

Board Approved November 2012

**INTRODUCTION TO
FAMILY AND CONSUMER SCIENCE
Grade 6 and Grade 7**

**Township of Ocean
Intermediate School**

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Course Description

In this course students will be provided with a basic understanding of measuring, safety and sanitation, food preparation and nutrition through a variety of methods. A continuing concept throughout the unit will be for the student to accept the responsibility of making better food choices today, for a healthier tomorrow. They will experience basic sewing skills through the construction of a novelty pillow of their choice. They will learn basic techniques in financial responsibility.

Recommended textbooks:

Discovering Food & Nutrition, sixth edition, 2001, Glencoe McGraw-Hill, New York, NY.

Young Living, sixth edition, Glencoe Macmillan/McGraw-Hill, NY, NY 1994.

Today's Teen, fifth edition, Glencoe McGraw-Hill, NY, NY 1997.

Personal Finance A Lifetime Responsibility, EMC Publishing, St. Paul, MN.

Statement of Purpose

Nutrition and Food Science

This course provides students with a basic understanding and application of measuring, food preparation, and human nutrition. Students do get an opportunity to become actively involved in this course by working cooperatively with teams in the foods laboratory, also know as the kitchen.

Textiles and Sewing

This course introduces students to basic sewing skills. They will learn the terminology used to read a pattern, layout, cut and construct a pillow. The students will enjoy the opportunity to learn a basic embroidery stitch and how to safely operate a sewing machine.

Included in this unit is a financial literacy unit, where students will learn the merits of saving and spending responsibly.

Objectives

1. Students will understand how to use the suggestions and guides offered in MyPyramid, a FDA program to encourage responsible eating and promote a physically active life style. They will practice the art of food preparation, and through a home project, demonstrate subject knowledge.
2. Students will understand and practice the traditional art of making a hand made craft, while practicing social skills. An objective in this unit is to value leisure time.
3. Students will understand how to manage their money today with plans for tomorrow as a goal.

Course Goals

The goals of this course are to help students develop an understanding and appreciation of:

1. The nutritional and physical goals suggested in MyPyramid to their healthy life style.
2. The use of the correct method(s) and technique(s) to choose when preparing food for human consumption.
3. Home safety and sanitation techniques.
4. The sources and need for clothing, as well as the ability to construct a craft by hand and sewing machine.
5. Financial literacy. How to prepare for larger wants/needs in the future.

Evaluation

In order to determine if students have achieved the outcomes identified in this course of study, both formative and summative evaluation techniques are used.

Formative Evaluation

The continuing performance of students is monitored by the following methods:

1. quizzes
2. unit tests
3. laboratory performance
4. class work assignments
5. projects

To determine if students have attained the learning outcomes intended by this course, the following methods are available:

1. post tests
2. final examinations

Proficiency Level

1. Seventy percent (70%) of all students taking FCS courses will obtain a passing final grade for their course evaluation based upon class participation, projects, and test results.
2. Seventy percent (70%) of all students enrolled in specific FCS programs that require a project will receive a passing grade on the project based upon the criteria established by the instructor.
3. Seventy percent (70%) of all students taking FCS will receive a passing participation grade for their course based upon activity in class, attendance, and clean up as measured by teacher observation and attendance data.
4. One hundred percent (100%) of the students enrolled in FCS programs will take the appropriate safety tests for the specific subject area of instruction and will achieve a grade of 100% initially or under the instructor's direction to correct the test to the 100% level.

Topic One

Food Choices

Enduring Understandings

Good nutrition is an important part of wellness.

Food is a cultural experience.

Hunger is not the only reason for eating.

Essential Questions

Why do we eat?

Examine some of the factors that influence what we eat?

Why is eating a social experience?

Why is it important to eat a balanced diet consisting of the six nutrients?

What are the six nutrients?

Why do we need to eat a variety of foods?

What do the bright bands of color on MyPyramid represent?

How do we know how much food we really need?

Key Concepts and Skills

List and define the six nutrients: carbohydrates, fats, proteins, vitamins, minerals and water.

Understand how to use www.MyPyramid.gov as a guide.

Understand how and why we should plan a healthy diet.

Understand how to make healthy food choices.

Choose regular exercise and healthy food choices as a *life* style.

Learning Activities

Unit Two - Nutrition - Developing Skills Discovering Food & Nutrition

Worksheets/Study Guides

- ❖ Why do people overeat?
- ❖ You are what you eat
- ❖ Nutrient Knowledge
- ❖ Puzzling Over Nutrients
- ❖ Dietary Guidelines (chapter 7, Discovering Food & Nutrition)
- ❖ Pass it on! (MyPyramid.gov Steps to a Healthier You). Video worksheet

- ❖ Wordcheck: Nutrients for Your Body
- ❖ Daily Diet Plan journal and MyPyramid Plan Worksheet

DVD: Pass it on! MyPyramid.gov - Steps to a Healthier You.

The Carb Controversy: What are the Facts?

Portion Size Me - A study of Healthy Fast-Food Choices

Home Project Assignment - letter to parents and student instructions for home project attached.

Assessments

Worksheets

Quizzes

MyPyramid Plan

Home Project

Resources

Textbook: Discovering Food and Nutrition, sixth edition

DVDs as listed

www.MyPyramid.Gov

NJ Core Curriculum Content Standards

- | | |
|-------------|--|
| (2.1.6 A.1) | Discuss the physical, social, emotional and intellectual dimensions of wellness. |
| (2.1.6.A.4) | Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness. |
| (2.1.6 C.1) | Discuss the factors that influence food choices |
| (2.1.6.C.2) | Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan. |
| (2.1.6.C.3) | Analyze nutrition information on food packages and labels. |
| (2.1.6.C.4) | Discuss the short-and long-term benefits and risks associated with nutritional choices |

Topic Two

Kitchen Management

Reading Recipes and Kitchen Equipment

Enduring Understandings

Knowing the cooking and preparation terms and how to apply the knowledge will result in successful meals.

Understand how to read a recipe.

Measure accurately using the appropriate tools.

Know the abbreviations.

Essential Questions

What information should be provided in a well-written recipe?

How many people will the recipe feed? Can the recipe be modified to feed more or less? How can it be modified?

Why follow a recipe?

Does order matter?

Key Concepts and Skills

Recipe basics - ingredients, amounts, directions, pan or container, temperature, time and yield.

Common abbreviations - teaspoon, tablespoon, fluid ounce, cup, pint, quart, and gallon.

Measuring techniques - liquid and dry measure

Common cooking and preparation terms - bake, beat, broil, stir, mix, blend, cut in, fold in, cream, toss, whip, preheat, brown, boil, simmer, steam, roast, baste, chill, grease, drain, and garnish.

Learning Activities

1. Equipment hunt game
2. Each student will write the recipe for preparing a grilled cheese sandwich. Prepare a few exactly as the students' recipe is written.
3. Demonstrate measuring liquid and dry ingredients

4. Study Guides:
 - ❖ The Recipe: A Road Map to Success
 - ❖ What's Cooking?
 - ❖ The Cook's Language
 - ❖ All-Purpose Kitchen Utensils
 - ❖ Cooking Equipment
 - ❖ What Do You Bake It In?
 - ❖ Cooking on Top of the Stove
 - ❖ Cooking Utensils
 - ❖ How to Measure
 - ❖ Recipe Abbreviations and Equivalent
 - ❖ Reading & Understanding Directions (Yellow Cake Mix)
5. Lab Activities: Soft pretzels
 Brownies
 Hot Cocoa
6. Home Project Activity - detailed explanation on letter to parents and student instruction guide. This activity includes preparing a nutritious food at home with an adult, preparing a booklet to present the food, and making an oral presentation in class.

Assessments

Worksheets
Quiz
Laboratory Participation

Resources

Textbook: Discovering Food and Nutrition, sixth edition.

- Chapter 13 Using Kitchen Appliances
- Chapter 14 Know Your Equipment
- Chapter 15 Reading Recipes
- Chapter 16 Recipe Math
- Chapter 17 Basic Measuring Methods
- Chapter 18 Basic Cooking Methods

Study guides as indicated.

NJ Core Curriculum Content Standards

- (3.1.6.E.1) Activate prior knowledge and anticipate what will be read or heard.
- (3.1.6.G.3) Use cause and effect and sequence of events to gain meaning.
- (4.4.6.A.1) Read, interpret, select, construct, analyze, generate questions about, and draw inferences from displays of data.
- (4.2.6.D.1) Select and use appropriate units to measure angles, area, surface area, and volume.

Topic Three

Safety in the Kitchen

Enduring Understandings

Students can distinguish safety hazards in the kitchen.
Students know how to prevent kitchen accidents.
Harmful bacteria in food causes food borne illness.
A clean, organized kitchen is a safe kitchen.
Anticipate and know what to do when things go wrong.

Essential Questions

How do you extinguish a grease fire? When do you call for help?
What is the safest way to clean up and dispose of broken glass?
Is there an order to washing dishes, or cleaning the kitchen? Why?
What's the big fuss over food preparation techniques?

Key Concepts and Skills

Food safety terminology - food borne illness, bacteria, cross-contamination, danger zone, perishable.
Kitchen safety terminology - flammable, poison control center

Learning Activities

1. Study guides:
 - Foods Lab Safety and Cleanup Guidelines
 - Introduction to Safety & Sanitation
 - Washing Dishes by Hand
 - Working in the Kitchen (Chapter 14, Young Living)
 - Laboratory Duties
 - Safety Test Review
2. DVD's/Movies:
 - Safety in the Kitchen
 - Danger Zone
4. Demonstrate:
 - How to wash hands.
 - How to wash dishes.
 - Safe kitchen practices.

5. Activities:
 - a) Preventing Cuts Activity - students will locate potential sources of cuts and injuries and identify safety precautions to prevent injury.
 - b) Smothering Grease Fires Activity - Students locate salt and baking soda in foods labs and discuss where these should be stored.
 - c) Presenting Skits - Students demonstrate the safety measures.Shopping Activity - Students map out their favorite grocery store with a shopping list and plan out the safest way to shop.
6. Safety in the Kitchen, a video, with FCS Video Guide.

Assessments

Safety quiz
Presentations

Resources

Study Guides as listed

Textbook: Discovering Food and Nutrition, sixth edition.

Chapter 20 Safety in the Kitchen

Chapter 21 Keeping Food Safe to Eat

Chapter 22 Getting Organized

Safety in the Kitchen, Meridian Education Corp., a movie.

NJ Core Curriculum Content Standards

- (2.1.6.E.1) Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.
- (2.1.6.E.2) Analyze the short-and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.

Topic Four

Meal Management and Etiquette

Enduring Understandings

Students can demonstrate an understanding of how to plan a balanced, nourishing meal and do it within a planned amount of time.

Discover what should be considered when planning a meal.

Recognize that a timetable is an important part of menu planning.

Appreciate the joy of eating with your five senses.

Essential Questions

How is a menu planned?

How should a meal be served?

Why are table manners or etiquette important?

What are my responsibilities when I eat at home or away from home?

Are finger foods meant to be eaten without utensils?

What four factors should be kept in mind when planning a meal?

Key Concepts and Skills

List and define meal appeal: flavor, color, shape, texture and temperature.

Identify the segments of menu planning: meal patterns, nutrition, individual needs and personal resources.

Timing to serve all foods on the menu includes identifying the tasks to be completed, creating a combined work plan to get the tasks done, and making a time schedule based on the combined work plan.

Recognize that etiquette and manners vary with cultures and societal norms and must be observed to make meals enjoyable.

Learning Activities

Discovering Food & Nutrition

Chapter 24 Meal Management

Chapter 25 Serving a Meal

Study Guides:

Chapter 24: Meal Management: Study Guide and Cooking Consultant

Chapter 25: Serving a Meal - Study Guide, Using Tableware and Place Settings

Nutrition & Wellness SW - Simple Family Meal & Formal Meal

DVD/Movie

"Paper Plates to Silver Spoons"

"Meal Presentation & Etiquette Video Basics:

Etiquette: How Not To Impress Royalty

Entertaining/Meal Styles: When to Serve What

Presentation of the Meal: Are You Being Stared At?"

Assessments

Quiz: Table Setting, Manners and Etiquette

Worksheets

Application in Foods Laboratory

Resources

Textbook: Discovering Food and Nutrition, sixth edition

Study Guides

DVD/Movies

NJ Core Curriculum Content Standards

(2.1.6.C.1) Discuss factors that influence food choices

(2.1.6.C.2) Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.

Topic Five

Grain Products

Enduring Understandings

Grains, especially whole grains, should make up the largest part of our diet. Know how to buy, store and prepare grains to maximize their nutritional value. Each of the three parts of a grain contributes important nutrients to our diet. Grains. Too numerous to count; too wonderful to miss.

Essential Questions

What kind of protein is found in grain products?
Fiber is an important reason to eat whole grains, but why?
How are whole grain products different from enriched products?
What are the three parts of a grain kernel?
Why look at package labels or nutrition labels when shopping?
What's the difference between cooking pasta and rice?
What's the difference between brown rice and enriched rice?
Isn't all bread the same?

Key Concepts and Skills

Recognize the difference between whole grain and enriched products.
Identify how using nutrition labels when shopping for grain products is an important tool.
Research how to cook rice and pasta to maximize nutritional values.
Calculate how to prepare the correct amount of grain products for the number of persons being served.

Learning Activities

Study Guides:

- ❖ Bread, Cereal, Rice & Pasta Worksheets I & II
- ❖ Let's Prepare Breads & Cereals
- ❖ Discovering Foods - Grain Products
- ❖ Pasta Glossary
- ❖ Bread, Cereal, Rice & Pasta Group

Laboratory Activities:

Applesauce Oatmeal Cookies
Banana Bread
Irish Soda Bread

Pasta with sauce

Grains Taste Test - Steel Cut, Old Fashioned and Quick Oatmeal comparisons

Grains Taste Test - Whole Grain, Mixed Grain, and Semolina Grain comparisons

Draw a Venn Diagram to compare/contrast cooking pasta and rice.

DVD's/Movies

Pasta - The Inside Story

Breakfast Eats 2 - Oat Cuisine. Alton Brown - Good Eats

Assessments

Grain Products quiz

Chapter Test - Chapter 29 Grain Products

Laboratory Evaluation

Resources

Study guides

DVD's/Movies

Text: Discovering Food & Nutrition, sixth edition: Chapter 29 Grain Products

NJ Core Curriculum Content Standards

- (2.1.6.C.2) Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.
- (2.1.6.C.4) Discuss the short-and long-term benefits and risks associated with nutritional choices

Topic Six

Fruits & Vegetables

Enduring Understandings

Fruits and vegetables are the edible parts of a plant.
Fruits and vegetables add color, flavor, nutrients and fun to our daily diet.
Fruits and vegetables are seasonal foods.
Buying locally grown food we eat well and treat our environment better.

Essential Questions

Is it better to buy fresh, frozen or canned vegetables & fruit?
Is there a difference in quality or nutrition in fresh, frozen or canned fruits & vegetables?
How do I know when a fruit or vegetable is ripe or rotten?
What is the best way to prepare fruits and vegetables?
How do I select, store and prepare fresh fruits and vegetables to maximize nutritional value?

Key Concepts and Skills

Describe the qualities desired of fresh fruits and vegetables.
Explain the concept of local, seasonal fruits and vegetables.
Identify the edible parts of a plant:
 flower, fruit, stem, seed, tuber, root, bulb and leaf.
Experience a variety of common and uncommon fruits and vegetables and how to prepare them.
Compare fruits and vegetables to understand which ones offer a variety of nutrients.

Learning Activities

Study Guides:

- ❖ Parts of a Plant: Vegetable Group and Fruit Group
- ❖ Tasty Plant Parts/Vegetable Stand
- ❖ Fruit Worksheet I & II
- ❖ Vegetable Worksheet I & II
- ❖ DFN Vegetable Study Guide: Chapter 31
- ❖ DFN Steps to a Perfect Vegetable Tray/Vegetables and Nutrients

Laboratory Activities:

- ❖ Fresh Vegetables with dip
- ❖ Tomato Sauce
- ❖ Baked Apples
- ❖ Applesauce
- ❖ Carrot Pineapple Cake
- ❖ Broccoli Squares

DVD's/Movies

- ❖ Veggie Eats & Veggie Eats 2 - Alton Brown: Good Eats
- ❖ Eating Right: Fruits
- ❖ Eating Right: Vegetables

Assessments

DFN Chapter 30 Fruits Chapter Test

DFN Chapter 31 Vegetables Chapter Test

Fruits & Vegetables Quiz

Lesson 15-1 Preparing Fruits & Vegetables/Handling Fruits & Vegetables

Resources

Text: Discovering Food & Nutrition, sixth edition:

Chapter 30 Fruits

Chapter 31 Vegetables

DVD's/Movies

Study guides as listed

NJ Core Curriculum Content Standards

- (2.1.6.C.2) Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.
- (2.1.6.C.4) Discuss the short-and long-term benefits and risks associated with nutritional choices

Topic Seven

Milk & Dairy Products

Enduring Understandings

Milk and dairy products are nutrient dense foods.

Milk can be purchased in a variety of ways.

Cooking with milk takes patience.

Essential Questions

Why are there so many kinds of milk?

What will happen if you drink milk past the date stamped on the carton?

Why are some forms of milk not refrigerated?

What happens to milk if you cook it on a high temperature?

What are the lumps in my milk?

Why do some types of cheese smell funny?

What happens if someone can't drink milk because of allergy/dietary issues?

What are the main nutrients found in milk and dairy products?

Key Concepts and Skills

Identify and apply key concepts of milk:

fortified, homogenized, pasteurized, reconstituted, sterilized, whole milk, fat-free milk, low fat milk, evaporated milk, sweetened condensed milk, non-fat dry milk, UHT milk.

Identify and apply the Concepts of Cooking with Milk:

skin, curdled, scorched, white sauce

Identify and apply key concepts of yogurt and cheese:

curds and whey, yogurt, bacteria

unripened cheese, ripened cheese, process and cold-pack cheese

Expand upon Nutrition Notes: Protein, calcium, Vitamin D, A & B.

Learning Activities

Study Guides:

- ❖ Milk Choices (p. 117), Cooking with Milk (p.118)
- ❖ Yogurt & Cheese (p.119-120), Cheese Clues (p.121),
- ❖ Choosing Cheese and Yogurt (p. 122)

- ❖ Super Sundae
- ❖ DFN p. 204-213 Worksheet
- ❖ Preparing Milk & Milk Products
- ❖ Milk Madness puzzle
- ❖ Milk, Yogurt, and Cheese Worksheet I & II
- ❖ Terms to Know: Milk, Cheese and Yogurt Group

DVD: Breakfast Eats 2 -

- ❖ Yogurt - Alton Brown: Good Eats
- ❖ Say Cheese - For Whom the Cheese Melts - Alton Brown: Good Eats

Milk study guide review

Laboratory Activities:

- Baked Mac'n'Cheese
- Tapioca Pudding
- Hot Chocolate
- Milk Taste Test
- Cooked Pudding

Assessments

Quiz

Laboratory Work

Worksheet/study guide completion

Resources

Text: Discovering Food & Nutrition, sixth edition:

- ❖ Chapter 27 Milk
- ❖ Chapter 28 Yogurt and Cheese

DVD

Study Guides as listed

NJ Core Curriculum Content Standards

- (2.1.6 C.1) Discuss the factors that influence food choices
- (2.1.6.C.2) Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.
- (2.1.6.C.3) Analyze nutrition information on food packages and labels.

Topic Eight

Meat

Enduring Understandings

The term "Meat" refers to beef, veal, pork and lamb.
Meat is a common way of describing the meal.
Meat is prepared based on which area of the animal it is cut from.

Essential Questions

How is a cut of meat selected? What is a 'cut' of meat?
How is it stored and prepared? How is it thawed?
What is the appropriate portion per person?
What are the different cooking methods?
How is meat tested for doneness?

Key Concepts and Skills

Understand the role of meat as a source of complete protein, providing iron and B vitamins.
Discuss why meat should be eaten in moderation.
Recognize that meat consists of beef, from mature cattle; veal, from young cattle; lamb and pork.
Research storage and preparation procedures, how to prepare the various cuts and calculate the time required to cook a cut of meat
Identify the various ways to cook meat:
 Moist heat methods include stewing and braising.
 Dry heat methods include roasting, broiling, and pan-frying.
Calculate the serving size and cost per serving.

Learning Activities

Text: Discovering Food & Nutrition, sixth edition
❖ Chapter 35

Study Guide:

- ❖ Meat (p. 147)
- ❖ How Much Does a Serving Cost (p. 149)
- ❖ Protein Food Power Puzzle
- ❖ Protein: The Body Builder
- ❖ Meat, Poultry, Fish & Eggs Worksheet I & II
- ❖ Preparing Meat, Poultry, Fish, Beans and Eggs (Lesson 15-4) with terms

DVD:

- ❖ More Juicy Meats - Family Roast - Alton Brown, Good Eats

Assessments

Study guide completion

Quiz

Resources

Text: Discovering Food & Nutrition, sixth edition,

- ❖ Chapter 35

Text with study guides

DVD

NJ Core Curriculum Content Standards

- (2.1.6 C.1) Discuss the factors that influence food choices
- (2.1.6.C.2) Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.

Topic Nine

Eggs

Enduring Understandings

Eggs are an inexpensive source of complete protein.
Eggs can be eaten alone, or included in a recipe.
The size of the egg has no effect on the quality of the egg.
Eggs are inspected for safety, and graded for quality

Essential Questions

How many ways can an egg be prepared?
What substance is naturally in eggs that many people must limit?
How are eggs bought, stored and used to maximize nutritional value?
Why is it best to crack each egg separately before adding it to a recipe?
What does it mean to separate eggs?
What are the three stages of beating the egg whites?

Key Concepts and Skills

Describe the methods to cook eggs -
fried, baked, poached, scrambled, hard cooked, soft cooked.
Describe the ways to use eggs in a recipe -
coat, emulsify, tenderize, bind, flavor, leaven, thicken, and add lightness.
Research the nutritional value of eggs,
Protein, B vitamins, vitamins A and D, phosphorus, iron and
cholesterol
Evaluate Size and Color contributions
Estimate the cost per serving
Explain safety terms and procedures -Salmonella, buying and storing

Learning Activities

Study guides:
DFN Eggs - Buying Eggs (p.153), Using and Cooking Eggs (p.154), Study
Guide (p.151-152).
Text Chapter 36
Eggs: word search

DVD/Movie:

- ❖ The Incredible Classroom Eggsperience
- ❖ Breakfast Eats - The Egg Files I - Alton Brown, Good Eats

Laboratory:

Omelets, Eggs in a Nest, Deviled Eggs and quiche

Assessments

Laboratory
Study Guides
Quiz

Resources

Text: Discovering Food & Nutrition, sixth edition,

- ❖ Chapter 36 Eggs
- Study guides as listed
DVD/Movies as listed

NJ Core Curriculum Content Standards

- (2.1.6 C.1) Discuss the factors that influence food choices
- (2.1.6.C.2) Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.

Topic Ten

Soup

Enduring Understandings

Soups come in many varieties.

Soups can be made creamy using milk, or heartier with vegetables, meat, poultry or fish.

Thickened soup is called chowder.

Soup contributes nutrients to the diet.

Ready to eat soups are considered a convenience food.

Essential Questions

What are the different types of soup?

Which is more nutritious - canned soup or homemade? What's the difference?

Are soups difficult to prepare?

What is the difference between chowder, broth, stock and bouillon?

How can soup be thickened? Or made low fat?

Key Concepts and Skills

Identify the types: chowder, broth, stock and bouillon

Research incorporating convenience foods into soup preparation - dry soup mixes, or broths.

Learning Activities

DFN Study Guide - Soups (p.159), Soup with Sam (p. 161), and Soup Match Ups (p.162).

Laboratory: Egg Drop Soup, Cream of Potato Soup and Cream of Broccoli Soup.

Assessments

Laboratory participation

Soup Quiz

Resources

Text: Discovering Food & Nutrition, sixth edition,
❖ Chapter 38 Soup
Student workbook

NJ Core Curriculum Content Standards

- (2.1.6 C.1) Discuss the factors that influence food choices
- (2.1.6.C.2) Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.

Topic Eleven

Salad

Enduring Understandings

Salads add flavor, variety and nutrients to daily food choices.

Salads can be made in many ways.

Salads can be made from greens, fruits, pasta, or rice.

A molded gelatin salad can be filled with fruits or vegetables.

Salad can be served at any time in the meal - appetizer, accompaniment, main dish, or dessert.

Essential Questions

How many kinds of salads are there?

How does salad boost the nutrition of an eating plan?

What makes salad dressing healthy or not-so-healthy?

How do you buy, store and prepare salad ingredients?

Can ingredients be prepared ahead of time to better manage time?

Key Concepts and Skills

Understand how to buy, store and prepare salad ingredients.

Evaluate the concept of local, seasonal salad ingredients.

Discuss meal appeal: flavor, color, shape, texture and temperature considerations.

Explain why homemade or store bought salad dressings need proper handling.

Research why fresh ingredients need to be washed.

Learning Activities

DFN Text and Student Workbook:

Study Guide (for pages 302-309), A Tossed Salad and Making A Salad.

Foods Laboratory:

- ❖ Pasta Salad
- ❖ Waldorf Salad
- ❖ German Potato Salad
- ❖ Picnic Macaroni Salad

Assessments

DFN Chapter 37 Quiz
Laboratory
Study Guide and worksheets

Resources

Text: Discovering Food & Nutrition, sixth edition,
❖ Chapter 37 Salad
Student workbook

NJ Core Curriculum Content Standards

- (2.1.6 C.1) Discuss the factors that influence food choices
- (2.1.6.C.2) Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.

Topic Twelve

Cookies & Cakes

Enduring Understandings

Cookies and cakes, in moderation, do fit into a healthy eating plan.
Most are high in calories, fat and sugar.
There are six different types of cookies, but only two types of cakes.
Convenience forms allow you to make a product with a homemade feel.

Essential Questions

What are the different types of cookies? Do they differ in level of difficulty to make?
What are the two types of cakes?
How do you store the different types of cookies?
How do you know when the cookies or cake is done?

Key Concepts and Skills

Identify the six types of cookies and an example of each:

- ❖ Bar Cookies - brownies, lemon squares
- ❖ Drop Cookies - chocolate chip cookies
- ❖ Molded Cookies - peanut butter cookies
- ❖ Pressed Cookies - Spritz cookies
- ❖ Rolled Cookies - Sugar cookies
- ❖ Refrigerator cookies - slice and bake Holiday Cookies

Explain what makes the two basic types of cakes differ:

- ❖ Shortened Cakes - contain fat (butter, margarine, shortening or oil)
- ❖ Foam Cakes - use air beaten into egg whites using no fat.

Angel food or sponge cakes are examples.

Experience making a variety of treats using measuring skills, basic utensil skills and following recipe directions.

Learning Activities

Text

Chapter 44 Student Workbook:

- ❖ Cookies, Cakes and Pies Study Guide (p. 187)
- ❖ Sweet Treat Match Ups (p. 191)

DVD:

- ❖ Super Sweets - Three Chips for Sister Marsha - Alton Brown, Good Eats
- ❖ Super Sweets 2 - Art of Darkness II, Cocoa Brownies - Alton Brown, Good Eats

Laboratory: Cookie Exchange
Coconut Macaroon
Oatmeal Chocolate Chip Cookies
Pumpkin Bread

Assessments

Laboratory
Study Guides
Chapter 44 Quiz

Resources

Text: Discovering Food & Nutrition, sixth edition,
Chapter 42 Principles of Baking
Chapter 44 Cookies, Cakes, and Pies
Student workbook
Study Guides as listed
Movies/DVD as listed

NJ Core Curriculum Content Standards

- (2.1.6 C.1) Discuss the factors that influence food choices
- (2.1.6.C.2) Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.

Topic One

The Sewing Lab - Safety

Enduring Understandings

Proper use of tools and equipment is to be demonstrated at all times.
Appropriate behaviors assure the safety of all students.

Essential Questions

Why is safety a central focal point in a sewing class?
What do I do if I poke myself while hand sewing?
What happens if I leave the iron on, or left down on the ironing board?
Can I get hurt using a sewing machine?

Key Concepts and Skills

Understand how to pass utensils to another person.
Identify the potential safety hazards in a sewing class.
Explain the main idea of personal conduct responsibility.
Observe proper use of tools and equipment.

Learning Activities

Demonstrate use of iron, shears, pins, needles, and seam ripper.

Study sheets:

- Stitching Exercise Sheets 1-5
- Starting Your To-Sew Pillow (step by step)
- Cartoon Pillow Evaluation (rubric)
- Sewing Safety Rules
- Sewing Safety

Assessments

Sewing Safety Quiz

Resources

Young Living, sixth edition. Unit Five: Clothing and Textiles

NJ Core Curriculum Content Standards

- (1.2.6.D.1) Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
- (1.2.6.D.4) Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.
- (9.2.8.F.1) Demonstrate appropriate safety procedures for hands-on experiences
- (9.2.8.F.3) Describe appropriate response procedures for emergency situations.

Topic Two

Sewing Equipment

Enduring Understandings

Every tool or utensil has a specific use.

Sewing machines have similar basic functions.

Knowing how to use tools properly and safely saves time, and creates a better project.

Essential Questions

What are the names of each part of a sewing machine?

Why is it a problem if the machine is not threaded properly?

Why are there different sizes of sewing needles?

What's the difference between a hand sewing needle and a machine needle?

Key Concepts and Skills

Discuss the importance of keeping an organized workspace.

Describe the steps to properly thread a sewing machine.

Observe and practice how to separate the embroidery floss and thread the needle.

Identify the different types of shears and scissors.

Learning Activities

Demonstrate the use of pins, magnets, sewing needles, tracing paper and tracing wheel.

Sewing Terms & Tools

Show the parts of the sewing machine and discuss the function of the parts.

Distribute and demonstrate study sheet "Parts of the Sewing Machine".

Demonstrate threading a sewing machine.

Assessments

Sewing Machine Parts Quiz

Tools and Utensils Quiz

Resources

Young Living, sixth edition. Unit Five: Clothing and Textiles
Study guides as listed

NJ Core Curriculum Content Standards

- (1.2.6.D.1) Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
- (1.2.6.D.4) Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.

Topic Three

Choosing Fabrics

Enduring Understandings

There are many types of fabrics, but there are two classifications:

Manmade or Natural fibers.

The finished edge of fabric is called the selvage edge.

Essential Questions

What is the difference between a natural fiber and a manmade fiber?

How does knowing the qualities of different fabrics have an effect on my buying decisions?

Key Concepts and Skills

Locate and identify the selvage.

Observe the different looks and feel to a variety of fabrics.

Describe how a fabric with nap feels.

Learning Activities

View "Cotton Production" video and complete video-viewing guide.

View "Clothing Fibers" video and complete video-viewing guide.

Show: Samples of cotton plant
 Samples of cotton, wool, silk and linen
 Samples of fabric with and without nap

In small groups, students can identify what types of fabrics they are wearing.

Assessments

Small group participation.

Resources

Young Living, sixth edition. Unit Five: Clothing and Textiles
Study guides as listed

NJ Core Curriculum Content Standards

- (1.2.6.D.1) Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
- (1.2.6.D.4) Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.

Topic Four

Preparing Your Pattern and Fabric

Enduring Understandings

Sewing patterns use terminology to assure a quality project.
Sewing patterns use symbols to assure a quality project.

Essential Questions

What do the symbols on the pattern mean?
How are the directions written?
What is a guide sheet?

Key Concepts and Skills

Students will understand and apply the terminology and symbols instructions to make a successful project.
Compare the use of scissors to shears.
Understand why the grain line is important to proper fabric layout.
Define: guide sheet, layout, pattern markings, raw edges, tracing paper, tracing wheel, cutting line, seam line, notches, straight of grain and parallel lines.

Learning Activities

Study guides
 Pattern Symbols
 Preparing Your Fabric
 Pattern & Fabric Test Review
Demonstrate how fabric is purchased and show where the selvage is.
Students will separate and cut out their individual pattern pieces from main sheet.
Demonstrate use of tracing paper and tracing wheel.

Assessments

Class participation
Pattern and Fabric quiz
Lesson 19-1 The Sewing Lab
Lesson 19-2 Your Sewing Equipment

Resources

Young Living, sixth edition. Unit Five: Clothing and Textiles
Study guides as listed

NJ Core Curriculum Content Standards

- (1.2.6.D.1) Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
- (1.2.6.D.4) Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.

Topic Five

Sewing Skills

Enduring Understandings

Sewing is a structured art form, requiring knowledge of materials, fabrics, methods, tools and terms.

Sewing can be done by machine or by hand.

The art of sewing will help students make more informed personal shopping choices based on fabric type, construction and care.

Essential Questions

How is the type of fabric important to the end result desired?

Why is it important to distinguish between sewing skills and embroidery skills?

How do you use a sewing machine, and when is it most important?

Key Concepts and Skills

Define the sewing terms: baste, grain, guide sheet, marking, notions, pivot, seam allowance, seam line, selvage, pinning, cutting, threading needles (hand and machine), tying knots, stuff, press, backstitch, slipstitch.

Explain the two ways to pin and when to use each method: parallel and perpendicular.

Practice the basic embroidery stitch as selected by the teacher, creating a sampler.

Identify the terms and tools necessary for sewing - hand sewing needle, straight pin, tracing wheel, pin cushion, seam ripper, bobbin, bobbin case, tape measure, seam gauge, spool of thread, thimble, scissors, and shears.

Learning Activities

Study Guide - Sewing Machine Parts

Create a cartoon pillow using the standard skills required to layout, cutout, embroider and sew together a hand made craft.

Assessments

Quizzes: Terms & Tools
 Pattern Symbols and Sewing Machine Parts
 Chapter 19 Preparing To Sew
Completion of cartoon pillow.

Resources

Young Living, sixth edition,
 ❖ Chapter 19 Preparing to Sew
 ❖ Chapter 20 Sewing Skills
Haan Crafts, LLC.

NJ Core Curriculum Content Standards

- (1.2.6.D.1) Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
- (1.2.6.D.4) Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.
- (9.2.8.F.1) Demonstrate appropriate safety procedures for hands-on experiences
- (9.2.8.F.3) Describe appropriate response procedures for emergency situations.

Topic Six

Project Completion

Enduring Understandings

Sewing habits require proper and safe use of all equipment.
Students are responsible to work efficiently, at their own pace.

Essential Questions

Why is it important to work consistently?
Who or what can guide the students to a successful completion of the project?
What are the daily responsibilities of each student?

Key Concepts and Skills

Maintaining a clean workspace is a critical component to success.
Make time management an important part of each day.
Hand crafted art requires focus and attention.

Learning Activities

Study Guide: Chapter 20 Sewing Skills
Students work daily on the completion of their chosen pillow, reading the instructions and focusing on quality work.

Assessments

Lesson 20-1 Preparing Your Pattern and Fabric
Lesson 20-2 Sewing Skills
Daily participation, including focus on work, set up, and clean up.
Final grade on completed project.

Resources

Haan Craft Cartoon Kits

NJ Core Curriculum Content Standards

- (1.2.6.D.1) Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
- (1.2.6.D.4) Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.
- (9.2.8.F.1) Demonstrate appropriate safety procedures for hands-on experiences
- (9.2.8.F.3) Describe appropriate response procedures for emergency situations.

Topic One

Introduction to Financial Literacy

Enduring Understandings

The job of managing money is a lifetime skill.

Learning how to handle money responsibly as a teen will be an asset in adult life.

Advertisements and other marketing methods influence spending habits.

Personal, material and community resources are useful in reaching goals.

Essential Questions

Where does money come from?

What is one method to clarify your financial picture?

What is the difference between income and expenses?

Who needs a budget?

How do I use my resources to be financially successful?

Key Concepts and Skills

Define: financial literacy, income, expenses, budget, evaluate, knowledge, management, resources, skill, talent.

Identify the way(s) to track your financial picture.

Discuss the difference between fixed expenses and flexible expenses.

Explain family spending habits and practices.

Illustrate the ways to use the three types of resources.

Learning Activities

Personal Analysis - Divide a sheet of paper into two columns: "Needed" and "Wanted". Under needed column list items they have purchased within the last year that they really needed (winter coat, or new shoes to replace a worn-out pair). Under the "Wanted" column, list items they want rather than need (jewelry, CD). Check each wise purchase and circle each purchase. Why do they consider the purchase an unwise one? (Key Skill: Critical Thinking)

Class Discussion - How do self-concepts, values and goals influence people's purchases? (Key Skill: Critical Thinking)

Activity: Distribute outdated magazines. Have students find ads directed to teens. Cut and paste on colored paper, discussing how advertisements influence their spending habits. (Key Skill: Communication)

Activity: Using a newspaper, or the Internet, have students complete a similar assignment researching various jobs and the expected salary from each job.

Activity: Read and apply the basic steps of management in small groups. Each group will present their plan. (Key Skill: Critical Thinking)

Activity: List the ways to earn (not receive) money.

Study Guide: Young Living (YL), Chapter 7 Using Your Resources
YL Reproducible Master: \$\$\$ and Sense, Save Time Around the Clock, and Management Map.

Buy Me that 3! A Kid's Guide to Food Advertising - a movie on the power of advertising.

Assessments

Lesson quiz YL Lesson 7-1, Managing Your Resources

Class activity participation

Activity assignments

Resources

Today's Teen, fifth edition, Glencoe McGraw-Hill, NY, NY 1997, Chapter 19 Managing Money.

Young Living, sixth edition, Glencoe Macmillan/McGraw-Hill, NY, NY 1994.

Buy Me that 3! A Kid's Guide to Food Advertising, Public Media, Inc., Chicago, IL

NJ Core Curriculum Content Standards

(9.2.8.E.3) Understand that people make financial choices that have costs, benefits and consequences.

Topic Two

Understanding Time Management

Enduring Understandings

Good management requires deciding on a goal, making a plan, putting the plan into action and evaluating the results.
Time management tools such as calendars, lists and time schedules can help you become more organized.

Essential Questions

What does it mean to be a good manager?
How does good time management help you become successful in life?
What are the key guidelines to time management?

Key Concepts and Skills

Define: dovetailing, prioritize, procrastinate, time schedule
Discuss: "Time is money", "There are never enough hours in the day", and "Make time count".
Evaluate: How do other people use our time? Is it good or not too good?

Learning Activities

Time Management Tools:
Create: A personal time schedule, and compare it to their class schedule.
Use: A calendar, date book, or assignment pad to mark upcoming events or assignments.
List: A To-do list as a daily reminder of activities or responsibilities.
Study Guide: Chapter 7 Using your Resources.
Small Group: Save Time around the Clock activity sheet for Lesson 7-2

Assessments

Chapter 7 Test, Lesson 7-2 Managing your Time quiz.

Resources

Young Living, sixth edition, Glencoe Macmillan/McGraw-Hill, NY, NY 1994.
Today's Teen, fifth edition, Glencoe McGraw-Hill, NY, NY 1997, Chapter 19
Managing Money.

NJ Core Curriculum Content Standards

- (9.2.8.E.3) Understand that people make financial choices that have costs, benefits and consequences.

Topic Three

Managing Your Money

Enduring Understandings

Using the resources you have will make reaching goals easier.
Time management tools are used to organize time and tools.
Taking advantage of time saving techniques can help you manage your time more effectively.

Essential Questions

Why is it important to set financial goals?
What are the resources available to help meet short-term, medium-term, and long-term goals?
What is a budget?
What are the time management tools, and how are they used?
How is time managed?

Key Concepts and Skills

Define: budget, credit, expenses, income, interest, layaway plan
List: information necessary to manage money
Explain: the purpose of an expense record
Name: ways to save money
Identify: ways to pay for purchases

Learning Activities

Activity: Use an expense record including date, purchase, clothing article, fun/recreation, savings, school supplies, grooming supplies and other to list expenses or purchases made to start school in September.

Discussion: How do values and goals influence the spending above? Was there a budget? How was purchase paid for? Who paid for it?

Complete: Chapter 7 Study Guide: Using Your Resources

Activity: Use the lost and found box from school to ask students to estimate the value of unclaimed items. Ask what items they lost and estimate the value of that item.

Discussion: What are other ways to stretch your income?

Assessments

Lesson 7-3 Review questions
Quiz: YL Lesson 7-3 Managing Your Money

Test: YL Chapter 7.
Class participation

Resources

Young Living, sixth edition, Glencoe Macmillan/McGraw-Hill, NY, NY 1994.
Today's Teen, fifth edition, Glencoe McGraw-Hill, NY, NY 1997, Chapter 19
Managing Money.

NJ Core Curriculum Content Standards

(9.2.8.E.3) Understand that people make financial choices that have costs, benefits and consequences.

Topic Four

Savings Goals

Enduring Understandings

The key to saving money is patience and discipline.
Saving money should be thought of as the first bill paid after receiving a paycheck.
A savings plan is personal and creates a sense of accomplishment.

Essential Questions

What kinds of things do teens like to save for?
Why should consumers save for something when they can charge it and pay for it slowly?
How is a savings plan created?

Key Concepts and Skills

Define: Long-term goals, medium-term goals, and short-term goals. Give examples of each.
Identify: How to reach savings goals.

Learning Activities

Compose: Using the above examples, create a plan to demonstrate how long it would take to save for something. The plan should be flexible enough to be activated promptly based on real income.
Internet Activity: Using <http://fin.emcp.net/econsumer> have students learn about worldwide complaints about consumer and investor fraud.
Advice from teens website <http://fin.emcp.net/motleyfool> on "Ways to Save and Make Money".

Assessments

Class and small group participation.
Quiz

Resources

Young Living, sixth edition, Glencoe Macmillan/McGraw-Hill, NY, NY 1994.

Today's Teen, fifth edition, Glencoe McGraw-Hill, NY, NY 1997, Chapter 19
Managing Money.

Personal Finance A Lifetime Responsibility, EMC Publishing, St. Paul, MN, Chapter
6, Saving; Starting Now!

NJ Core Curriculum Content Standards

(9.2.8.E.3) Understand that people make financial choices that have costs, benefits and consequences.

Topic Five

Savings How-To

Enduring Understandings

To begin a savings plan, decide how much of your income you can save.
There are several types of savings accounts.
Once a savings goal is reached, set a new goal or increase the present one.

Essential Questions

What does it mean to "pay your self first"?
What are the different kinds of savings accounts?
How does compounding interest increase my account balance?

Key Concepts and Skills

Terms: Certificate of Deposit (CD), money market account, savings bonds, securities, compounding interest, annual percentage yield (APY).

Learning Activities

Research: Define Certificate of Deposit (CD), money market account, savings bonds, securities, compounding interest, annual percentage yield (APY). Complete study guide.

Study Guide: Complete Chapter 6, Section 2 activity 20, Calculating Simple and Compound Interest and activity 21, Applying the Rule of 72. (Personal Finance Math Workbook)

Invite a guest speaker from a local financial institution to discuss savings options for this age group.

Assessments

Class and small group participation.
Quiz

Resources

Young Living, sixth edition, Glencoe Macmillan/McGraw-Hill, NY, NY 1994.

Today's Teen, fifth edition, Glencoe McGraw-Hill, NY, NY 1997, Chapter 19
Managing Money.

Personal Finance A Lifetime Responsibility, EMC Publishing, St. Paul, MN, Chapter
6, Saving; Starting Now!

NJ Core Curriculum Content Standards

- (9.2.8.E.3) Understand that people make financial choices that have costs, benefits and consequences.