textiles.	Projects, presentations, rubrics	TECH, LS, CS, HOTS, MEDIA
3.1	Chapters 11 - 13	Identify fabrics, fabric construction, finishes and care. Identify elements and principles of clothing design. Evaluate clothing and accessory purchases.	Activity sheets, wardrobe planning project, performance test	HOTS, LS, CS, TECH, CE, MEDIA
3.4	Chapters 11 - 13	Appreciate the role textiles and clothing plays in personal, family and work safety.	Scored discussion, presentation, rubric	HOTS, CE, LS, TECH, GUID, MEDIA
4.2	Chapters 11 - 13	Identify personal traits needed for careers in textiles and apparel industry. Demonstrate processes for cooperating, compromising and collaborating.	Checklist, presentation, observation, demonstration	HGD, CS, GUID, TECH, MEDIA, HOTS, CE, LS, MCGF
4.3	Chapters 11 - 13	Accept new challenges, related to clothing and textiles. Adapt to change, demonstrate flexibility in adapting to different situations in the clothing and textiles industry.	Observation, reflective journal entry	HGD, GUID, MCGF, LS, CS
4.4	Chapters 11 - 13	Examine worldwide influences on the textiles and apparel industry.	Presentation, scored discussion,	HGD, MCGF, HOTS, CE, CS, LS, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Clothing & Textiles Unit 5: Clothing Care

Length of Unit: 10 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Use the problem-solving process to make decisions related to clothing and textiles.
 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 3. Use short- and long-term planning, goal setting, and decision-making skills.
 4. Apply the principles of management in the home, classroom and workplace.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills that contribute to positive relationships and career success..

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers.
 2. Demonstrate skills needed to produce, alter, or repair textile products and clothing.

Standard: 4. Students will demonstrate knowledge of careers in clothing and textiles.

- Benchmark:**
2. Develop interpersonal skills needed to be an effective team member and better employee.
 3. Determine the impact of change and transition in clothing and textiles.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 14 - 16	Use the decision-making process to make clothing decisions.	Decision-making exercise	HOTS, TECH, MEDIA, LS, CS
1.2	Chapters 14 - 16	Demonstrate skills involved in being an effective team member. Develop leadership skills and address important personal, family, work, and societal issues. Enhance interpersonal skills.	Lab work/rubric, self-assessment, FCCLS participation	HOTS, CS, TECH, MEDIA, LS, CE, GUID
1.3	Chapters 14 - 16	Develop short- and long-term planning, goal setting with decision-making skills.	Projects, goal sheets	GUID, HOTS, CS, CE HGD
1.4	Chapters 14 - 16	Set clothing priorities to achieve personal goals. Identify and use resources to reach personal goals. Plan a wardrobe and prepare a clothing budget.	Project, rubric, self-assessment, wardrobe project	GUID, Ls, HOTS, HGD, TECH
2.1	Chapters 14 - 16	Demonstrate verbal and non-verbal behaviors that contribute to effective communication.	Observation, checklist	HGD, GUID, CS, LS, CE, GUID, MCGF
2.2	Chapters 14 - 16	Evaluate and use websites to gather information related to clothing and textiles.	Projects, presentations	TECH, MEDIA, HOTS, CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Clothing & Textiles Unit 5: Clothing Care (cont.)**Length of Unit: 10 days****Instructor: Michelle Wenke****Standard: 1. Students will demonstrate problem solving skills.**

- Benchmarks:**
1. Use the problem-solving process to make decisions related to clothing and textiles.
 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 3. Use short- and long-term planning, goal setting, and decision-making skills.
 4. Apply the principles of management in the home, classroom and workplace.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills that contribute to positive relationships and career success..

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers.
 2. Demonstrate skills needed to produce, alter, or repair textile products and clothing.

Standard: 4. Students will demonstrate knowledge of careers in clothing and textiles.

- Benchmark:**
2. Develop interpersonal skills needed to be an effective team member and better employee.
 3. Determine the impact of change and transition in clothing and textiles.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.1	Chapters 14 – 16	Identify fabrics, fabric construction, finishes and care. Describe cleaning and storage methods.	Performance tests	HOTS, LS, CS, TECH, CE, MEDIA
3.2	Chapters 14 – 16	Demonstrate repair, alteration, and recycling methods.	Performance tests	HOTS, LS, TECH, CS, CE
4.2	Chapters 14 – 16	Identify personal traits needed for careers in textiles and apparel industry. Demonstrate processes for cooperating, compromising and collaborating.	Checklist, presentation, observation, demonstration	HGD, CS, GUID, TECH, MEDIA, HOTS, CE, LS, MCGF
4.3	Chapters 14 - 16	Accept new challenges, related to clothing and textiles. Adapt to change, demonstrate flexibility in adapting to different situations in the clothing and textiles industry.	Observation, reflective journal entry	HGD, GUID, MCGF, LS, CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 3. Use short- and long-term planning, goal setting, and decision-making skills.
 4. Apply the principles of management in the home, classroom and workplace.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
2. Demonstrate skills needed to produce, alter or repair textile products and clothing.
 4. Describe how textiles and clothing help satisfy human needs for safety.

Standard: 4. Students will demonstrate knowledge of careers in clothing and textiles.

- Benchmark:**
2. Develop interpersonal skills needed to be an effective team member and better employee.
 3. Determine the impact of change and transition in clothing and textiles.
 4. Examine worldwide influences on the textile apparel industry.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.2	Chapters 17 -21	Demonstrate skills involved in being an effective team member. Develop leadership skills and address important personal, family, work, and societal issues. Enhance interpersonal skills.	Lab work/rubric, self-assessment, FCCLS participation	HOTS, CS, TECH, MEDIA, LS, CE, GUID
1.3	Chapters 17 -21	Develop short-and long-term planning, goal setting with decision-making skills.	Projects, goal sheets	GUID, HOTS, CS, CE HGD
1.4	Chapters 17 -21	Set clothing priorities to achieve personal goals. Identify and use resources to reach personal goals. Plan a wardrobe and prepare a clothing budget.	Project, rubric, self-assessment, wardrobe project	GUID, LS, HOTS, HGD, TECH
2.1	Chapters 17 -21	Demonstrate verbal and non-verbal behaviors that contribute to effective communication. Identify customer-pleasing skills that are helpful in the clothing and textiles industry.	Observation, checklist, demonstration of skills	HGD, GUID, CS, LS, CE, GUID, MCGF

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Clothing & Textiles Unit 6: Clothing Selections (cont.)

Length of Unit: 50 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
- Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 - Use short- and long-term planning, goal setting, and decision-making skills.
 - Apply the principles of management in the home, classroom and workplace.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
- Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 - Demonstrate computer and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
- Demonstrate skills needed to produce, alter or repair textile products and clothing.
 - Describe how textiles and clothing help satisfy human needs for safety.

Standard: 4. Students will demonstrate knowledge of careers in clothing and textiles.

- Benchmark:**
- Develop interpersonal skills needed to be an effective team member and better employee.
 - Determine the impact of change and transition in clothing and textiles.
 - Examine worldwide influences on the textile apparel industry.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 17 -21	Demonstrate the use of technology skills. Evaluate and use websites to gather information related to clothing and textiles.	Projects, presentations, rubrics	TECH, LS, CS, HOTS, MEDIA
3.2	Chapters 17 -21	Follow preparation procedures for construction and evaluating garment project.	Project, rubric, self-evaluation	LS, HOTS, MEDIA, TECH, CE
3.4	Chapters 17 -21	Demonstrate the use and care of sewing machines and equipment in a safe manner	Observation	TECH, LS, HOTS
4.2	Chapters 17 -21	Identify personal traits needed for careers in textiles and apparel industry. Demonstrate processes for cooperating, compromising and collaborating.	Checklist, presentation, observation, demonstration	HGD, CS, GUID, TECH, MEDIA, HOTS, CE, LS, MCGF
4.3	Chapters 17 -21	Accept new challenges, related to clothing and textiles. Adapt to change, demonstrate flexibility in adapting to different situations in the clothing and textiles industry.	Observation, reflective journal entry	HGD, GUID, MCGF, LS, CS
4.4	Chapters 17 -21	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	Observation	HGD, MCGF, CE, GS, LS, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Use the problem-solving process to make decisions related to clothing and textiles.
 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 3. Use short- and long-term planning, goal setting, and decision-making skills.
 4. Apply the principles of management in the home, classroom and workplace.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
3. Evaluate entrepreneurial opportunities in textiles and clothing.

Standard: 4. Students will demonstrate knowledge of careers in clothing and textiles.

- Benchmark:**
1. Examine textile and clothing related occupations.
 2. Develop interpersonal skills needed to be an effective team member and better employee.
 3. Determine the impact of change and transition in clothing and textiles.
 4. Examine worldwide influences on the textile apparel industry.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 22 - 25	Locate and/or utilize textiles and clothing for assistance.	Reports, written letters	HOTS, CS, MEDIA, TECH
1.2	Chapters 22 - 25	Demonstrate skills involved in being an effective team member. Develop leadership skills and address important personal, family, work, and societal issues. Enhance interpersonal skills.	Lab work/rubric, self-assessment, FCCLS participation	HOTS, CS, TECH, MEDIA, LS, CE, GUID
1.3	Chapters 22 - 25	Develop short-and long-term planning, goal setting with decision-making skills.	Projects, goal sheets	GUID, HOTS, CS, CE HGD
1.4	Chapters 22 - 25	Set clothing priorities to achieve personal goals. Identify and use resources to reach personal goals. Plan a wardrobe and prepare a clothing budget.	Project, rubric, self-assessment, wardrobe project	GUID, LS, HOTS, HGD, TECH
2.1	Chapters 22 - 25	Practice communication skills that help in personal relationships, groups and career success. Demonstrate verbal and non-verbal behaviors that contribute to effective communication. Identify customer-pleasing skills that are helpful in the clothing and textiles industry.	Presentation, observation, checklist, demonstration of skills	GUID, CS, HOTS, HGD, CE, LS, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Clothing & Textiles Unit 7: The Work Place (cont.)

Length of Unit: 5 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Use the problem-solving process to make decisions related to clothing and textiles.
 2. Demonstrate teamwork and leadership skills in the family, organizations/groups, workplace, and community.
 3. Use short- and long-term planning, goal setting, and decision-making skills.
 4. Apply the principles of management in the home, classroom and workplace.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills that contribute to positive relationships and career success.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
3. Evaluate entrepreneurial opportunities in textiles and clothing.

Standard: 4. Students will demonstrate knowledge of careers in clothing and textiles.

- Benchmark:**
1. Examine textile and clothing related occupations.
 2. Develop interpersonal skills needed to be an effective team member and better employee.
 3. Determine the impact of change and transition in clothing and textiles.
 4. Examine worldwide influences on the textile apparel industry.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 22 – 25	Demonstrate the use of technology skills. Evaluate and use websites to gather information related to clothing and textiles.	Projects, presentations, rubrics	TECH, LS, CS, HOTS, MEDIA
3.3	Chapters 22 – 25	Identify skills of a clothing/textile business owner and entrepreneur. Recognize advantages and disadvantages of different kinds of clothing and textile businesses. Create a business plan for personal textiles and apparel related businesses. Complete business forms necessary for personal textiles and apparel related businesses.	Lists, plans, test, forms	CS, CE, MCGF, HGD, LS, HOTS, MEDIA, TECH
4.1	Chapters 22 – 25	Examine textile and clothing related occupations.	Student presentations, product simulations	LS, HOTS, TECH, GUID, CE, CS, MEDIA
4.2	Chapters 22 – 25	Identify personal traits needed for careers in textiles and apparel industry. Demonstrate processes for cooperating, compromising and collaborating.	Checklist, presentation, observation, demonstration	HGD, CS, GUID, TECH, MEDIA, HOTS, CE, LS, MCGF
4.3	Chapters 22 – 25	Accept new challenges, related to clothing and textiles. Adapt to change, demonstrate flexibility in adapting to different situations in the clothing and textiles industry.	Observation, reflective journal entry	HGD, GUID, MCGF, LS, CS
4.4	Chapters 22 – 25	Examine worldwide influences on the textiles and apparel industry. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity.	Presentation, scored discussion, observation	HGD, MCGF, HOTS, CE, CS, LS, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Course Description

Adult Choices – semester – Grades 10-12

This course is a study of ways to further prepare for successful young adult living with focus on developing skills for positive individual and interpersonal living whether going to college or entering the work forces after high school. The course will help the student understand him or herself as an individual, as a family member, as a company (work force) member and as part of society. Focus will be on developing personal skills, leadership skills and interpersonal skills need for successful adult living in various family, career and community situations. Students will learn and practice interpersonal relationship skills, communication skills, teamwork skills, leadership skills, conflict management skills and stress reduction skills that are an integral part of successful living in today's society.

Text

Ryder, Verdene and Harter, Marjorie, 2006, **Contemporary Living**, Goodheart-Wilcox Company, Inc.

Course Outline

Unit	Chapters	Time
1. Personal Development	1-4	3 weeks
2. Decisions You Face, Problem Solving	5-9	2 weeks
3. Interpersonal Relationships, Getting Along With Others	10-11	4 weeks
4. Marriage Relationship	12-14	2 weeks
5. Dimensions of Families	15-19	2 weeks
6. Families Face Changes	20-23	3 weeks
7. Managing Family Living	24-27	3 weeks

Scope and Sequence for Adult Choices

Major Concepts	Chapters in which Concepts are Found
Personal Development	
Personal Development	1-4
Interpersonal Relationships	1-4
Communication and Leadership	1-3
Family Forms, Functions, Concerns and Crisis	3
Human Reproduction and Sexuality	2
Parenting and Child Development	2
Consumer Skills and Information	3
Life Management Skills	1, 3
The Decisions You Face	
Personal Development	5-9
Interpersonal Relationships	5-6, 8-9
Communication and Leadership	5-6, 8
Family Forms, Functions, Concerns and Crisis	7-9

Major Concepts	Chapters in which Concepts are Found
Marriage	9
Human Reproduction and Sexuality	9
Consumer Skills and Information	5, 7
Life Management Skills	5-9
Getting Along With Others	
Personal Development	11
Interpersonal Relationships	10-11
Communication and Leadership	10-11
Family Forms, Functions, Concerns and Crisis	10-11
Human Reproduction and Sexuality	10-11
Parenting and Child Development	10
The Marriage Relationship	
Interpersonal Relationships	12-13
Communication and Leadership	13-14
Family Forms, Functions, Concerns and Crisis	12, 14
Marriage	12-14
Human Reproduction and Sexuality	13
Consumer Skills and Information	13-14
Dimensions of Families	
Family Forms, Functions, Concerns and Crisis	15-19
Human Reproduction and Sexuality	16-17
Parenting and Child Development	15-16, 18-19
Consumer Skills and Information	16, 18
Life Management Skills	16
Families Face Change	
Personal Development	20, 23
Family Forms, Functions, Concerns and Crisis	20-23
Marriage	22
Human Reproduction and Sexuality	23
Parenting and Child Development	23
Consumer Skills and Information	20-23
Life Management Skills	20-21
Managing Family Living	
Family Forms, Functions, Concerns and Crisis	24-25
Consumer Skills and Information	24-27
Life Management Skills	24, 27

Subject Area: Adult Choices Unit 1: Personal Development

Length of Unit: 15 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

Benchmarks:
2. Demonstrate teamwork and leadership skills in the family workplace and community.
3. Develop short- and long-term planning, goal setting and decision making skills.

Standard: 2. Students will demonstrate effective communication skills.

Benchmarks:
1. Demonstrate communication skills that contribute to positive relationships.
2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

Benchmarks:
1. Evaluate the significance of family and its impact on the well being of individuals and society.
2. Demonstrate respectful and caring relationships in the family, workplace and community.
3. Analyze what contributes to a safe family environment.

Standard: 4. Students will demonstrate knowledge of careers in family and consumer sciences.

Benchmarks:
2. Demonstrate standards that guide behavior/interpersonal relationships.
4. Examine the impact of the global village on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.2	Chapter 1	Demonstrate: ways to organize and delegate responsibilities, techniques that develop team and community spirit, and ethical behavior in family, workplace and community settings. Set short- and long-term goals and use decision making and management processes	Observation, performance, presentation, written, restricted responses	LS, CS, HOTS, HGD, CE, MCGF
1.3	Chapter 1	Examine the impact of communication technology in family, work and community settings.	Reflection journal, showing goals and use of both processes	HOTS, CS, GUID, LS, HGD
2.1	Chapter 3	Examine the impact of computer skills and technological skills in family, work and community settings.	Scored discussion, reflective journal entry	CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
2.2	Chapter 3	Examine the impact of computer skills and technological skills in family, work and community settings.	Presentation, scored discussion	CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
3.1	Chapters 1, 3, 4	Examine family as the basic unit of study. Determine the role of family in transmitting societal expectations. Examine the role of family in developing independence, interdependence and commitment of family members. Describe ways to strengthen family and relationships.	Reflective journal entry, essay, visual mapping exercise, scored discussions, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Adult Choices Unit 1: Personal Development (cont.)

Length of Unit: 15 days

Instructor: Michelle Wenke

Standard: 1. **Students will demonstrate problem solving skills.**

Benchmarks: 2. Demonstrate teamwork and leadership skills in the family workplace and community.
3. Develop short- and long-term planning, goal setting and decision making skills.

Standard: 2. **Students will demonstrate effective communication skills.**

Benchmarks: 1. Demonstrate communication skills that contribute to positive relationships.
2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: 3. **Students will demonstrate knowledge and skills of subject area.**

Benchmarks: 1. Evaluate the significance of family and its impact on the well being of individuals and society.
2. Demonstrate respectful and caring relationships in the family, workplace and community.
3. Analyze what contributes to a safe family environment.

Standard: 4. **Students will demonstrate knowledge of careers in family and consumer sciences.**

Benchmarks: 2. Demonstrate standards that guide behavior/interpersonal relationships.
4. Examine the impact of the global village on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.2	Chapters 1-4	Examine the various stages of family life cycle on interpersonal relationships. Determine factors that contribute to healthy/unhealthy relationships. Examine the impact of personal characteristics on relationships. Consider the effect of personal needs on relationships. Analyze strategies for developing a positive self-concept. Examine the effect of self-esteem and self-image on relationships.	Student presentation rubric, pair/share, log journal entry, essay, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
3.3	Chapters 3 & 4	Identify ways to help create a safe and healthy environment for self and family.	Scores discussion, test, essay test	CS, HOTS, LS, GUID, GS, MCGF, MEDIA
4.2	Chapters 3 & 4	Examine types of standards for making judgments about interpersonal relationships. Analyze the reciprocal impact of individual and family participation in community activities.	Observation, participation in community service project and evaluation	LS, CS, CE, GS, HOTS, GUID, MCGF, MEDIA, TECH
4.4	Chapters 3 & 4	Examine global influences on the family. Examine the impact of cultural diversity on individuals and families. Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture and ethnicity	Scored discussion, reflective journal entry, essay, observation	LS, CS, CE, GS, HOTS, GUID, MCGF, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Adult Choices Unit 2: The Decisions You Face

Length of Unit: 10 days

Instructor: Michelle Wenke

Standard: **1. Students will demonstrate problem solving skills.**

- Benchmarks:**
2. Demonstrate teamwork and leadership skills in the family workplace and community.
 3. Develop short- and long-term planning, goal setting and decision making skills.
 4. Evaluate management and environmental resources.

Standard: **2. Students will demonstrate effective communication skills.**

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships.
 2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: **3. Students will demonstrate knowledge and skills of subject area.**

- Benchmarks:**
1. Evaluate the significance of family and its impact on the well being of individuals and society.
 2. Demonstrate respectful and caring relationships in the family, workplace and community.

Standard: **4. Students will demonstrate knowledge of careers in family and consumer sciences.**

- Benchmarks:**
1. Examine family living/parenthood related occupations.
 2. Demonstrate standards that guide behavior/interpersonal relationships.
 3. Determine the impact of change and transitions over the life course.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.2	Chapters 5-9	Demonstrate: ways to organize and delegate responsibilities, techniques that develop team and community spirit, and ethical behavior in family, workplace and community settings. Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Become personally involved in professional organizations.	Observation, performance, presentation, written, restricted responses, participation in FCCLA	LS, CS, HOTS, HGD, CE, MCGF, GS
1.3	Chapters 5-9	Set short- and long-term goals and use decision making and management processes	Reflection journal, showing goals and use of both processes	HOTS, CS, GUID, LS, HGD
1.4	Chapter 5	Apply the principles of management in the home	Written simulation, case analysis	HOTS, LS, GUID, CE, CS
2.1	Chapters 6 & 7	Practice ethical principles of communication in family, work and community settings. Examine the impact of communication technology in family, work and community settings. Examine the roles and functions of communication in family, work and community settings.	Scored discussion, reflective journal entry, student research and presentation	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Adult Choices Unit 2: The Decisions You Face (cont.)**Length of Unit: 10 days****Instructor: Michelle Wenke****Standard: 1. Students will demonstrate problem solving skills.**

- Benchmarks:**
- Demonstrate teamwork and leadership skills in the family workplace and community.
 - Develop short- and long-term planning, goal setting and decision making skills.
 - Evaluate management and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
- Demonstrate communication skills that contribute to positive relationships.
 - Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
- Evaluate the significance of family and its impact on the well being of individuals and society.
 - Demonstrate respectful and caring relationships in the family, workplace and community.

Standard: 4. Students will demonstrate knowledge of careers in family and consumer sciences.

- Benchmarks:**
- Examine family living/parenthood related occupations.
 - Demonstrate standards that guide behavior/interpersonal relationships.
 - Determine the impact of change and transitions over the life course.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 5 & 6	Examine the impact of computer skills and technological skills in family, work and community settings.	Presentation, scored discussion	CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
3.1	Chapters 7-9	Examine family as the basic unit of study. Determine the role of family in transmitting societal expectations. Describe ways to strengthen family and relationships.	Reflective journal entry, essay, visual mapping exercise, scored discussions, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
3.2	Chapters 5,6,8,9	Examine the various stages of family life cycle on interpersonal relationships. Compare physical, emotional, and intellectual responses in stable/unstable relationships. Determine factors that contribute to healthy/unhealthy relationships. Explore processes for handling unhealthy relationships. Examine the impact of personal characteristics on relationships. Examine the impact of personal standards and codes of conduct on interpersonal relationships.	Student presentation rubric, pair/share, log journal entry, essay, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
4.1	Chapters 6,7,9	Explore the ways family and consumer sciences careers assist the work of the family.	Student presentations, rubrics	LS, CS, CE, MCGF, GUID, MEDIA, TECH, HOTS
4.2	Chapters 6 & 9	Demonstrate processes for cooperating, compromising and collaborating. Examine types of standards for making judgments about interpersonal relationships	Observation	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
4.3	Chapter 7	Determine stress management strategies for family, work and community settings.	Presentation with demonstration of strategies	CE, HGD, GUID, MEDIA, LS, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Adult Choices Unit 3: Getting Along With Others

Length of Unit: 15 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Integrate multiple life roles and responsibilities in family, work and community settings.
 2. Demonstrate teamwork and leadership skills in the family, workplace and community.
 3. Develop short- and long-term planning, goal setting and decision making skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships.
 2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Evaluate the significance of family and its impact on the well being of individuals and society.
 2. Demonstrate respectful and caring relationships in the family, workplace and community.

Standard: 4. Students will demonstrate knowledge of careers in family and consumer sciences.

- Benchmarks:**
2. Demonstrate standards that guide behavior/interpersonal relationships.
 4. Examine the impact of the global village on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapter 10	Identify and demonstrate response to family problems and crisis. Assess community resources that support conflict prevention and management.	Case analysis, scored discussion, problem-solving exercises, test, compiled list of resources	HOTS, CS, GUID, TECH, MEDIA, MCGF, GS
1.2	Chapters 10, 11	Become personally involved in professional organizations.	Participation in FCCLA	CS, CE, MEDIA, TECH, GUID, HGD
1.3	Chapter 11	Set short- and long-term goals and use decision making and management processes	Reflection journal, showing goals and use of both processes	HOTS, CS, GUID, LS, HGD
2.1	Chapter 10	Examine communication styles and their effect on relationships. Demonstrate verbal/nonverbal behaviors, alternative ways of communication and attitudes that contribute to effective communication. Demonstrate effective listening and feedback techniques. Examine barriers to communication in family, work and community settings. Practice ethical principles of communication in family, work and community settings.	Demonstration, essay test, observation, student research and presentation	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
2.2	Chapters 10, 11	Examine the impact of computer skills and technological skills in family, work and community settings.	Presentation, scored discussion	CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Integrate multiple life roles and responsibilities in family, work and community settings.
 2. Demonstrate teamwork and leadership skills in the family, workplace and community.
 3. Develop short- and long-term planning, goal setting and decision making skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships.
 2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Evaluate the significance of family and its impact on the well being of individuals and society.
 2. Demonstrate respectful and caring relationships in the family, workplace and community.

Standard: 4. Students will demonstrate knowledge of careers in family and consumer sciences.

- Benchmarks:**
2. Demonstrate standards that guide behavior/interpersonal relationships.
 4. Examine the impact of the global village on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.1	Chapters 10,11	Determine the role of family in transmitting societal expectations. Describe ways to strengthen family and relationships.	Reflective journal entry, essay, visual mapping exercise, scored discussions, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
3.2	Chapters 10,11	Determine the processes for building and maintaining good interpersonal relationships with others. Compare physical, emotional, and intellectual responses in stable/unstable relationships. Determine factors that contribute to healthy/unhealthy relationships. Explore processes for handling unhealthy relationships. Examine the impact of personal characteristics on relationships. Analyze strategies for developing a positive self-concept. Examine the effect of self-esteem and self-image on relationships. Examine the impact of personal standards and codes of conduct on interpersonal relationships.	Student presentation rubric, pair/share, log journal entry, essay, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
4.2	Chapters 10,11	Apply standards when making judgments and taking action. Analyze the reciprocal impact of individual and family participation in community activities.	Observation, checklist, participation in community service project and evaluation	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
4.4	Chapter 10	Examine global influences on the family. Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture and ethnicity	Scored discussion, reflective journal entry, essay, observation	LS, CS, CE, GS, HOTS, GUID, MCGF, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Adult Choices Unit 4: The Marriage Relationship**Length of Unit: 10 days****Instructor: Michelle Wenke****Standard: 1. Students will demonstrate problem solving skills.**

- Benchmarks:**
1. Integrate multiple life roles and responsibilities in family, work and community settings.
 2. Demonstrate teamwork and leadership skills in the family, workplace and community.
 3. Develop short- and long-term planning, goal setting and decision making skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships.
 2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Evaluate the significance of family and its impact on the well being of individuals and society.
 2. Demonstrate respectful and caring relationships in the family, workplace and community.

Standard: 4. Students will demonstrate knowledge of careers in family and consumer sciences.

- Benchmarks:**
1. Examine family living/parenthood related occupations.
 2. Demonstrate standards that guide behavior/interpersonal relationships.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapter 14	Determine the role of decision making and problem solving in reducing and managing conflict. Assess community resources that support conflict prevention and management. Become personally involved in professional organizations.	Scored discussion, essay, compiled list of resources	HOTS, GUID, CS, MCGF, GS, MEDIA, TECH
1.2	Chapters 12-14	Set short- and long-term goals and use decision making and management processes	Participation in FCCLA	CS, CE, MEDIA, TECH, GUID, HGD
1.3	Chapters 12, 13	Examine the roles and functions of communication in family, work and community settings.	Reflection journal, showing goals and use of both processes	HOTS, CS, GUID, LS, HGD
2.1	Chapters 13, 14	Examine the impact of computer skills and technological skills in family, work and community settings.	Scored discussion, test, reflective journal entry	HOTS, GUID, CS, MCGF, GS, MEDIA, TECH, LS
2.2	Chapter 13	Examine family as the basic unit of study. Determine the role of family in transmitting societal expectations. Examine the role of family in developing independence, interdependence and commitment of family members. Describe ways to strengthen family and relationships.	Presentation, scored discussion	CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
3.1	Chapters 12, 14		Reflective journal entry, essay, visual mapping exercise, scored discussions, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Adult Choices Unit 4: The Marriage Relationship (cont.)

Length of Unit: 10 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Integrate multiple life roles and responsibilities in family, work and community settings.
 2. Demonstrate teamwork and leadership skills in the family, workplace and community.
 3. Develop short- and long-term planning, goal setting and decision making skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive relationships.
 2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Evaluate the significance of family and its impact on the well being of individuals and society.
 2. Demonstrate respectful and caring relationships in the family, workplace and community.

Standard: 4. Students will demonstrate knowledge of careers in family and consumer sciences.

- Benchmarks:**
1. Examine family living/parenthood related occupations.
 2. Demonstrate standards that guide behavior/interpersonal relationships.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.2	Chapters 12-14	Determine the processes for building and maintaining good interpersonal relationships with others. Examine the impact of personal characteristics on relationships. Consider the effect of personal needs on relationships. Analyze strategies for developing a positive self-concept. Examine the effect of self-esteem and self-image on relationships. Determine the impact of life span events and conditions on relationships.	Student presentation rubric, pair/share, log journal entry, essay, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
4.1	Chapter 14	Explore the ways family and consumer sciences careers assist the work of the family.	Student presentations, rubrics	LS, CS, CE, MCGF, GUID, MEDIA, TECH, HOTS
4.2	Chapter 14	Demonstrate processes for cooperating, compromising and collaborating.	Observation	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
4.3	Chapter 14	Analyze the factors contributing to the changes and transitions in personal lives and in families. Identify the stages of life and ways to cope with change over a life span.	Presentation/Rubric	CE, HGD, GUID, MEDIA, LS, TECH
4.4	Chapter 12	Examine the impact of cultural diversity on individuals and families. Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture and ethnicity	Scored discussion, reflective journal entry, essay, observation	LS, CS, CE, GS, HOTS, GUID, MCGF, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
3. Develop short- and long-term planning, goal setting and decision-making skills.
 4. Evaluate management and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Evaluate the significance of family and its impact on the well being of individuals and society.
 2. Demonstrate respectful and caring relationships in the family, workplace and community.
 3. Analyze what contributes to a safe family environment.

Standards: 4. Students will demonstrate knowledge of careers in family and consumer sciences.

- Benchmarks:**
3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.3	Chapters 16-19	Set short- and long-term goals and use decision making and management processes	Reflection journal, showing goals and use of both processes	HOTS, CS, GUID, LS, HGD
1.4	Chapter 19	Apply the principles of management in the home	Written simulation, case analysis	HOTS, LS, GUID, CE, CS
2.2	Chapters 15-19	Examine the impact of computer skills and technological skills in family, work and community settings.	Presentation, scored discussion	CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
3.1	Chapters 15,16,19	Examine family as the basic unit of study. Determine the role of family in transmitting societal expectations. Examine the role of family in developing independence, interdependence and commitment of family members. Describe ways to strengthen family and relationships.	Reflective journal entry, essay, visual mapping exercise, scored discussions, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
3.2	Chapter 15	Determine the processes for building and maintaining good interpersonal relationships with others. Examine the various stages of family life cycle on interpersonal relationships. Determine factors that contribute to healthy/unhealthy relationships. Examine the impact of personal characteristics on relationships. Determine the impact of life span events and conditions on relationships..	Student presentation rubric, pair/share, log journal entry, essay, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

Benchmarks: 3. Develop short- and long-term planning, goal setting and decision-making skills.
4. Evaluate management and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

Benchmarks: 2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

Benchmarks: 1. Evaluate the significance of family and its impact on the well being of individuals and society.
2. Demonstrate respectful and caring relationships in the family, workplace and community.
3. Analyze what contributes to a safe family environment.

Standards: 4. Students will demonstrate knowledge of careers in family and consumer sciences.

Benchmarks: 3. Determine the impact of change and transitions over the life course.
4. Examine the impact of the global village on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.3	Chapter 19	Identify ways to help create a safe and healthy environment for self and family	Scored discussion, test, essay test	CS, HOTS, LS, GUID, CE, MCGF, MEDIA, TECH, GS
4.3	Chapters 15, 16, 18, 19	Analyze the factors contributing to the changes and transitions in personal lives and in families. Identify the stages of life and ways to cope with change over a life span.	Presentation/Rubric	CE, HGD, GUID, MEDIA, LS, TECH
4.4	Chapters 15, 16	Examine global influences on the family. Examine the impact of cultural diversity on individuals and families.	Scored discussion, reflective journal entry, essay	LS, CS, CE, GS, HOTS, GUID, MCGF, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: **1. Students will demonstrate problem solving skills.**

- Benchmarks:**
1. Integrate multiple life roles and responsibilities in family, work and community settings.
 3. Develop short- and long-term planning, goal setting and decision making skills.
 4. Evaluate management and environmental resources.

Standard: **2. Students will demonstrate effective communication skills.**

- Benchmarks:**
2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: **3. Students will demonstrate knowledge and skills of subject area.**

- Benchmarks:**
1. Evaluate the significance of family and its impact on the well being of individuals and society.
 2. Demonstrate respectful and caring relationships in the family, workplace and community

Standard: **4. Students will demonstrate knowledge of careers in family and consumer sciences.**

- Benchmark:**
1. Examine family living/parenthood related occupations.
 2. Demonstrate standards that guide behavior/interpersonal relationships.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 20,21	Identify and demonstrate response to family problems and crisis. Assess community resources that support conflict prevention and management.	Scored discussion, case analysis, scored discussion, test, compiled list of resources	HOTS, GUID, CS, MCGF, GS, MEDIA, TECH
1.3	Chapters 20,22,23	Set short- and long-term goals and use decision making and management processes	Reflection journal, showing goals and use of both processes	HOTS, CS, GUID, LS, HGD
1.4	Chapter 20	Apply the principles of management in the home. Identify ways to balance work, family and individual needs.	Written simulation, case analysis, reflective journal entry, test	HOTS, LS, GUID, CE, CS
2.2	Chapters 20-23	Examine the impact of computer skills and technological skills in family, work and community settings.	Presentation, scored discussion	CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
3.1	Chapters 20-23	Examine family as the basic unit of study. Determine the role of family in transmitting societal expectations. Describe ways to strengthen family and relationships.	Reflective journal entry, essay, visual mapping exercise, scored discussions, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Integrate multiple life roles and responsibilities in family, work and community settings.
 3. Develop short- and long-term planning, goal setting and decision making skills.
 4. Evaluate management and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Evaluate the significance of family and its impact on the well being of individuals and society.
 2. Demonstrate respectful and caring relationships in the family, workplace and community

Standard: 4. Students will demonstrate knowledge of careers in family and consumer sciences.

- Benchmark:**
1. Examine family living/parenthood related occupations.
 2. Demonstrate standards that guide behavior/interpersonal relationships.
 3. Determine the impact of change and transitions over the life course.
 4. Examine the impact of the global village on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.2	Chapters 21-24	Examine the various stages of family life cycle on interpersonal relationships. Compare physical, emotional, and intellectual responses in stable/unstable relationships. Explore processes for handling unhealthy relationships. Consider the effect of personal needs on relationships. Determine the impact of life span events and conditions on relationships.	Student presentation rubric, pair/share, log journal entry, essay, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
4.1	Chapter 21	Explore the ways family and consumer sciences careers assist the work of the family.	Student presentations, rubrics	LS, CS, CE, MCGF, GUID, MEDIA, TECH, HOTS
4.2	Chapters 20,21,23	Analyze the reciprocal impact of individual and family participation in community activities.	Participation in community service project and evaluation	HOTS, Cs, Gs, GUID, MEDIA, TECH
4.3	Chapters 21-23	Analyze the factors contributing to the changes and transitions in personal lives and in families. Identify the stages of life and ways to cope with change over a life span.	Presentation/Rubric	CE, HGD, GUID, MEDIA, LS, TECH
4.4	Chapters 20,21	Examine global influences on the family. Examine the impact of cultural diversity on individuals and families. Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture and ethnicity	Scored discussion, reflective journal entry, essay, observation	LS, CS, CE, GS, HOTS, GUID, MCGF, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

Benchmarks: 3. Develop short- and long-term planning, goal setting and decision-making skills.
4. Evaluate management and environmental resources.

Standard: 2. Students will demonstrate effective communication skills.

Benchmarks: 2. Demonstrate computer skills and technological skills that contribute to positive relationships.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

Benchmarks: 1. Evaluate the significance of family and its impact on the well being of individuals and society.
2. Demonstrate respectful and caring relationships in the family, workplace and community.

Standard: 4. Students will demonstrate knowledge of careers in family and consumer sciences.

Benchmarks: 3. Determine the impact of change and transitions over the life course.
4. Examine the impact of the global village on the need to appreciate diversity.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.3	Chapters 24-27	Set short- and long-term goals and use decision making and management processes	Reflection journal, showing goals and use of both processes	HOTS, CS, GUID, LS, HGD
1.4	Chapters 24-27	Identify procedures in planning for expenses, savings and managing personal and family lives. Apply the principles of management in the home	Test menu/family plans/goals, written simulation, case analysis	HOTS, LS, GUID, CE, CS
2.2	Chapters 24-27	Examine the impact of computer skills and technological skills in family, work and community settings.	Presentation, scored discussion	CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
3.1	Chapters 24,25	Describe ways to strengthen family and relationships.	Reflective journal entry, essay, scored discussions, test	HOTS, CS, LS, CE, GUID, HGD, MCGF, TECH, MEDIA
3.2	Chapter 24	Consider the effect of personal needs on relationships.	Reflective journal entry, test	CS, HOTS, GUID, CE, MCGF, MEDIA, TECH
4.3	Chapter 24	Determine stress management strategies for family, work and community settings.	Presentation, rubric	CE, HGD, GUID, MEDIA, LS, TECH
4.4	Chapter 25	Demonstrate respect for diversity with sensitivity to anti-bias, gender equity, age, culture and ethnicity	Observation	LS, CS, CE, GS, HOTS, GUID, MCGF, MEDIA, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Course Description

Culinary Arts – semester – Grades 9-12

This course, with its specific standards and benchmarks for food production and services, consumerism, nutrition and wellness, compliments the standards and benchmarks of the other food class. The correlation of the two food classes provides a well-balanced approach to the study of foods, food science, food production and services, dietetics, nutrition and wellness. In culinary arts, the emphasis is on developing skills in the area of food service in addition to consumer food skills, culinary nutrition, preparing breads, meats, poultry, fish, bakery sweet goods, salad, food presentation, and food service. At the end of the semester, students will integrate what they have learned during culinary arts with meal management skills to plan a formal sit-down meal for the class.

Text

Largen, Velda L., and Bence, Deborah L., 2008, **Guide to Good Food**, Goodheart-Wilcox Company, Inc.

Course Outline

Units	Title/Chapter in the Text Covered	Time
1	Getting Ready for Lab – Chapters 6, 13, 10	2 weeks
2	Culinary Nutrition – Chapters 1-2, 1-3, 2, 3	2 weeks
3	Food Preparation Skills – Chapters 19-21, 23, 24	8 weeks
4	Cookie baking/industry simulation/entrepreneurship- Chapter 24	1 week
5	Meal Management – Chapters 8, 11, 25	3 weeks
6	Career Opportunities – Chapters 8, 9	1 week

Scope and Sequence for Culinary Arts

Major Concepts and Themes	Chapters in the Text that Represent the Major Concepts
Social/Cultural Aspects	1, 4, 6-7, 26-31
Nutrition and Health	1-6, 10-22, 26-31
Safety and Sanitation	1, 5-9, 13-26
Career Options	1-31
Consumer Skills	1, 3, 6-11, 13-19, 21-22, 24, 26-28, 31
Meal Management	3-4, 6-7, 10, 12-13, 18-20, 22, 24, 27-31
Food Preparation Skills	3, 6, 10, 12-31
Foods Lab Equipment	7-9, 23-31
Food Science and Technology	1-2, 6-8, 10-25

Instructor: Michelle Wenke**Standard:** 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food service industry.
 3. Explore entrepreneurial endeavors in areas related to food production, services, nutrition and wellness.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmarks:**
1. Explore careers in the food service industry, the food handling industry and food related careers in education and business.
 2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 6,10,13	Use problem solving skills to solve problems related to foods and nutrition that affect individual and family well being. Appraise sources of food and nutrition information, including food labels related to health and wellness. Locate and/or utilize food and nutrition resources.	Problem-solving exercises, test, list of resources	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.2	Chapters 6,10,13	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCCLA	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food service industry.
 3. Explore entrepreneurial endeavors in areas related to food production, services, nutrition and wellness.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmarks:**
1. Explore careers in the food service industry, the food handling industry and food related careers in education and business.
 2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.3	Chapters 6,10,13	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community.	Written goals, personal journal, examples showing implementation of steps in decision-making process	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.4	Chapters 6,10,13	Organize work area for efficiency of time and motion. Plan for food (class) labs, using good management principles and practices. Plan, prepare, serve and evaluate a semi/formal sit-down meal, involving menu planning, preparing shopping list, purchasing foods, time-work schedules, appropriate table appointments, food service and food presentation for end of semester project.	Observation, lab observation, self-assessment, project, lab performance, self-evaluation	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
2.1	Chapters 6,10,13	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, teamwork and career success. Describe ways to build good interpersonal relationships with others – customer service skills.	Demonstration, test and observation for use of skills in class	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food service industry.
 3. Explore entrepreneurial endeavors in areas related to food production, services, nutrition and wellness.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmarks:**
1. Explore careers in the food service industry, the food handling industry and food related careers in education and business.
 2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 6,10,13	Determine how technical advances impact the nutrient content, availability and safety of foods. Determine the impact of technological advances on selection and preparation of food. Assess the effects of food science and technology meeting nutritional needs.	Reports, scored discussion, debate, test, microwave labs, kitchen appliance report, CAD kitchen software	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
3.1	Chapters 6,10,13	Use equipment and supplies with proper procedures. Follow recipes, adopt recipes to meet specific nutritional needs, different yield quantities and different cooking/baking methods. Use food preparation terminology correctly.	Observation, test, lab performance, product quality	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
3.2	Chapters 6,10	Apply money management guidelines when planning menus, preparing and serving meals. Demonstrate ability to select, store and serve nutritious and aesthetically pleasing foods.	Demonstration of application of guidelines, performance	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food service industry.
 3. Explore entrepreneurial endeavors in areas related to food production, services, nutrition and wellness.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmarks:**
1. Explore careers in the food service industry, the food handling industry and food related careers in education and business.
 2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.3	Chapters 6	Identify and analyze entrepreneurship possibilities in foods, nutrition and wellness. Identify skills of a business owner/entrepreneur. Discuss entrepreneur related concerns such as advertising, merchandising techniques, laws and statutes dealing with food production and food service, customer billing, etc.	List, scored discussion, presentation, test	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
3.4	Chapters 6, 10, 13	Determine conditions and practices that promote safe food handling and storage. Appraise safety and sanitation practices throughout the food chain. Practice safety and sanitation practices and procedures in food lab/class. Identify and apply safe and sanitary practices relating to food lab/class and the food service industry.	List, test, observation, scored discussions	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
4.1	Chapters 6	Examine food related occupations. Analyze career paths with the food production and food service industries.	Presentations, rubric	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

Benchmarks:

1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard: 2. Students will demonstrate effective communication skills.

Benchmarks:

1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

Benchmarks:

1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food service industry.
3. Explore entrepreneurial endeavors in areas related to food production, services, nutrition and wellness.
4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

Benchmarks:

1. Explore careers in the food service industry, the food handling industry and food related careers in education and business.
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.2	Chapters 6,10,13	Recognize the importance of respect and cooperation in the success of food production, food preparation and food service areas. Identify ways to balance work, family, individual needs and community involvement. Recognize the importance of community involvement and service success in the foods industry.	Lab observations, lists, scored discussions, journal entry, essay	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standards: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food service industry.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.
 3. Develop strategies for reacting positively to changes in the food production and services industry.
 4. Investigate the impact of global and diversity issues on the food production and services industry and on the consumer.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 1,2,3	Use problem solving skills to solve problems related to foods and nutrition that affect individual and family well being. Assess the effect of nutrients on health, appearance and peak performance. Analyze the effects of various nutrient deficiencies and excesses. Appraise sources of food and nutrition information, including food labels related to health and wellness. Evaluate advertising, warranties, written contracts and quality of goods and equipment. Locate and/or utilize food and nutrition resources.	Problem-solving exercises, pair/share, test, presentations, appliance reports, students evaluate items orally	HOTS, CS, LS, TECH, MEDIA, HGD, CE, MCGF, GUID
1.2	Chapters 1,2,3	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCC/A	HOTS, CS, LS, TECH, MEDIA, HGD, CE, MCGF, GUID

Higher 3.4Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standards: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food service industry.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.
 3. Develop strategies for reacting positively to changes in the food production and services industry.
 4. Investigate the impact of global and diversity issues on the food production and services industry and on the consumer.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.3	Chapters 1,2,3	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community	Written goals, personal journal, examples showing implementation of steps in decision-making process	HOTS, CS, LS, TECH, MEDIA, HGD, CE, MCGF, GUID
1.4	Chapters 1,2,3	Organize work area for efficiency of time and motion. Analyze nutritional needs and develop meal patterns to meet those needs. Plan for food (class) labs, using good management principles and practices.	Observation, diet plans, projects, lab observation, self-assessment	HOTS, CS, LS, TECH, MEDIA, HGD, CE, MCGF, GUID
2.1	Chapters 1,2,3	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, teamwork and career success. Describe ways to build good interpersonal relationships with others – customer service skills.	Demonstration, test and observation for use of skills in class	HOTS, CS, LS, TECH, MEDIA, HGD, CE, MCGF, GUID

Higher 3.4Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standards: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
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- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
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 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.
 3. Develop strategies for reacting positively to changes in the food production and services industry.
 4. Investigate the impact of global and diversity issues on the food production and services industry and on the consumer.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 1,3	Examine the governmental, economic and technological influences on food choices and practices. Assess how technical advances in food processing, storage, product development and distribution impact nutrition and wellness. Determine how technical advances impact the nutrient content, availability and safety of foods.	Test, essay, scored discussion	HOTS, CS, LS, TECH, MEDIA, HGD, CE, MCGF, GUID
3.1	Chapters 2,3	Name the key nutrients, describe their functions and list important sources for each. Explain how you can use recommended nutrient intakes, the Food Guide Pyramid, and the Dietary Guidelines for Americans as diet planning resources to meet people's daily needs. Use equipment and supplies with proper procedures. Apply the Dietary Guidelines for Americans when eating out. Follow recipes, adopt recipes to meet specific nutritional needs, different yield quantities and different cooking/baking methods.	Test, observation, lab performance, product quality	HOTS, CS, LS, TECH, MEDIA, HGD, CE, MCGF, GUID

Higher 3.4 Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

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Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.
 3. Develop strategies for reacting positively to changes in the food production and services industry.
 4. Investigate the impact of global and diversity issues on the food production and services industry and on the consumer.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.2	Chapters 2,3	Apply various daily guidelines such as recommended nutrient intakes, the Food Guide Pyramid, and the Dietary Guidelines for Americans as diet planning resources to meet people's needs. Demonstrate ability to select, store and serve nutritious and aesthetically pleasing foods.	Menu plans with computer analysis, performance	HOTS, CS, LS, TECH, MEDIA, HGD, CE, MCGF, GUID
3.4	Chapters 1,2,3	Practice safety and sanitation practices and procedures in food lab/class. Identify and apply safe and sanitary practices relating to food lab/class and the food service industry.	Test, observation	HOTS, CS, LS, TECH, MEDIA, HGD, CE, MCGF, GUID
4.2	Chapters 1,2,3	Recognize the importance of respect and cooperation in the success of food production, food preparation and food service areas. Identify ways to balance work, family, individual needs and community involvement.	Lab observation, lists, scored discussion, journal entry	HOTS, CS, LS, TECH, MEDIA, HGD, CE, MCGF, GUID

Higher 3.4 Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

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Standard: 4. Students will demonstrate knowledge of careers in foods.

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2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.
 3. Develop strategies for reacting positively to changes in the food production and services industry.
 4. Investigate the impact of global and diversity issues on the food production and services industry and on the consumer.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
4.3	Chapters 1,3	Determine how changes in national and international food production and distribution systems impact the food supply. Recognize the fact that change across the life span is an integral part of living and how an individual accepts change has an effect on their individual and family nutrition and wellness. Analyze the relationship between climate, geography, culture and the diversity in foods.	Reports, test, presentation, pair/share	HOTS, CS, LS, TECH, MEDIA, HGD, CE, MCGF, GUID, GS
4.4	Chapter 1		Essay, test	GS, MCGF, HOTS, HGD

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 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 19-24	Use problem solving skills to solve problems related to foods and nutrition that affect individual and family well being. Appraise sources of food and nutrition information, including food labels related to health and wellness. Locate and/or utilize food and nutrition resources. Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Problem-solving exercises, test, list of resources and how to use them Observation, participation in FCCLA	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
1.2	Chapters 19-24	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Written goals, personal journal, examples showing implementation of steps in decision-making process	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
1.3	Chapters 19-24	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community.		

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

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- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.4	Chapters 19-24	Organize work area for efficiency of time and motion. Analyze nutritional needs and develop meal patterns to meet those needs. Plan, prepare, serve and evaluate a semi/formal sit-down meal, involving menu planning, preparing shopping list, purchasing foods, time-work schedules, appropriate table appointments, food service and food presentation for end of semester project.	Observation, diet plans, projects, lab performance, self-evaluation	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
2.1	Chapters 19-24	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, teamwork and career success. Describe ways to build good interpersonal relationships with others – customer service skills.	Demonstration, test, observation for use of skills in class	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
2.2	Chapters 20,23,24	Determine the impact of technological advances on selection and preparation of food. Assess the effects of food science and technology meeting nutritional needs.	Microwave labs, kitchen appliance report, CAD kitchen software, reports, scored discussion, debate	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

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Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.1	Chapters 19-24	Utilize basic kitchen skills in food preparation and storage. Use equipment and supplies with proper procedures. Follow recipes, adopt recipes to meet specific nutritional needs, different yield quantities and different cooking/baking methods. Use food preparation terminology correctly.	Lab performance, observation, product quality, test	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
3.2	Chapters 21,24	Apply money management guidelines when planning menus, preparing and serving meals. Demonstrate ability to select, store and serve nutritious and aesthetically pleasing foods.	Demonstration of application of guidelines, performance	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
3.4	Chapters 19-24	Determine conditions and practices that promote safe food handling and storage. Practice safety and sanitation practices and procedures in food lab/class. Identify and apply safe and sanitary practices relating to food lab/class and the food service industry.	Lists, test, observation	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
4.2	Chapters 19-24	Recognize the importance of respect and cooperation in the success of food production, food preparation and food service areas. Identify ways to balance work, family, individual needs and community involvement.	Lab observation, lists, scored discussion, journal entry	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

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- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapter 24	Use problem solving skills to solve problems related to foods and nutrition that affect individual and family well being. Appraise sources of food and nutrition information, including food labels related to health and wellness. Locate and/or utilize food and nutrition resources. Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Problem-solving exercises, test, list of resources and how to use them	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
1.2	Chapter 24		Observation, participation in FCCLA	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
1.3	Chapter 24	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community.	Written goals, personal journal, examples showing implementation of steps in decision-making process	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

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Instructor: Michelle Wenke**Standard:** 1. Students will demonstrate problem solving skills.

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Standard: 2. Students will demonstrate effective communication skills.

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Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.4	Chapter 24	Organize work area for efficiency of time and motion. Plan for food (class) labs, using good management principles and practices. Plan, prepare, serve and evaluate a semi/formal sit-down meal, involving menu planning, preparing shopping list, purchasing foods, time-work schedules, appropriate table appointments, food service and food presentation for end of semester project.	Observation, diet plans, projects, lab performance, self-evaluation	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
2.1	Chapter 24	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, and teamwork and career success. Describe ways to build good interpersonal relationships with others – customer service skills.	Demonstration, test, observation for use of skills in class	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
2.2	Chapter 24	Determine the impact of technological advances on selection and preparation of food.	Microwave labs, kitchen appliance report, CAD kitchen software	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

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Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.1	Chapter 24	Utilize basic kitchen skills in food preparation and storage. Use equipment and supplies with proper procedures. Follow recipes, adopt recipes to meet specific nutritional needs, different yield quantities and different cooking/baking methods.	Lab performance, observation, product quality, test	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
3.2	Chapter 24	Apply money management guidelines when planning menus, preparing and serving meals. Demonstrate ability to select, store and serve nutritious and aesthetically pleasing foods.	Demonstration of application of guidelines, performance	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
3.4	Chapter 24	Determine conditions and practices that promote safe food handling and storage. Practice safety and sanitation practices and procedures in food lab/class. Identify and apply safe and sanitary practices relating to food lab/class and the food service industry.	Lists, test, observation	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
4.2	Chapter 24	Recognize the importance of respect and cooperation in the success of food production, food preparation and food service areas. Identify ways to balance work, family, individual needs and community involvement.	Lab observation, lists, scored discussion, journal entry	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

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Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 8,11,25	Use problem solving skills to solve problems related to foods and nutrition that affect individual and family well being. Appraise sources of food and nutrition information, including food labels related to health and wellness. Evaluate advertising, warranties, written contracts and quality of goods and equipment. Locate and/or utilize food and nutrition resources.	Problem-solving exercises, test, list of resources and how to use them, appliance reports, students evaluate items orally	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
1.2	Chapters 8,11,25	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCCLA	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
1.3	Chapters 8,11,25	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community.	Written goals, personal journal, examples showing implementation of steps in decision-making process	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

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Standard: 2. Students will demonstrate effective communication skills.

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Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.4	Chapters 8,11,25	Organize work area for efficiency of time and motion. Plan for food (class) labs, using good management principles and practices.	Observation, lab performance, self-evaluation	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
2.1	Chapters 8,11,25	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, teamwork and career success. Describe ways to build good interpersonal relationships with others – customer service skills.	Demonstration, test, observation for use of skills in class	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
2.2	Chapter 8	Determine the impact of technological advances on selection and preparation of food.	Microwave labs, kitchen appliance report, CAD kitchen software	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
3.1	Chapters 8,11,25	Utilize basic kitchen skills in food preparation and storage. Use equipment and supplies with proper procedures. Follow recipes, adopt recipes to meet specific nutritional needs, different yield quantities and different cooking/baking methods.	Lab performance, observation, product quality, test	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skill.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.4	Chapters 8, 11, 25	Practice safety and sanitation practices and procedures in food lab/class. Identify and apply safe and sanitary practices relating to food lab/class and the food service industry.	Test, observation	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
4.2	Chapters 8, 11	Recognize the importance of respect and cooperation in the success of food production, food preparation and food service areas. Identify ways to balance work, family, individual needs and community involvement. Recognize the importance of community involvement and service success in the foods industry.	Lab observation, lists, scored discussion, journal entry, essay, scored discussion	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food service industry.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 7, 8, 9	Use problem solving skills to solve problems related to foods and nutrition that affect individual and family well being. Appraise sources of food and nutrition information, including food labels related to health and wellness. Evaluate advertising, warranties, written contracts and quality of goods and equipment. Locate and/or utilize food and nutrition resources.	Problem-solving exercises, test, appliance reports, students evaluate items orally, list of resources and how to use them	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
1.2	Chapters 7, 8, 9	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCCLA	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food service industry.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.3	Chapters 7, 8, 9	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community.	Written goals, personal journal, examples showing implementation of steps in decision-making process	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
1.4	Chapters 7, 8, 9	Organize work area for efficiency of time and motion. Plan for food (class) labs, using good management principles and practices. Plan, prepare, serve and evaluate a semi/formal sit-down meal, involving menu planning, preparing shopping list, purchasing foods, time-work schedules, appropriate table appointments, food service and food presentation for end of semester project.	Observation, diet plans, projects, lab performance, self-evaluation	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
2.1	Chapters 7, 8, 9	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, teamwork and career success. Describe ways to build good interpersonal relationships with others – customer service skills.	Demonstration, test, observation for use of skills in class	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.

- Benchmarks:**
1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food service industry.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 7, 8, 9	Determine the impact of technological advances on selection and preparation of food.	Microwave labs, kitchen appliance report, CAD kitchen software	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
3.1	Chapters 7, 8, 9	Set a correct table for various situations. Utilize basic kitchen skills in food preparation and storage. Use equipment and supplies with proper procedures. Follow recipes, adopt recipes to meet specific nutritional needs, different yield quantities and different cooking/baking methods. Use food preparation terminology correctly.	Demonstration of table settings, lab performance, observation, , product quality, test	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
3.2	Chapter 7	Apply money management guidelines when planning menus, preparing and serving meals. Demonstrate ability to select, store and serve nutritious and aesthetically pleasing foods.	Demonstration of application of guidelines, performance	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem solving skills.**Benchmarks:**

1. Apply problem solving skills to meeting people's nutritional needs through the food service industry.
2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
4. Demonstrate management principles and practices that enhance personal nutrition and wellness, interpersonal relations and food service job skills.

Standard:**Benchmarks: 2. Students will demonstrate effective communication skills.**

1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
2. Demonstrate computer and technological skills in nutrition and food preparation.

Standard:**Benchmarks: 3. Students will demonstrate knowledge and skills of subject area.**

1. Integrate knowledge, skills and practices required for careers in food preparation and services in addition to personal nutrition and wellness.
2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals, families and the food service industry.
4. Evaluate factors that affect food safety, from production to consumption.

Standard:**Benchmarks: 4. Students will demonstrate knowledge of careers in foods.**

2. Examine the importance of cooperation and community service in food production and services, nutrition and wellness.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.4	Chapters 7, 8, 9	Practice safety and sanitation practices and procedures in food lab/class. Identify and apply safe and sanitary practices relating to food lab/class and the food service industry.	Test, observation	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA
4.2	Chapters 7, 8, 9	Recognize the importance of respect and cooperation in the success of food production, food preparation and food service areas. Identify ways to balance work, family, individual needs and community involvement. Recognize the importance of community involvement and service success in the foods industry.	Lab observation, lists, scored discussion, journal entry, essay	HOTS, LS, CS, GUID, MCGF, CE, HGD, TECH, MEDIA

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Course Description

Consumer Foods – semester – Grades 9-12

This course, with its specific standards and benchmarks for food production and service, consumerism, nutrition and wellness, compliments the standards and benchmarks of the other food class. The correlation of the two food classes provides a well-balanced approach to the study of foods, food science, food production and services, dietetics, nutrition and wellness. In consumer foods, the emphasis is on making healthful food choices, being a smart consumer, preserving foods, preparing fruits, cookies, eggs, vegetables, dairy products, cereal products and studying foods of the regions of America and the world. At the end of the semester, students will integrate what they have learned during consumer foods with meal management skills to plan a party with regional or international theme for the class.

Text

Largen, Velda, and Bence, Deborah L., 2008, **Guide to Good Food**, Goodheart-Wilcox Company, Inc.

Course Outline

Units	Title/Chapters in Text Covered	Time
1	Getting ready for lab (Chapters 6, 13, 10)	1.5 weeks
2	Making healthful food choices (Chapters 1-4, 12)	3 weeks
3	Preserving foods (Chapter 26)	1 week
4	Food Preparation skills (Chapters 14-18)	5 weeks
5	Cookie baking/Industry simulation/Entrepreneurship (Chapter 24)	1 week
6	American regional foods and foods of the world (Chapters 27-32)	3 weeks
7	Meal management (Chapters 8, 11, 25)	2.5 weeks
8	Career opportunities (Chapter 7-9)	1 week

Scope and Sequence for Consumer Foods

Major Concepts and Themes	Chapters in the text that represent the Major Concepts
Social/Cultural Aspects	1, 4, 6-7, 27-32
Nutrition and Health	1-6, 10-22, 27-32
Safety and Sanitation	1, 5-9, 13-26
Career Options	1-32
Consumer Skills	1, 3, 6-11, 13-19, 21-22, 24, 26-28, 32
Meal Management	3-4, 6-7, 10, 12-13, 18-20, 22, 24, 27-32
Food Preparation Skills	3, 6, 10, 12-32
Foods Lab Equipment	7-9, 23-32
Food Science and Technology	1-2, 6-8, 10-25

Subject Area: Consumer Foods Unit 1: Getting Ready for Lab**Instructor:** Michelle Wenke**Standard:** 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 3. Explore entrepreneurial endeavors in areas related to food production and services, nutrition and wellness.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
1. Explore careers in the food service industry, the food handling industry and food related careers in education and business.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 6, 10, 13	Use problem-solving skills to solve problems related to foods and nutrition that affect individual and family well-being.	Problem-solving exercises	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.2	Chapters 6, 10, 13	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCCLA	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.3	Chapters 6, 10, 13	Set short- and long-term goals related to foods, nutrition and wellness and use the decision making process and the management process to work toward reaching those goals.	Written goals, personal journal	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD, HOTS
1.4	Chapters 6, 10, 13	Plan for food (class) labs, using good management principles and practices. Plan, prepare, serve and evaluate regional or international theme party food for end of semester project.	Projects, lab observation/performance, self-evaluation	LS, CS, MCGF, GUID, HOTS, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Consumer Foods Unit 1: Getting Ready for Lab (cont.)**Instructor:** Michelle Wenke**Standard:** 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 3. Explore entrepreneurial endeavors in areas related to food production and services, nutrition and wellness.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
1. Explore careers in the food service industry, the food handling industry and food related careers in education and business.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.1	Chapters 6, 10, 13	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, teamwork and career success.	Demonstration	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
2.2	Chapters 6, 10, 13	Determine how technical advances impact the nutrient content, availability and safety of foods.	Test	HOTS, LS, CE, CS, MEDIA, TECH
3.1	Chapters 6, 10, 13	Use equipment and supplies with proper procedures.	Observation	TECH, CE, CS, LS
3.2	Chapter 10	Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods.	Performance	LS, CS, MCGF, HOTS, CE, MEDIA, TECH
3.3	Chapter 6	Identify and analyze entrepreneurship possibilities in foods, nutrition and wellness. Identify skills of a business owner/entrepreneur.	List, scored discussion, test	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD, HOTS
3.4	Chapters 6, 10, 13	Apply the principles of sanitation, recycling and safety when working with food and equipment.	Test, observation	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HOTS
4.1	Chapter 6	Examine food related occupations. Analyze career paths with the food production and food services industries.	Presentation, rubric	LS, CS, HOTS, MCGF, GUID, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Consumer Foods Unit 2: Making Healthful Food Choices

Length of Unit: 15 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
3. Determine how changes in national, international and local food production and distribution systems impact the food supply.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 1, 3, 4, 12	Use problem-solving skills to solve problems related to foods and nutrition that affect individual and family well-being. Appraise sources of food and nutrition information, including food labels related to health and wellness. Evaluate advertising, warranties, written contracts and quality of goods and equipment. Locate and/or utilize food and nutrition resources. Evaluate consumer health options.	Problem-solving exercises, test, appliance reports, list of resources and how to contact them, written evaluation	HOTS, LS, HGD, MCGF, CS, CE, TECH, MEDIA, GUID
1.2	Chapters 1, 3, 4, 12	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCCLA	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.3	Chapters 1, 3, 4, 12	Set short- and long-term goals related to foods, nutrition and wellness and use the decision making process and the management process to work toward reaching those goals. Use the steps of the decision-making process to make food choices.	Written goals, personal journal, examples showing implementation of steps in decision-making process	HOTS, LS, HGD, MCGF, CS, CE, TECH, MEDIA, GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Consumer Foods Unit 2: Making Healthful Food Choices (cont.)

Length of Unit: 15 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
3. Determine how changes in national, international and local food production and distribution systems impact the food supply.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.4	Chapters 1, 3, 4, 12	Analyze nutritional needs and select foods for good health throughout life. Plan menus, prepare shopping lists and purchase food. Plan for food (class) labs, using good management principles and practices. Plan for expenses, saving and managing money in relation to foods, nutrition and wellness.	Projects, diet plans, menu planning project evaluation, lab performance, self-evaluation, food budget example	HOTS, LS, HGD, MCGF, CS, CE, TECH, MEDIA, GUID
2.1	Chapters 1, 3, 4, 12	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, and teamwork and career success.	Demonstration	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
2.2	Chapters 1, 3, 4, 12	Examine the governmental, economic and technological influences on food choices and practices. Assess how technical advances in food processing, storage, product development and distribution impact nutrition and wellness. Determine how technical advances impact the nutrient content, availability and safety of foods. Determine the impact of technological advances on selection, preparation and home storage of food.	Test, essay, scored discussion, microwave labs, kitchen appliance report CAD kitchen software	HOTS, LS, HGD, MCGF, CS, CE, TECH, MEDIA, GUID, GS
3.1	Chapters 1, 3, 4, 12	Examine the physical, emotional, social, psychological and spiritual component of individual and family wellness. Compare the impact of psychological, cultural and social influences on food choices and other practices. Use equipment and supplies with proper procedures.	Test, journal entry, food labs, party/meal project, observation	HOTS, LS, HGD, MCGF, CS, CE, TECH, MEDIA, GS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Consumer Foods Unit 2: Making Healthful Food Choices (cont.)

Length of Unit: 15 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
3. Determine how changes in national, international and local food production and distribution systems impact the food supply.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.2	Chapters 3, 12	Apply various dietary guidelines in planning to meet nutritional and wellness needs. Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods.	Diet plans with computer analysis, performance	HOTS, MCGF, CS, CE, TECH, MEDIA, GUID, HGD, LS
3.4	Chapters 1, 3, 4, 12	Apply the principles of sanitation, recycling and safety when working with food and equipment.	Test, observation	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HOTS
4.3	Chapters 1, 3, 4, 12	Determine how changes in national and international food production and distribution systems impact the food supply. Recognize the fact that change across the life span is an integral part of living and how an individual accepts change has an effect on their individual and family nutrition and wellness.	Reports, test, presentation, party/meal project, journal entry, pair/share	GS, MCGF, HGD, CS, LS, CE, MEDIA, HOTS, TECH, GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Consumer Foods Unit 3: Preserving Foods**Length of Unit:** 5 days**Instructor:** Michelle Wenke**Standard:** 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmark:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 4. Evaluate factors that affect food safety, from production to consumption.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapter 26	Use problem-solving skills to solve problems related to foods and nutrition that affect individual and family well-being.	Problem-solving exercises	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.2	Chapter 26	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCCLA	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.3	Chapter 26	Set short- and long-term goals related to foods, nutrition and wellness and use the decision making process and the management process to work toward reaching those goals.	Written goals, personal journal	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD, HOTS
1.4	Chapter 26	Plan for food (class) labs, using good management principles and practices.	Projects, lab observation/performance, self-evaluation	LS, CS, MCGF, GUID, HOTS, CE, MEDIA, TECH, HGD
2.1	Chapter 26	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, and teamwork and career success.	Demonstration	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3 Students will demonstrate knowledge and skills of subject area.

- Benchmark:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 4. Evaluate factors that affect food safety, from production to consumption.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapter 26	Assess how technical advances in food processing, storage, product development and distribution impact nutrition and wellness. Determine the impact of technological advances on selection, preparation and home storage of food.	Essay, scored discussion, microwave labs, kitchen appliance report	HOTS, LS, HGD, MCGF, CS, CE, TECH, MEDIA, GUID, GS
3.1	Chapter 26	Compare the impact of psychological, cultural and social influences on food choices and other practices. Identify various cultural and regional cuisines. Utilize basic kitchen skills in food preparation and storage. Use equipment and supplies with proper procedures.	Food labs, test, lab performance, observation	HOTS, TECH, CS, HGD, LS, CE
3.4	Chapter 26	Determine conditions and practices that promote safe food handling. Recognize food borne illnesses as a health concern for individuals and families. Apply the principles of sanitation, recycling and safety when working with food and equipment.	Lists, test, observation	CS, CE, HOTS, HGD, TECH, LS, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmark:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span
 4. Evaluate factors that affect food safety, from production to consumption.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 14-18	Use problem-solving skills to solve problems related to foods and nutrition that affect individual and family well-being.	Problem-solving exercises	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.2	Chapters 14-18	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCCLA	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.3	Chapters 14-18	Set short- and long-term goals related to foods, nutrition and wellness and use the decision making process and the management process to work toward reaching those goals.	Written goals, personal journal	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD, HOTS
1.4	Chapters 14-18	Plan for food (class) labs, using good management principles and practices.	Projects, lab observation/performance, self-evaluation	LS, CS, MCGF, GUID, HOTS, CE, MEDIA, TECH, HGD
2.1	Chapters 14-18	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, and teamwork and career success.	Demonstration	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span
 4. Evaluate factors that affect food safety, from production to consumption.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 14-18	Determine how technical advances impact the nutrient content, availability and safety of foods. Determine the impact of technological advances on selection, preparation and home storage of food. Assess the effects of food science and technology meeting nutritional needs.	Test, microwave labs, appliance reports, CAD kitchen software, reports, scored discussion, debate	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
3.1	Chapters 14-18	Utilize basic kitchen skills in food preparation and storage. Use equipment and supplies with proper procedures.	Lab performance, observation	HOTS, TECH, CS, HGD, LS, CE
3.2	Chapters 14-18	Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods.	Performance	LS, CS, MCGF, HOTS, CE, MEDIA, TECH
3.4	Chapters 14-18	Determine conditions and practices that promote safe food handling. Apply the principles of sanitation, recycling and safety when working with food and equipment.	Lists, test, observation	CS, CE, HOTS, HGD, TECH, LS, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmark:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 4. Evaluate factors that affect food safety, from production to consumption.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapter 24	Use problem-solving skills to solve problems related to foods and nutrition that affect individual and family well-being.	Problem-solving exercises	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.2	Chapter 24	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCCLA	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.3	Chapter 24	Set short- and long-term goals related to foods, nutrition and wellness and use the decision making process and the management process to work toward reaching those goals.	Written goals, personal journal	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD, HOTS
1.4	Chapter 24	Plan for food (class) labs, using good management principles and practices.	Projects, lab observation/performance, self-evaluation	LS, CS, MCGF, GUID, HOTS, CE, MEDIA, TECH, HGD
2.1	Chapter 24	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, and teamwork and career success.	Demonstration	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.

3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.

4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmark:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 4. Evaluate factors that affect food safety, from production to consumption.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapter 24	Determine the impact of technological advances on selection, preparation and home storage of food. Assess the effects of food science and technology meeting nutritional needs.	Microwave labs, appliance reports, CAD kitchen software, reports, scored discussion, debate	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
3.1	Chapter 24	Utilize basic kitchen skills in food preparation and storage. Use equipment and supplies with proper procedures.	Lab performance, observation	HOTS, TECH, CS, HGD, LS, CE
3.4	Chapter 24	Apply the principles of sanitation, recycling and safety when working with food and equipment.	Test, observation	CS, CE, HOTS, HGD, TECH, LS, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Consumer Foods Unit 6: American Regional Foods & Foods of the World

Length of Unit: 15 days

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:
3. Determine how changes in national, international and local food production and distribution systems impact the food supply.
 4. Investigate the impact of global and diversity issues on food choices and practices.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 27-32	Use problem-solving skills to solve problems related to foods and nutrition that affect individual and family well-being.	Problem-solving exercises	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.2	Chapters 27-32	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCCLA	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.3	Chapters 27-32	Set short- and long-term goals related to foods, nutrition and wellness and use the decision making process and the management process to work toward reaching those goals.	Written goals, personal journal	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD, HOTS
1.4	Chapters 27-32	Plan for food (class) labs, using good management principles and practices.	Projects, lab observation/performance, self-evaluation	LS, CS, MCGF, GUID, HOTS, CE, MEDIA, TECH, HGD
2.1	Chapters 27-32	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, and teamwork and career success.	Demonstration	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Consumer Foods Unit 6: American Regional Foods & Foods of the World (cont.)**Length of Unit:** 15 days**Instructor:** Michelle Wenke**Standard:** 1. Students will demonstrate problem-solving skills.

Benchmarks:

1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

Benchmarks:

1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

Benchmarks:

1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

Benchmark:

3. Determine how changes in national, international and local food production and distribution systems impact the food supply.
4. Investigate the impact of global and diversity issues on food choices and practices.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
3.1	Chapters 27-32	Compare the impact of psychological, cultural and social influences on food choices and other practices. Identify various cultural and regional cuisines. Utilize basic kitchen skills in food preparation and storage. Use equipment and supplies with proper procedures.	Food labs, test, lab performance, observation	HOTS, TECH, CS, HGD, LS, CE
3.2	Chapters 28-32	Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods.	Performance	LS, CS, MCGF, HOTS, CE, MEDIA, TECH
3.4	Chapters 27-32	Apply the principles of sanitation, recycling and safety when working with food and equipment.	Test, observation	CS, CE, HOTS, HGD, TECH, LS, TECH
4.3	Chapters 27-32	Determine how changes in national and international food production and distribution systems impact the food supply.	Reports, test, presentation, party/meal project	GS, MCGF, HGD, CS, LS, CE, MEDIA, HOTS, TECH, GUID
4.4	Chapters 27-32	Analyze the relationship between climate, geography, culture and the diversity in foods. Identify various cultural and regional cuisines. Prepare various cultural and regional cuisines and serve in an authentic atmosphere.	Essay, test, end of semester project	LS, CS, MCGF, GUID, HOTS, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Consumer Foods Unit 7: Meal Management**Length of Unit:** 12 days**Instructor:** Michelle Wenke**Standard:** 1. Students will demonstrate problem-solving skills.

Benchmarks:

1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

Benchmarks:

1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

Benchmark:

1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span
4. Evaluate factors that affect food safety, from production to consumption.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 8, 11, 25	Use problem-solving skills to solve problems related to foods and nutrition that affect individual and family well-being.	Problem-solving exercises	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.2	Chapters 8, 11, 25	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCCLA	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.3	Chapters 8, 11, 25	Set short- and long-term goals related to foods, nutrition and wellness and use the decision making process and the management process to work toward reaching those goals.	Written goals, personal journal	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD, HOTS
1.4	Chapters 8, 11, 25	Plan for food (class) labs, using good management principles and practices. Plan, prepare, serve and evaluate regional or international theme party food for end of semester project.	Projects, lab observation/performance, self-evaluation	LS, CS, MCGF, GUID, HOTS, CE, MEDIA, TECH, HGD
2.1	Chapters 8, 11, 25	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, and teamwork and career success.	Demonstration	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Consumer Foods Unit 7: Meal Management (cont.)**Instructor:** Michelle Wenke**Standard:** 1. Students will demonstrate problem-solving skills.

Benchmarks:

1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

Benchmarks:

1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

Benchmark:

1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span
4. Evaluate factors that affect food safety, from production to consumption.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.2	Chapters 8, 11, 25	Determine how technical advances impact the nutrient content, availability and safety of foods. Determine the impact of technological advances on selection, preparation and home storage of food. Use equipment and supplies with proper procedures.	Test, microwave labs, appliance reports, CAD kitchen software	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
3.1	Chapters 8, 11, 25		Observation	HOTS, TECH, CS, HGD, LS, CE
3.2	Chapters 8, 11, 25	Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods.	Performance	LS, CS, MCGF, HOTS, CE, MEDIA, TECH
3.4	Chapters 8, 11, 25	Determine conditions and practices that promote safe food handling. Apply the principles of sanitation, recycling and safety when working with food and equipment.	Lists, test, observation	CS, CE, HOTS, HGD, TECH, LS, TECH

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Instructor: Michelle Wenke

Standard: 1. Students will demonstrate problem-solving skills.

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 3. Explore entrepreneurial endeavors in areas related to food production and services, nutrition and wellness.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
1. Explore careers in the food service industry, the food handling industry and food related careers in education and business.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1.1	Chapters 7, 8, 9	Use problem-solving skills to solve problems related to foods and nutrition that affect individual and family well-being. Evaluate advertising, warranties, written contracts and quality of goods and equipment.	Problem-solving exercises, appliance reports, students evaluate items orally	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.2	Chapters 7, 8, 9	Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. Demonstrate techniques that develop team and community. Demonstrate skills that help to build and maintain good interpersonal relations. Become personally involved in a student vocational organization, FCCLA, to develop leadership and teamwork skills.	Observation, participation in FCCLA	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
1.3	Chapters 7, 8, 9	Set short- and long-term goals related to foods, nutrition and wellness and use the decision making process and the management process to work toward reaching those goals.	Written goals, personal journal	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD, HOTS
1.4	Chapters 7, 8, 9	Plan for food (class) labs, using good management principles and practices.	Lab observation/performance, self-evaluation	LS, CS, MCGF, GUID, HOTS, CE, MEDIA, TECH, HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Consumer Foods Unit 8: Career Opportunities (cont.)**Length of Unit: 5 days****Instructor: Michelle Wenke****Standard: 1. Students will demonstrate problem-solving skills.**

- Benchmarks:**
1. Evaluate nutritional needs of individuals and families in relation to health and wellness across the life span.
 2. Demonstrate teamwork and leadership skills in the classroom, in the family, in organizations, at the workplace and in the community.
 3. Apply the principles of management in the classroom, in the home, in organizations and at the workplace.
 4. Demonstrate nutrition and wellness management principles and practices that enhance individual and family well-being.

Standard: 2. Students will demonstrate effective communication skills.

- Benchmarks:**
1. Demonstrate communication skills that contribute to positive interpersonal relationships, teamwork and career success.
 2. Demonstrate computer and technological skills in nutrition, wellness and food preparation.

Standard: 3. Students will demonstrate knowledge and skills of subject area.

- Benchmarks:**
1. Demonstrate nutrition and wellness practices that enhance individual and family well-being.
 2. Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
 3. Explore entrepreneurial endeavors in areas related to food production and services, nutrition and wellness.
 4. Evaluate factors that affect food safety, from production to consumption.

Standard: 4. Students will demonstrate knowledge of careers in foods.

- Benchmark:**
1. Explore careers in the food service industry, the food handling industry and food related careers in education and business.

Standards/ Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
2.1	Chapters 7, 8, 9	Demonstrate verbal and non-verbal behaviors that contribute to effective communication, positive interpersonal relationships, and teamwork and career success.	Demonstration	HOTS, LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD
2.2	Chapters 8, 9	Determine the impact of technological advances on selection, preparation and home storage of food.	Microwave labs, kitchen appliance report, CAD kitchen software	LS, CS, MCGF, GUID, HOTS, CE, MEDIA, TECH, HGD
3.1	Chapters 7, 8, 9	Use equipment and supplies with proper procedures.	Observation	TECH, CE, CS, LS
3.2	Chapters 7, 8	Demonstrate ability to select, store, prepare and serve nutritious and aesthetically pleasing foods.	Performance	LS, CS, MCGF, HOTS, CE, MEDIA, TECH
3.3	Chapter 7	Identify and analyze entrepreneurship possibilities in foods, nutrition and wellness. Identify skills of a business owner/entrepreneur.	List, scored discussion, test	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HGD, HOTS
3.4	Chapters 7, 8, 9	Appraise safety and sanitation practices throughout the food chain. Apply the principles of sanitation, recycling and safety when working with food and equipment.	Test, scored discussion, observations	LS, CS, MCGF, GUID, CE, MEDIA, TECH, HOTS
4.1	Chapter 7	Examine food related occupations. Analyze career paths with the food production and food services industries.	Presentation, rubric	LS, CS, HOTS, MCGF, GUID, CE, MEDIA, TECH, HGD

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