

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**FAMILY AND CONSUMER SCIENCE-
SKILLS FOR SUCCESS**

GRADES 9 and 10

Date of Board Approval: June 19, 2014

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	<u>FCS Skills for Success</u>	SUBJECT:	<u>FCS</u>	GRADE LEVEL:	<u>9-10</u>
COURSE LENGTH:	<u>1 year</u>	DURATION:	<u>50 Minutes</u>	FREQUENCY:	<u>4/wk</u>
PREREQUISITES:	<u>None</u>	CREDIT:	<u>1 credit</u>	LEVEL:	<u>N/A</u>

Course Description/Objectives:

This FCS survey course is designed for students who desire to make the most themselves and improve their ability to achieve success in life. Hands-on project and lab opportunities are emphasized in the areas of child development and family relations, foods and nutrition, clothing and textiles, housing and interior design, and consumer awareness. These experiences also help students to select additional Family and Consumer Science courses that focus on one of the above areas. Students developing skills in: caring for children, interpersonal relationships, nutrition and meal preparation, constructing and caring for clothing, determining the costs involved in renting and furnishing an apartment, evaluating housing options, and making careful consumer decisions to maximize their standard of living.

Text: *Today's Teen*, Glencoe-McGraw Hill, 2000 by Joan Kelly-Plate, Ed.D. and Eddy Eubanks, Ph.D.

Curriculum Writing Committee: Theresa Dixon and Jennifer Wiegand.

COURSE TIME LINE

Unit 1: Personality Development

- First Impressions, Potential and Resources 30 days
- Motivation and Goal Setting
- Influences on Personality/Managing Relationships
- Communication-Conflict and Decision Making

Unit 2: Career Exploration

- Personality, Interests, Ability and Career Connections 15 days
- Career Options
- Job Application Process
- Job Skills

Unit 3: Consumerism

- Managing Financial Resources 18 days
- Credit
- Comparison Shopping/Advertising
- Identity Theft
- Consumer Rights and Responsibilities

Unit 4: Fashion/Clothing Construction

- Small Sewing Equipment 24 days
- Sewing Machine Parts
- Fabric Preparation and Clothing Construction
- Clothing Care

Unit 5: Housing/Interior Design

- Making Choices About Housing 10 days
- Shopping for a House
- Elements and Principles of Design
- Furniture Placement

Unit 6: Child Development

- Ages and Stages of Development 24 days
- Infant Care
- Importance of Play and Toy Safety
- Reading to Pre-School Children
- Childhood Nutrition
- Observing Children in the Pre-School Setting

Unit 7: Safety and Sanitation

- Kitchen Safety Procedures 3 days
- Food-Borne Illness
- Kitchen Sanitation

Unit 8: Foods and Nutrition

- My Plate 20 days
- Nutrition
- Super Foods
- Food Preparation
- Meal Planning and Grocery Shopping

TOTAL: 144 days

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 30 days

UNIT #1: Personality Development

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.2.9.A • Solve dilemmas using a practical reasoning approach: identify situation, identify reliable information, list choices and examine the consequences of each, develop a plan of action, draw conclusions, reflect on decisions.
- 11.2.9.H • Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.
- 11.2.12.H • Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.

Pennsylvania Academic Standards for Business, Computer and Information Technology-Grades 9-12:

- 15.3.12.I • Apply strategies to overcome barriers to active listening.
- 15.3.12.K • Apply cultural mores to evaluate the intent of verbal and non-verbal behaviors.
- 15.3.12.M • Critique etiquette skills for building and maintaining a professional image.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.5.9-10.A • Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- CC.3.5.9-10.B • Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- CC.3.6.9-10.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 30 days

UNIT #1: Personality Development

GRADE: 9-10

UNDERSTANDINGS

Life experiences, community, friends, family and other influential people shape individuals into who they are and who they plan to become in the future. Effective intrapersonal skills will enhance the individual's life in many respects. Effective interpersonal skills will increase the quality and quantity of healthy relationships formed.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Develop a life story on a collage (past-present-future).

KNOW

- Identify the three main factors that form first impressions.
- List the steps in the decision making process.
- Identify short, medium and long-term goals.
- Identify the qualities of a true friend.
- Identify various types of families.
- Identify social trends currently effecting families.
- List the steps of effective communication.
- Identify listening strategies that enhance communication.
- Identify qualities of a healthy relationship
- Identify warning signs in unhealthy or potentially abusive relationships.
- Identify good sources for advice.
- Identify methods for starting, maintaining, and ending friendships.
- Identify colors in a friendship bracelet that indicate qualities of a friend that are appreciated most.

DO

- Develop a course journal and express personal thoughts and feelings about various topics.
- Compare and contrast self-esteem, self-worth, and self-concept.
- Analyze situations where first impressions are made in order to predict the lasting effects of a good/bad impression.
- Apply the decision making process to real life situations.
- Apply "I" and "you" statements in real life situations.
- Analyze how prejudice, stereotypes and peer pressure influence decision-making.
- Practice strategies to improve listening skills through role-playing.
- Compare aspects of healthy and potentially abusive relationships.
- Research and report on various outlets for assistance when dealing with a problem such as, but not limited to, abusive relationships.
- Make a friendship bracelet for friend to show how much they are appreciated in order to maintain a healthy friendship.
- Write a letter to a friend explaining the colors used in the bracelet and what those colors represent.
- Discuss how to end a friendship that in no longer enhancing life.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 15 days

UNIT #2: Career Exploration

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.2.9.B • Know FCCLA action planning procedure and how to apply it to, family, work, and community decisions.
- 11.2.9.H • Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.
- 11.2.12.C • Analyze teamwork and leadership skills and their application in various family and work situations.

Pennsylvania Academic Standards for Career Education and Work-Grades 9-12:

- 13.1.11.B • Analyze career options based on personal interested, abilities, aptitudes, achievements, and goals.
- 13.1.11.F • Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: associate degree, baccalaureate degree, certificate/licensure, industry training, military training, professional degree, and apprenticeship.
- 13.2.11.A • Apply effective speaking and listening skills used in a job interview.
- 13.2.11.B • Apply research skills in searching for a job: Career Links, O*Net, Networking, Newspapers, Professional Associations, PA Career Guide, and Occupational Outlook Handbook.
- 13.2.11.C • Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, and postsecondary education/training applications.
- 13.3.11.A • Evaluate personal attitudes and work habits that support career retention and advancement.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 15 days

UNIT #2: Career Exploration

GRADE: 9-10

UNDERSTANDINGS

Personality, interests, and abilities should all be considered when choosing a career path. A career should not only pay the bills, but also be a source of pride, passion and personal challenge.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Develop an education plan for reaching potential career goals.

KNOW

- Define (as it relates to career education and work): cover letter, resume, career, occupation, interest, ability, certification, hourly wage, salary, fringe benefits, high priority occupation.
- Identify resources for researching careers.
- Identify careers that are projected to be in demand in the next five to ten years.
- Identify potential career paths that match personality, interests, and abilities.
- Describe appropriate attire when applying for various jobs, interviewing and going to work.

DO

- Complete an interest inventory to help identify possible career paths.
- Research various job types.
- Compose cover letters and resumes.
- Complete various job applications.
- Compare personality traits to various job types.
- Participate in a mock interview for a job.
- Visit CTE programs to learn more about various educational opportunities available.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 18 days

UNIT #3: Consumerism and Resource Management

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.1.9.B • Explain the responsibilities associated with managing personal finances (savings, checking, credit, non-cash systems, investments, and insurance).
- 11.1.9.D • Explain how consumer rights and responsibilities are protected (government agencies, consumer protection agencies, consumer action groups).
- 11.1.9.F • Evaluate different strategies to obtain consumer goods and services.
- 11.1.12.E • Compare and contrast factors affecting the annual gross and taxable income and reporting requirement (W-2 form, Income tax form).
- 11.1.12.D • Evaluate the role of the consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.
- 11.2.9.A • Solve dilemmas using a practical reasoning approach: identify situation, identify reliable information, list choices and examine the consequences of each, develop an action plan, draw conclusions, reflect on decisions.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.6.9-10.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection and research.
- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 18 days

UNIT #3: Consumerism and Resource Management

GRADE: 9-10

UNDERSTANDINGS

Financial goals can be achieved through the careful planning and management of resources. Becoming an informed consumer will increase overall satisfactions with acquiring, maintaining and returning (if needed) goods and services. Product costs are influenced by many factors.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Compose a complaint letter related to a consumer issue.

KNOW

- Define: budget, credit, deposit, endorsement, income, expense, net pay, gross pay, reconcile, consumer rights and responsibilities, refund, exchange, warranty, delayed gratification, immediate gratification, identity theft
- Review the steps of the decision making process.
- Differentiate between needs and wants.
- Explain how to properly write out a check, keep a checkbook register, and reconcile the account.
- Identify reasons for writing a complaint letter.
- List causes for identity theft.
- Identify ways to protect personal information.

DO

- Write checks, keep a checkbook register, endorse checks, and reconcile a checking account.
- Use the decision making process to create a monthly budget based on salaries found when researching careers.
- Interpret pay stubs to determine the difference between gross pay and net pay.
- Compare and contrast various types of advertisements.
- Analyze how informed consumers are able to obtain the best product for the lowest cost.
- Compare and analyze merchandise from various retailers.
- Develop a public service announcement on avoiding identity theft.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 24 days

UNIT #4: Fashion/Clothing Construction

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.1.9.F • Evaluate different strategies to obtain consumer goods and services.
- 11.1.9.A • Analyze current conservation practices and their effect on future renewable and non-renewable resources: refuse, reduce, reuse, and recycle.
- 11.2.9.B • Know the FCCLA action planning procedure and how to apply it to family, work and community decisions.
- 11.2.9.D • Analyze the space requirements for a specified activity to meet a given need (family room, home office, kitchen).
- 11.2.9.E • Evaluate the impact of technology and justify the use or nonuse of it (safety, cost/budget, appearance, efficiency).
- 11.2.9.C • Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- CC.3.6.9-10.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection and research.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 24 days

UNIT #4: Fashion/Clothing Construction

GRADE: 9-10

UNDERSTANDINGS

Different types of fabrics and garments require different care, maintenance, and cleaning in order to keep them looking and feeling their best. Proper sewing and fabric preparation techniques are essential steps in the sewing process. Operating a sewing machine properly will help to avoid problems during the sewing process.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a brochure on how to properly care for an article of clothing.

KNOW

- Identify the names and uses of small sewing equipment.
- Identify the meanings of fabric markings.
- List names and functions of sewing machine parts.
- List steps to basic clothing construction.
- Explain the benefits of mending clothing versus buying new.
- Define essential terms: selvage, edge, straight grain line, notches, fold line, cutting line, pattern, seam allowance, natural fiber, synthetic fiber, dry cleaning.

DO

- Demonstrate proper functions of small sewing tools.
- Analyze and utilize pattern directions in construction of small projects.
- Demonstrate proper use of a sewing machine.
- Fix basic sewing machine malfunctions (jams).
- Construct various projects and simple projects using standard sewing techniques.
- Demonstrate proper stain removal techniques for a variety of fabric types and stains.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 10 days

UNIT #5: Housing/Interior Design

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.2.9.D • Analyze the space requirements for a specified activity to meet a given need (family room, home office, kitchen).
- 11.2.12.D • Based on efficiency, aesthetics and psychology, evaluate space plans (home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.
- 11.2.12.E • Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.

Pennsylvania Academic Standards for Business, Computer and Information Technology-Grades 9-12:

- 15.6.12.B • Analyze financial decisions for major purchasing events occurring at different stages in life, systematically considering alternatives and consequences.
- 15.6.12.A • Evaluate the impact of internal and external influences on financial decisions.
- 15.6.12.G • Identify strategies for personal financial management.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.6.9-10.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection and research.
- CC.3.6.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 10 days

UNIT #5: Housing/Interior Design

GRADE: 9-10

UNDERSTANDINGS

Housing choices relate directly to income level and lifestyle. Leases protect the landowner and tenant. Carefully planned living space can be more efficiently utilized and more enjoyable than unplanned space.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Use the student made color wheel as a tool to create a color scheme in the student designed “theoretical” space.

KNOW

- Identify various types of housing.
- Identify primary, secondary, and tertiary colors on a color wheel.
- Identify various color schemes.
- Identify commonly used abbreviations in home advertisements.
- Define: lifestyle, rent, mortgage, utilities, lease, landlord, tenant

DO

- Compare and contrast various types of housing.
- Shop for an apartment using local advertisements and realtor websites.
- Read, analyze and sign a sample apartment lease.
- Develop floor plans using standard clearances and furniture dimensions.
- Mix primary colors to create secondary and tertiary colors to place on a standard color wheel.
- Theoretically furnish and decorate a variety of living spaces within a given set of parameters.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 24 days

UNIT #6: Child Development

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.4.9.A • Analyze physical, intellectual, and social/emotional development in relation to theories of child development.
- 11.4.9.C • Evaluate various environments to determine if they provide the characteristics of a proper learning environment.
- 11.4.9.D • Analyze the roles, responsibilities, and opportunity for family involvement in schools.
- 11.4.9.E • Explain how storytelling, story reading and writing enhance literacy development in children.
- 11.4.12.A • Analyze current research on existing theories in child development and its impact on parenting.
- 11.4.12.D • Analyze plans and methods to blend work and family responsibilities to meet the needs of the children.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.5.9-10.A • Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- CC.3.5.9-10.B • Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon or concept; provide an accurate summary of the text.
- CC.3.6.9-10.C • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 24 days

UNIT #6: Child Development

GRADE: 9-10

UNDERSTANDINGS

Parents and caregivers play a crucial role in the achievement of developmental milestones and overall physical, intellectual, psychological, social, and emotional development of children.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Prepare and teach a theme-based lesson for preschool aged children.

KNOW

- Identify family roles and responsibilities.
- Identify developmentally appropriate practices for various ages and stages of development.
- List various types of play and characteristics of each.
- List various parenting styles and characteristics of each.
- Identify positive and effective discipline measures.
- Identify health snacks of children of various ages.
- List before, during and after reading strategies for caregivers to use when reading to preschool children.
- Identify various signs of reading readiness in children.

DO

- Compare and contrast the stages and area of development.
- Research and report on various topics related to infant care.
- Demonstrate the various parenting styles via role-playing.
- Observe and identify various types of play.
- Critique child development articles.
- Discuss current brain research after viewing videos related to child development.
- Conduct objective and subjective observations of preschool children.
- Evaluate children's books and toys.
- Prepare healthy snacks for children and evaluate nutritional value.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 3 days

UNIT #7: Food Safety and Sanitation

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

11.3.12.B • Evaluate the role of government agencies in safeguarding our food supply (USDA, FDA, EPA, CDC).

11.3.9.B • Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

CC.3.5.9-10.C • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

CC.3.5.9-10.A • Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CC.3.6.9-10.H • Draw evidence from informational texts to support analysis, reflection, and research.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 3 days

UNIT #7: Food Safety and Sanitation

GRADE: 9-10

UNDERSTANDINGS

Following kitchen safety, sanitation, and organization procedures help prevent accidents and illnesses related to food and food preparation.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Kitchen safety and sanitation skills demonstration.

KNOW

- Define: bacteria, cross-contamination- food-borne illness, sanitize, danger zone
- List the steps to proper hand washing, dish washing and dish drying process.
- Identify specific food borne illnesses and list examples of possible food sources of each.

DO

- Follow all kitchen safety guidelines when working in the lab.
- Perform kitchen sanitation procedures when working in the lab.
- Demonstrate proper hand washing procedure.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 20 days

UNIT #8: Foods and Nutrition

GRADE: 9-10

STANDARDS:

Pennsylvania Academic Standards for Family and Consumer Sciences-Grades 9-12:

- 11.3.9.A • Explain how scientific and technological developments enhance our food supply (food preservation techniques, packaging, nutrient fortification).
- 11.3.9.C • Analyze the impact of food addictions and eating disorders on health.
- 11.3.9.D • Analyze the relationship between diet and disease risk factors (calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).
- 11.3.9.E • Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.
- 11.3.9.F • Hypothesize the effectiveness of the use of meal management principles (time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).
- 11.3.9.G • Analyze the application of physical and chemical changes that occur in food during preparation and preservation.

Pennsylvania Common Core Standards for Science and Technical Subjects-Grades 9-12:

- CC.3.6.9-10.C • Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CC.3.6.9-10.I • Draw evidence from informational texts to support analysis, reflection and research.
- CC.3.5.9-10.D • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

KNOW, UNDERSTAND, DO

COURSE: Family and Consumer Science-Skills for Success

TIME FRAME: 20 days

UNIT #8: Foods and Nutrition

GRADE: 9-10

UNDERSTANDINGS

Long-term health and well-being is directly related to the preparation and consumption of nutrient dense foods on a daily basis. A variety of foods in the diet provides all of the essential nutrients. Delicious and nutritious foods can be prepared by careful adaptations of recipes. Super foods can be easily added or substituted in recipes to improve nutritional density. Whole foods are generally more nutritious than high processed foods.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Keep a food log and analyze choices to identify areas in the diet that can be improved. Plan and prepare a meal as a class.

KNOW

- List the components of well-balanced meal (breakfast, lunch and dinner).
- Identify the six essential nutrients.
- Identify equipment, procedures and ingredients.
- Identify methods for reducing fat, sodium and sugar in recipes.
- Identify “super foods” and explain why these foods contribute to long-term health and well-being.
- Identify “whole foods.”
- Identify good sources for nutrition information, planning and advice.

DO

- Explore myplate.gov to design a well-balanced breakfast, lunch and dinner.
- Create a nutrient cube to illustrate that each nutrient is essential in your diet.
- Evaluate food labels in relation to essential nutrients.
- Working in small teams, prepare foods following steps in recipe and teacher instruction.
- Modify recipes and prepare foods to reduce fat, calories and sodium and boost fiber and protein.
- Prepare sample foods comprised of “super food” ingredients.
- Compare tastes of a variety of whole foods and incorporate those foods into recipes.

ASSESSMENT

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Objective tests/quizzes
- 2) Essay tests
- 3) Take-home / in-class essays
- 4) Oral presentations:
 - Reports
 - Discussions
- 5) Lab Activities in Kitchen Groups
- 6) Various writing assignments:
 - Recipe Writing
 - Letters
- 7) Posters/Pictures
- 8) Charts/Graphs/
- 9) Homework
- 10) Class discussion
- 11) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- Accurate information
- Logical development
- Proper format
- Clear presentation
- Focused argument/theme
- Neatness/Organization

Teacher and student-made rubrics will be developed at the discretion of the individual instructor.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)