South Brunswick School District

Curriculum Guide for Family & Consumer Science

Parent Guide

District Mission

The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.
~Adopted 8.22.11

Aligned with NJCCCS

Board Approval of Family Consumer Science Program

August 2016

This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all programs including those for Special Education, English Language Learners, At-Risk Students and Gifted and Talented Students in accordance with Board of Education Policy

Note to Parents

The curriculum guide you are about to enter is just that, a guide.
Teachers use this document to steer their instruction and to ensure continuity between classes and across levels. It provides guidance to the teachers on what students need to know and able to do with regard to the learning of a particular content area.

The curriculum is intentionally written with some "spaces" in it so that teachers can add their own ideas and activities so that the world language classroom is personalized to the students.

How to Read the Curriculum Document

Curriculum	Area of content (e.g. Science)
Topic	Course or Unit of Study (e.g. Biology)
Grade Level	Grade Level Cluster (e.g. High School) or specific grade level (e.g. Kindergarten)
Summary	A brief overview of the course or unit of study.
Rationale	A statement as to why we are teaching this course or unit.
Interdisciplinary Connections	Which other areas of content to which there is major linkage. For example, a health education unit might link to science, language arts, social studies, art, physical education, etc.
21st Century Connections	How this course or unit is preparing students to be college and career ready. Referred to as S.A.L.T., each course or unit indicates which of the following it is building: ● Skills such as critical or creative thinking, collaboration, communication, or core values ● Awareness such as global, cross-cultural or career. ● Literacy such as information, media, technology, etc. ● Traits necessary for success in life and careers such as productivity.
Terminology	Key vocabulary and terms
Standards	Here you will find the standards that this course or unit of study is addressing. Our curriculum is standards-based. The standards are the foundation of the unit. You can get more information on state standards by going to the NJ Department of Education at **www.state.nj.us/education/cccs**
Enduring Understandings	The big ideas, concepts or life lessons that students walk away with at the end of a unit of study.
Essential Questions	Open ended questions that are considered throughout the unit of study. These are big, "worthy of wonder" questions often with multiple responses.
Objectives	The discrete skills and knowledge that students will gain during the unit of study.
Assessments	Assessments (tests, quizzes, projects, activities) that tell us if the students grasped the enduring understandings of the unit.
Lesson Plans & Pacing	Scope and sequence of lessons: how many, how long & approximately in what order.
Resources	Major resources associated with the course or unit.

Acknowledgments

We are appreciative of the leadership provided by our curriculum specialists as well as the talent, work and effort of the teachers who served on our curriculum writing teams. In many cases, our units are "home-grown."
While aligning with state and national standards, they are designed with the needs of the South Brunswick student population in mind.

Articulation

At the high school, FCS teachers meet according to the school's monthly schedule—at times as part of their larger department and at times as a "job alike" group to discuss assessment, curriculum and program.

One cannot think well, love well, or sleep well, if one has not dined well.

Virginia Woolf

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OVERVIEW OF FAMILY & CONSUMER SCIENCE

Statement of Philosophy

We in the Family & Consumer Science department believe that students must focus on developing their social and emotional health by learning to use interpersonal skills effectively. We also believe that students must learn to problem solve using critical thinking skills in order to become competent, caring and confident individuals capable of managing their personal, family and career lives.

Goals

The goals of this program are as follows:

- To give students the tools and practices needed to think critically in order to effectively problem-solve in a variety of life situations.
- To teach students to self-manage their lives by focusing on interpersonal skills and personal productivity.
- To assist students in developing a personal and professional code of conduct which models the duties of members of a democratic society
- To inform students about consumer and personal finance so they can successfully manage their finances.
- To make students aware of the necessity of applied arts in order to create a well-rounded life.

Program Delivery

The Family & Consumer Science department delivers a comprehensive program, which begins in grade nine and continues through grade twelve. The department offers courses for ninth graders such as Foods I, Independent Living, Parenting and Fashion and Textiles I. As a student begins their sophomore year the options expand considerably including child development courses such as Kids! Kids! Kids! This course gives students the opportunity to work in the Little Viking Pre-school located on the high school campus. Advanced food and fashion courses are also provided so that students can develop their particular interests and skills.

Articulation

Teachers in the Family & Consumer Science department work together in the summer months to develop and revise curriculum. During the school year they meet monthly to reflect and discuss the rigor and relevance of program delivery in order to provide for the success and consistency of instruction.

NJ Core Curriculum Content Standards

8.1 (Technology, Educational Technology)
8.2 (Technology Education, Engineering, and Design)
9.1 (21st Century Life and Careers, 21st Century Life & Career Skills)
9.2 (21st Century life and Careers, Personal Financial Literacy)

9.3 (21st Century Life and Careers, Career Awareness, Exploration & Preparation)

The Cumulative Progress Indicators (CPIs) referenced in this curriculum guide refer to the New Jersey Core Curriculum Content Standards (NJCCCS) and to the Common Core State Standards (CCCS). A complete copy of the NJ Core Curriculum Content Standards may be found at: www.state.nj.us/education/cccs**.** A complete copy of the Common Core State Standards may be found at: **Common Core State Standards Initiative (CCSSI)**.

Family & Consumer Science Benchmarks

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Critical Thinking

1. Apply communications and data analysis to the problem solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

B. Self-Management

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Analyze factors that influence gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.

4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.
6. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace, where appropriate.
6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

The curriculum is written in the Understanding by Design format and is based on enduring understanding (broad concepts) with essential questions and both formative and summative assessments.

Assessment

The Family & Consumer Science department uses multiple assessment strategies in order to accommodate the multiple intelligences of our diverse population of students. Assessments range from food labs, clothing construction projects, case studies, hands-on group projects, simulation activities, Internet-based research projects and presentations to objective quizzes and tests. We believe that assessments should be developed strategically to measure learning while keeping learning styles and the multiple intelligences in mind. However, the family and consumer sciences are applied arts, therefore the application of newly learned skills are the focal point of assessment.

Child Development

Electives

Child Development
Advanced Child Development
Honor Field Experience in Education- Semester and Full Year
Kids! Kids! Kids!
More Kids!
Independent Living (Semester Course)
Parenting

Course Title – Advanced Child Development
Content: Family and Consumer Sciences
Course: H17684

Mission: The mission of the Family & Consumer Sciences department is to encourage students to use critical and creative thinking skills in order to become competent, caring, and confident individuals capable of managing their personal, family, and career lives.

Course Description: Students expand their knowledge of child development to include special needs children through independent research using our extensive classroom library, the Internet, and interviews with special needs educators. In addition, students take on even more responsibilities in the preschool lab. They plan and execute large group activities such as circle time, music and movement, and story time. They also observe and assess two preschoolers and provide reports to parents.

Big Idea: Young children require a supervised environment with developmentally appropriate activities and positive guidance, which is organized and predictable.

Enduring Understandings:
All enduring understandings that apply to Kids, Kids, Kids and More Kids plus:

At the core of any early childhood program is its philosophy.
Program goals are an outgrowth of a program's philosophy.
Early childhood programs vary based on their sponsors, reasons for creation, and philosophies.
Early childhood programs must meet state licensing laws that vary from state to state.
Program goals influence the use of space in classrooms.
Space should be designed according to children's ages and stages of development as well as taking into account any special needs requirements.
Outdoor as well as indoor play can address the need for children to be active.
Special needs occur when development varies significantly from what is considered average.
Including children with special needs in regular classrooms can benefit the children, their classmates, their parents, and their teachers.
A positive attitude calls for focusing on children's abilities rather than their disabilities.
Meeting special needs may require additional staff as well as changes in the environment, curriculum, and schedule.
Gifted children need additional enrichment in their learning environment.

Essential Questions:
All essential questions that apply to Kids, Kids, Kids, and More Kids plus:

What purpose does the philosophy of an early childhood education program serve?
What is the function of program goals?

For what purpose were childcare centers created?
What is the difference between a profit and non-profit early childhood program?
How are preschools different from childcare centers such as Head Start?
What effect do New Jersey licensing laws have on our playschool?
What principles guide the planning of space in a childcare program?
What signs would indicate that an environment was poorly planned in a preschool?
What helps make goals achievable in a childcare program?
How does effective time management affect the operation of a preschool program?
Why is behavior likely to be better in a well-planned childcare environment?
What are custodial needs?
In what ways is an observation window useful?
What is a learning center?
What is inclusion?
How should teachers treat children with special needs as compared to other children?
How could a teacher help nondisabled children understand and accept others' disabilities?
What does IEP stand for and what is its purpose?
Why are some learning disabilities not identified even in school-age children and what can be done to rectify the situation?

Terminology

Students will know the following terminology…

Special Needs

- Inclusion
- Accessible
- IEP
- Gifted children
- Learning disability
- Special needs
- Curriculum adaptation
- Physical impairments
- ADHD

Operating an Early Childhood Program

- Philosophy
- Policy
- Program goals
- Staff-to-child ratio
- Advisory board
- Liability insurance
- Licensing laws
- Time management skills

Providing an Appropriate Environment

- Traffic pattern
- Classroom environment
- Learning centers
- Custodial care

- Nontoxic
- Sanitized
- Toxic

Knowledge and Skills

Knowledge

After completing this course, students will know all concepts that apply to Kids, Kids, Kids, and More Kids plus**…**
The impact of a philosophy on an early childhood program
The role of program goals in an early childhood program
The types of early childhood programs
The reason for state licensing laws
The difference between profit and non-profit programs
The relationship between staffing ratios and children's needs
The relationship between program goals and space planning in the classroom
Which learning centers are essential in a well-run preschool
How to arrange learning centers
How to select toys and materials for the classroom
How to provide for active play in the classroom
How teachers can encourage inclusivity in the classroom
Ways in which an early childhood program can adapt to meet special needs
The purpose of an IEP
How teachers can respond to the needs of gifted children

Skills

After completing this course, students will be able to perform all skills that apply to Kids, Kids, Kids and More Kids plus**…**
Design a classroom that meets a special need
Design a well-planned classroom (taking into account learning centers, traffic patterns, etc.)
Effectively manage the preschool schedule
Create a brochure that outlines our program's philosophy, goals, and ways in which developmental areas are addressed
Effectively manage large group activities

Standards:

2.1.12 B. 2 – Growth and Development
2.1.12 .F .1 – Social & Emotional Health
2.2.12 .B .1 – Decision Making
2.2.12.D .1&2 – Character Development
2.2.12 .E 1 through 6 – Leadership, Advocacy, Service
2.4.12.A.3 – Relationships

2.5.12.A 2 & 4 – Movement Skills
2.5.12.B 2 & 3 – Movement Concepts
2.5.12.D .1 & 2 – Sportsmanship, Rules, Safety
2.6.12.A .1 through 4 – Fitness & Physical Activity
2.6.12.C .4 – Achieving & Assessing Fitness

3.1.12. F – Vocabulary
3.1.12.G – Comprehension
3.2.12. A, B, C, & D – Writing
3.3.12. A, B, C, &D – Speaking
3.4.12.A & B – Listening
3.5.12 – Media – Evaluating Children's Literature

9.2.12 A – Critical Thinking
9.2.12 B – Self-management
9.2.12 C – Interpersonal Communication
9.2.12 D – Character Development & Ethics
9.2.12 F - Safety

Learning Activities:
Hands on Child Development Lab – 24 preschoolers, ages 3 – 5
Do Now's / Sponge Activities - various
Closure Activities – Daily Logs
Large Group work
Cooperative Learning Groups – 4 high school students assigned to teach and assess 4 preschoolers
Partner work
Individual work
Tiered Assignments
Anchor Activities
Differentiated Instruction
Curriculum Compacting
Independent Research
Lecture
Textbook Reading
Worksheets
Computer work
Multimedia Presentations
Artwork
Demonstrations
Brainstorming
Peer Teaching
Fishbowl
Open Discussion
Lesson Plans

Observations
Logs / journal writing

Assessments:
Class participation
Participation in child development lab
Creating and executing activities in child development lab
Reports/Projects
Child studies
Tests/Quizzes

21st Century Connections:
Cross Curricular: Social Studies, Math, Science, Physical Education, English
Technology: Computers, Digital Camera
Character Education (Core Values): Responsibility, Respect, Honesty, Integrity, Leadership, Service, and Kindness
Career: Teaching, Nursing, Pediatrics, Psychology, and Social Work

Resources:
Internet Sites or specific software that will be used during the course including:
Parenting.com
Unitedthroughreading.org
Pbs.org/wholechild
Theeducationcenter.com
Safekids.org
Naeyc.org

DVDs on the following topics:
Child Development (birth – age 5)
Child Care (birth – age 5)
Discipline
Nutrition
Preschool Curriculum
Safety
Autism
Language Development

Equipment, video cameras, tools:
Classroom computers or lab
Digital camera

Text:
The Child Care Professional – Karen Stephens

Magazines: Young Children – Journal of the National Association for the Education of Young Children, Mailbox Magazine
Extensive library of preschool curriculum books

SCOPE AND SEQUENCE (SUGGESTED PACING CHART

YEARLONG TOPICS

Areas of development
Developmental Assessment
Safety
Guidance
Curriculum – Language, Art, Science, Math, Social Studies, Physical Education, Music
Special Needs
Curriculum/Lesson Planning
Program Goals

FIRST QUARTER

Playschool curriculum is planned

Operating an Early Childhood Program – students will examine the role of a program philosophy and program goals. They will become familiar with various types of early childhood programs. They will assess the needs of the Little Vikings Playschool and create and prepare materials to address those needs in preparation for the beginning of school. The following chapters will be used in addition to outside readings and videos:
Chapter 8 – Operating an Early Childhood Program
Chapter 9 – Providing an Appropriate Environment

Curriculum – students will plan a curriculum based on the school's philosophy and program goals. They will also participate in mentoring and training the Kids, Kids, Kids students and More Kids students in lesson planning. They will begin exploring the area of special needs and the ways in which childcare programs can adapt to meet those needs. The following chapters may be used as reference in addition to outside readings and videos:
Chapter 28 – Caring for Children with Special Needs
Chapter 19 – Language Activities
Chapter 20 – Dramatic Play Activities
Chapter 21 – Social Studies Activities
Chapter 22 – Music and Movement Activities
Chapter 24 – Activities for Active Play
Chapter 18 – Art Activities
Chapter 23 – Science and Math Activities

Child Development – students will review the importance of careful observation of children in the three major areas of development. They will begin documenting those observations. The following chapters may be used as reference in addition to outside readings and videos:
Chapter 3 – Basic Principles of Development

Chapter 6 – Understanding Preschoolers
Chapter 16 – Learning through Observation

SECOND QUARTER
Playschool lab experience begins

Classroom Management – Advanced Kids will model positive guidance techniques in the classroom for Kids, Kids, Kids and More Kids students with an emphasis on safety and preventing child abuse. Students will have the opportunity to practice time management skills by taking on the role of teacher for individual blocks. The following chapters may be used as review in addition to outside readings and videos:
Chapter 10 – Keeping Children Safe
Chapter 12 – Handling Schedules and Routines
Chapter 14 – Developing Professional Skills
Chapter 15 – Guiding Children

Curriculum – students will be responsible for planning and leading large group activities. They will also have opportunities to plan and lead activities specific to learning centers. The following chapters may be used as reference in addition to outside readings, the use of our extensive classroom library, and the Internet:
Chapter 28 – Caring for Children with Special Needs
Chapter 19 – Language Activities
Chapter 20 – Dramatic Play Activities
Chapter 21 – Social Studies Activities
Chapter 22 – Music and Movement Activities
Chapter 24 – Activities for Active Play
Chapter 18 – Art Activities
Chapter 23 – Science and Math Activities

Child Development continues

THIRD QUARTER
Playschool lab experience continues

Curriculum continues
Classroom Management continues
Child Development continues

FOURTH QUARTER
Playschool lab experience continues and is completed (end of May)

Curriculum – students continue planning daily lessons. Students help to plan and execute end of the year program and activities for the preschoolers. Students are encouraged to use

the Internet, the extensive classroom library of teacher materials, and the following textbook chapters for planning activities:
Chapter 18 – Art Activities
Chapter 19 – Language Activities
Chapter 21 – Social Studies Activities
Chapter 22 – Music and Movement Activities
Chapter 24 – Activities for Active Play
Chapter 20 – Dramatic Play Activities
Chapter 23 – Science and Math Activities

Classroom Management – Positive guidance techniques and time and project management skills are reviewed using the following chapters:
Chapter 10– Keeping Children Safe
Chapter 12 – Handling Schedules and Routines
Chapter 14 – Developing Professional Skills
Chapter 15 – Guiding Children

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:
In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASESSMENTS
50% - lab participation, 20% - class participation, 30% - tests and assignments
Tests, quizzes, written assignments, participation
Mid-term and final exam

MINIMUM PROFICIENCY
65% in all assessments

Course Title – Honors Field Experience in Education (Fall/Spring/Full Year)
Content: Family and Consumer Sciences
Course: H17694, H17700, H17701, H17702

Mission: The mission of the Family & Consumer Sciences department is to encourage students to use critical and creative thinking skills in order to become competent, caring, and confident individuals capable of managing their personal, family, and career lives.

Course Description: Students who are considering elementary education as a career choice will visit grammar school classrooms in the South Brunswick School District to observe teaching and learning. Students will accompany classes to their "specials" (music, art, gym, etc.) and will be given the opportunity to interact with students and assist teachers as needed.

Big Idea: Elementary school-aged children require the skills of committed, effective educators in order to maximize their learning potential and outcomes.

Enduring Understandings:
Most of the enduring understandings that apply to Kids, Kids, Kids, More Kids, and Advanced Kids plus:

Developmental areas observed in the preschool population remain as the framework for elementary-school lesson planning
Observation of successful elementary school practices in the classroom is critical to forming a foundation for later successful teaching and learning outcomes
Experiential opportunities are more meaningful learning strategies than textbook instruction or other non-experiential methods
Exemplary teaching positively impacts learning outcomes
Academically able students who possess outstanding interpersonal and leadership skills and a desire to teach are needed to educate the next generation

Essential Questions:
Most of the essential questions that apply to Kids, Kids, Kids, More Kids, and Advanced Kids plus:

What cognitive, physical, and social-emotional changes in development are observable in the elementary-aged population?
What components are necessary for an effective elementary school classroom environment, classroom management, and discipline?
What constitutes effective teaching?
What constitutes ineffective teaching?
What are the elements of an effective lesson at the elementary school age level?
In what ways does a teacher's personality impact instructional style and interaction?
What are the positive factors in choosing a career as an elementary school teacher?

What are the negative factors in choosing a career as an elementary school teacher?
What are the educational requirements for elementary school teaching certification?
What are the hallmarks of the Responsive Classroom?

Terminology

Students will know the following terminology…

- Learning styles
- Learning and Teaching
- Cooperative learning
- Knowledge
- Comprehension
- Assessment
- Modeling
- Guided discovery
- Academic choice
- Differentiation
- Experiential learning
- Theoretical
- Transitions
- Classroom management
- Responsive Classroom
- Morning Meeting
- Social curriculum
- Teaching as a Career
- Teacher certification
- Bachelor degree
- Masters degree
- Doctorate degree
- Student teaching
- Professional development
- Life-long learner
- Professionalism

Knowledge and Skills

Knowledge:

After completing this course, students will know all concepts that apply to Kids, Kids, Kids, More Kids, and Advanced Kids plus…

Developmental differences between preschoolers and elementary-aged students
In-depth understanding of the multi-faceted functions of observation and documentation
Characteristics of effective and ineffective teaching
Elements of an effective lesson plan for all learners
Strategies for working with special needs students in the mainstream elementary school classroom

Elements of the Responsive Classroom
Effective classroom management strategies in the elementary school classroom
Character traits needed to exemplify professionalism
Educational requirements for becoming an elementary school teacher

Skills:

After completing this course, students will know all concepts that apply to Kids, Kids, Kids, More Kids, and Advanced Kids plus…

Observe and document behaviors of elementary school students in all developmental areas
Identify components of a lesson plan through observation only
Assist teachers in small group instruction
Identify and emulate effective teaching
Create and execute teacher-approved lessons for whole class instruction
Behave in a professional manner in accordance with accepted teacher practices

Standards:

2.1.12 B.2 – Growth and Development
2.1.12 .F.1 – Social & Emotional Health
2.2.12 .B.1 – Decision Making
2.2.12.D .1&2 – Character Development
2.2.12 .E 1 through 6 – Leadership, Advocacy, Service
2.4.12.A.3 – Relationships
2.5.12.A 2 & 4 – Movement Skills
2.5.12.B 2 & 3 – Movement Concepts
2.5.12.D.1 & 2 – Sportsmanship, Rules, Safety
2.6.12.A.1 through 4 – Fitness & Physical Activity
2.6.12.C.4 – Achieving & Assessing Fitness
3.1.12. F – Vocabulary
3.1.12.G – Comprehension
3.2.12. A, B, C& D – Writing
3.3.12. A, B, C&D – Speaking
3.4.12.A& B – Listening
3.5.12 – Media – Evaluating Children's Literature
9.2.12 A – Critical Thinking
9.2.12 B – Self-management
9.2.12 C – Interpersonal Communication
9.2.12 D – Character Development & Ethics
9.2.12 F - Safety

Learning Activities:

Do Now's / Sponge Activities - various
Closure Activities – Daily Logs
Large Group work
Cooperative Learning Groups
Partner work

Individual work
Tiered Assignments
Anchor Activities
Differentiated Instruction
Curriculum Compacting
Independent Research
Lecture
Textbook Reading
Worksheets
Computer work
Multimedia Presentations
Demonstrations
Brainstorming
Peer Teaching
Fishbowl
Open Discussion
Lesson Plans
Observations
Interviews
Modeling
Journaling

Assessments:
Class participation
Participation in elementary school classroom
Cooperating teacher feedback
Lesson plans for elementary school classroom
Projects
Observation and documentation of elementary school lessons
Independent reading research
Daily logs
End-of-year reflection

Connections:
Cross Curricular: Social Studies, Math, Science, Physical Education, English
Technology: Computers, Digital Camera, SmartBoard
Character Education (Core Values): Responsibility, Respect, Honesty, Service, Kindness, Leadership, and Integrity
Career: Teaching

Resources:
Internet Sites or specific software that will be used during the course include:
www.internet4classrooms.com/
www.starfall.com

www.readingrockets.com
www.nyphilkids.org
www.dsokids.com
www.bls.gov/k12/

DVDs on the following topics:
Discipline
Nutrition
Safety
Autism
Language Development

Text:
Magazines: Instructor – Scholastic, Mailbox Magazine; Extensive library of curriculum books (in the high school and elementary school)

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS
Areas of development
Developmental Assessment
Safety
Guidance
Curriculum – Language, Art, Science, Math, Social Studies, Physical Education, Music
Special Needs
Curriculum/Lesson Planning
Observation
Classroom Management
Professionalism
Effective Teaching

FIRST QUARTER
Classroom experience begins

Observation – students will review the role of observation in the classroom and explore the subject in depth using outside readings. Students will begin to document observations of individual students in their assigned elementary classrooms (once the classroom experience begins – approximately four to six weeks into the school year). Students will also begin observing the teaching methods and styles of their cooperating teacher. The following books will be used for reference:

- *Week by Week, Plans for Observing and Recording Young Children* – Nilsen
- *I Spy Something, a Practical Guide to Classroom Observation of Young Children* – Leonard
- *Studying Children, Observing and Participating* – Draper, Draper, and Polk

Curriculum – students will be responsible for developing and executing a lesson for group instruction in their respective classrooms. They will be responsible for writing a lesson plan for that lesson. Students will use the internet and classroom libraries for planning their lesson.

Classroom Management – Students will read about and become familiar with the concepts of the Responsive Classroom. They will observe and participate in Morning Meeting (where applicable) and other activities that aid in the development of an integrated social and academic curriculum. The following books will be used as reference:

- *The First Six Weeks of School* – Denton and Kriete
- *The Morning Meeting Book* - Kriete

SECOND QUARTER
Classroom experience continues

Observation – students will continue to observe students in the elementary classroom as well as the strategies used by the classroom teacher. They will document their student observations in a daily log and teacher observations in a formatted lesson plan.

Curriculum – students will be responsible for developing and executing another lesson for group instruction.

Classroom Management – students will continue to observe and participate in Morning Meeting (where applicable) and other activities that aid in the development of an integrated social and academic curriculum.

THIRD QUARTER
Classroom experience continues
Observation - continues
Curriculum - continues
Classroom Management - continues

FOURTH QUARTER
Classroom experience continues and is completed (end of May)
Observation - continues
Curriculum - continues
Classroom Management - continues

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:
In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASESSMENTS
50% - lab participation, 20% - class participation, 30% - tests and assignments
Written assignments, participation, lesson plans, daily logs
Mid-term and final exam

MINIMUM PROFICIENCY
65% in all assessments

Course Title: Independent Living (Semester Course)
Content: Family and Consumer Science
Course: H17675

Mission: *The Family and Consumer Science Department* values academic excellence, diversity, and a safe learning environment. We empower students to develop skills and explore their talents and interests in order to become responsible, informed citizens and leaders.

Course Description: This course will help the student develop skills for managing many areas of his or her life, including those needed to choose and develop a career, manage personal finances, and care for personal and family needs such as housing, food, and clothing.

Big Idea: Being independent does not mean being alone. Your goal should be to develop to your fullest potential in order to contribute to your family and society, while also understanding what they provide for you.

Enduring Understandings:
Family structures are more complex and less traditional than in the past, but they provide individuals with needed support.
Single living can feel more independent, but is usually only successful with a strong support network of family and friends.
Being a member of a family involves both rights and responsibilities.
Families provide physical needs and emotional support.
Becoming more independent requires a person to help provide for those needs.
Being a member of society also involves both rights and responsibilities.
There are many ways society can intervene when individuals or families are in crisis.
Volunteering is one important way to contribute to society.

Essential Questions:
What are the benefits of living in a family?
What are the functions of the family?
What are the characteristics of various family structures?
What are the advantages and concerns of single living?
What are the rights and responsibilities of family members?
How can family violence and abuse be prevented?
What are the characteristics of life events that could lead to a family crisis?
What community resources are available to aid families in crisis?
Why do people work?
What factors influence career choices?
Where can you find information about careers?
What are the steps of a job search?
What factors may affect a family's choice of work pattern?
What are common paycheck deductions?

How do you plan a budget?
How do you use a checking account?
How do you use credit wisely?
How do we find valid consumer information?
What are the signs of consumer fraud?
What is the purpose of an emergency savings fund?
What are the different types of insurance?
What are the rights and responsibilities of a citizen?
Why do we pay taxes?
Why should we vote?
How can we become "green" citizens of the planet?
How does housing "meet people's needs"?
What are the different types of housing?
What are the various ways we can obtain housing?
What guidelines are available for choosing furniture and appliances?
How can you conserve resources in the home?
What are the social, emotional, and cultural aspects of food?
What are the nutrients needed by the body and why is each important?
How do you plan meals using the Food Guide Pyramid?
How do you plan a health menu?
How can food labels help when buying food?
How do we select, store, and prepare foods in each food group?
How do we plan a wardrobe?
How are the elements of design – line, texture, and color – related to clothing selection?
How are styles, fads, and fashions different?
What can we learn about clothing on labels?
How do we care for clothes?

Students will know the following terminology…

- Family
- Nuclear family
- Single-parent family
- Blended family
- Extended family
- Dual-career family
- Single living
- Crises
- Stressors
- Pile-up effect
- Internal stress
- External stress
- Coping behavior
- Chronic illness
- Disability

- Learning disability
- Rape
- Victim assistant programs
- Work
- Job
- Occupation
- Career
- Career ladder
- Lifestyle
- Activity preference inventory
- Aptitude
- Manual dexterity
- Finger dexterity
- Transferable skills
- Placement office
- Apprenticeship
- Resume
- References
- Letter of application
- Interview
- Business etiquette
- Business ethics
- Sexual harassment
- Equal opportunity
- Entrepreneurship
- Wages
- Minimum wage
- Salary
- Commission
- Guaranteed replacement value
- Deductible
- Basic medical insurance
- Major medical insurance
- Group health insurance
- Health Maintenance Organization (HMO)
- Preferred Provider Organization (PPO)
- Managed Care
- Term insurance
- Face amount
- Beneficiary
- Cash value insurance
- Whole life insurance
- Modified whole life insurance
- Universal life
- Bond

- U.S. savings bond
- Stock
- Mutual fund
- Money market fund
- Annuity
- Will
- Estate
- Estate planning
- Trust
- Gross income
- Net income
- Interest income
- Compounded
- Investments
- Budget
- Fixed expenses
- Variable expenses
- Financial supermarket
- Minimum-balance account
- Budget account
- Interest-bearing checking account
- Negotiable order of withdrawal (NOW) account
- Super NOW account
- Share-draft accounts
- Electronic funds transfer
- Overdraft
- Liquidity
- Passbook accounts
- Club accounts
- Certificate of deposit (CD)
- Money market deposit account
- Installment credit
- Collateral
- Revolving credit
- Line of credit
- Repossessed
- Service charge
- Truth in Lending Act
- Credit rating
- Equal Credit Opportunity Act
- Fair Credit Reporting Act
- Consumer
- Testimonials
- Warranty
- Safe-deposit box

- Better Business Bureau
- Small claims court
- Insurance
- Premium
- Policy
- Policy rider
- Liability
- Face value
- Citizen
- Register
- Legislatures
- Ordinances
- Public law
- Criminal law
- Felony
- Misdemeanor
- Violations
- International law
- Administrative laws
- Civil laws
- Contract
- Tort
- Defamation
- Slander
- Libel
- Battery
- Assault
- Fraud
- Negligence
- Trial court
- Jury
- Small claims court
- Plaintiff
- Defendant
- Public defender
- Mentor
- Single family dwelling
- Custom houses
- Tract houses
- Manufactures houses
- Mobile homes
- Town houses
- Duplexes
- Multifamily dwelling
- Cooperative apartment

- Condominium
- Security deposit
- Mortgage
- Lease
- Down payment
- Fixed rate
- Conventional mortgage
- FHA-insured loans
- VA-guaranteed loans
- Adjustable rate mortgage (ARM)
- Nutrients
- Carbohydrates
- Glucose
- Cholesterol
- Saturated fats
- Unsaturated fats
- Complete protein
- Incomplete protein
- Enzymes
- Antibodies
- Minerals
- Osteoporosis
- Anemia
- Vitamins
- Water-soluble vitamins
- Fat-soluble vitamins
- Calories
- Nutrient dense
- Recommended Dietary Allowances (RDA)
- Grazing
- Food Guide Pyramid
- Daily Values
- Universal product code (UPC)
- Open dating
- Unit price
- Elements of design
- Color
- Line
- Form
- Texture
- Principles of design
- Emphasis
- Proportion
- Scale
- Balance

- Rhythm
- Harmony
- Full warranty
- Limited warranty
- Energy Guide label
- “Green” citizenship
- Style
- High fashion
- Fad
- Wardrobe
- Accessories
- Wardrobe inventory
- Basic garments
- Extenders
- Overscale
- Department stores
- Discount stores
- Specialty stores
- Mail-order catalogs
- Factory outlets
- Label
- Hangtag
- Fiber
- Durability
- Natural fibers
- Manufactured fibers
- Colorfast
- Blends
- Woven fabrics
- Plain weave
- Twill weave
- Satin weave
- Knits
- Resilient
- Nonwovens
- Finishes
- Sizing
- Grain line
- Nap
- Soap
- Detergents
- Surfactants
- Bleaches

Knowledge and Skills

Knowledge

After completing this course students will know:

How cultural changes have affected the family
The benefits of living in a family
The function of the family
The characteristics of various family structures
The advantages and concerns of single living
The various roles in the family
The challenges and rewards of each stage of the life cycle
The patterns of communication and decision making that increase positive family interactions
Ways to prevent violence and abuse in the family
How family activities can strengthen the family
The characteristics of life events that could lead to a family crisis
How a crisis affects the family
The difference between Internal and external sources of family stress
Community resources that aid families in crisis
Why people work
Factors that influence career choice
Sources of career information
The steps of a job search
Various work patterns for men and women
Factors that may affect a family's work patterns
Sources of income
Common paycheck deductions
How to manage money wisely
How to use a checking account
How to choose a savings account
How to use credit wisely
How to find valid consumer information
How to recognize signs of consumer fraud
The various types of insurance
How savings, investments, and estate planning relate to family security
How housing meets people's needs
Different types of housing
Different methods of obtaining housing
Guidelines for choosing appliances
Ways to conserve resources in the home
What the social, emotional, and cultural aspects of food are
The nutrients needed by the body and why is each important?
How to plan a healthy menu
How food labels help when buying food
How do we plan a wardrobe?
How are the elements of design – line, texture, and color – related to clothing selection?

How are styles, fads, and fashions different?
What can we learn about clothing on labels?

Skills:
After completing this course students will be able to:
Fill out a job application
Interview for a job
Create a budget
Balance a checkbook
Calculate a paycheck and deductions
Select, store, and prepare foods in each food group
Plan meals using the Food Guide Pyramid
Care for clothes

Standards:
State Standards (that are being met through this course):
2.1.12 B. 2 – Growth and Development
2.1.12 .F .1 – Social & Emotional Health
2.2.12 .B .1 – Decision Making
2.2.12.D .1&2 – Character Development
2.2.12 .E 1 through 6 – Leadership, Advocacy, Service
2.4.12.A.3 – Relationships
2.6.12.A .1 through 4 – Fitness & Physical Activity
2.6.12.C .4 – Achieving & Assessing Fitness
3.1.12. F – Vocabulary
3.1.12 .G – Comprehension
3.1.12. H.1, 3, 4 - Reading
3.2.12. A, B, C, & D – Writing
3.3.12. A, B, C, &D – Speaking
3,4,12,A & B – Listening
9.2.12 A – Critical Thinking
9.2.12 B – Self-management
9.2.12 C – Interpersonal Communication
9.2.12 D – Character Development & Ethics
9.2.12 F - Safety

Learning Activities:
Do Now's / Sponge Activities - various
Closure Activities – Daily Logs
Large Group work
Cooperative Learning Groups
Partner work
Individual work
Tiered Assignments
Anchor Activities

Differentiated Instruction
Curriculum Compacting
Independent Research
Lecture
Textbook Reading
Worksheets
Computer work
Multimedia Presentations
Artwork
Demonstrations
Brainstorming
Peer Teaching
Fishbowl
Open Discussion
Cooking Lab
Refer to scope and sequence chart.

Assessments:
Class participation
Reports / Projects
Tests / Quizzes
Final Exam

Connections:
Cross Curricular: Social Studies, Math, Science, Physical Education, English
Technology: Computers
Character Education (Core Values): Responsibility
Career: Any Career

Resources:
Technologies including:
Software
Microsoft Office
Websites:
Practical Money Skills For Life
Money Instructor
MyPyramid.gov

Videos or DVDs on the following topics:
Family Relationships
Renting an Apartment
Banking
Money Management
Stock Market
Nutrition

Safety

Text:
Curr Strengthening Family & Self / Leona Johnson

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEARLONG TOPICS
Responsible decision-making

FIRST QUARTER
Chapter 15 Today's Family
Chapter 16 Family Interactions
Chapter 17 Family Crisis
Chapter 20 The Career World
Chapter 21 Balancing Family and Work
Chapter 23 Managing Money

SECOND QUARTER
Chapter 24 Family Protection and Security
Chapter 25 Your Role as a Citizen
Chapter 26 A Place to Live
Chapter 29 Selecting and Caring for Clothing
Chapter 27 Meeting Food Needs

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:
In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASESSMENTS
50% - class work & participation, 50% - tests and quizzes
Tests, quizzes, written assignments, participation

MINIMUM PROFICIENCY
65% in all assessments

Course Title – Kids! Kids! Kids!
Content: Family & Consumer Science
Course: H17673

Mission: The mission of the Family & Consumer Sciences department is to encourage students to use critical and creative thinking skills in order to become competent, caring, and confident individuals capable of managing their personal, family, and career lives.

Course Description: Kids Class provides the opportunity to combine regularly scheduled class sessions with a playschool laboratory. Emphasis is placed on understanding the physical, social, intellectual, and emotional development of children through textbook assignments, observations, reports, and working in the playschool lab. Students will be responsible for observing and assessing preschoolers and providing reports to parents.

Big Idea: Young children require a supervised environment with developmentally appropriate activities and positive guidance, which is organized and predictable.

Enduring Understandings:
All areas of development are equally important.
Children develop at their own rate.
Development occurs in a predictable sequence.
Development is determined by heredity and environment
All children are unique, but children of the same age group share certain characteristics.
Preschool curriculum should be appropriate for many levels of development and offer choices.
The most effective discipline teaches the child self-control.
Discipline is not punishment.
Children learn through play
Teachers should facilitate learning by providing the appropriate activities and asking children questions to make them think and to assess their understanding.
Preschoolers must be assessed through ongoing observations and interactions, not tests.
Research shows that preschool children, who are exposed to plenty of language, including books and conversation, tend to do better in school.

Essential Questions:
What is development?
What influences development?
How do we learn about development?
What is assessment?
How do we know when something is developing normally?
Is there such a thing as developing "normally?"
What is "normal?" Who decides?
When does development stop?

How would you separate child development into parts or areas of study?
Could you separate your own development into parts or areas for the purpose of understanding your own development better? Could you do this for the purpose of explaining your development to others?
Would there be more than one way to do that?
How might it depend on whom you were explaining it to?
How would those areas sometimes interconnect?
What is an "open ended" question?
What are manipulatives?
What activities are appropriate for preschoolers?
What is the best way to discipline children?
What is the relationship between discipline and safety?

Students will know the following terminology…

- Development
  Physical development
  Gross motor development
  Fine motor development
  Cognitive development
  Social-emotional development
- Early childhood
  Infant
  Toddler
  Preschooler
- Assessment
  Developmental norms
  Anecdotal record
  Checklist
  Participation chart
  Rating scale
  Portfolio
- Reflex
- Motor sequence
- Object permanence
- Deferred imitation
- Telegraphic speech
- Temperament
- Attachment
- Separation anxiety
- Language comprehension
- Expressive language
- Egocentrism
- Gender roles
- Self-concept

- Articulation
- Stuttering
- Rote counting

Knowledge and Skills

Knowledge
After completing this course, students will know…

Areas of development
Developmental milestones for infants, toddlers and preschoolers
Developmentally appropriate activities for young children and their impact on development
The role of the teacher of preschoolers
Guidelines for promoting children's safety
The signs of child abuse
Various techniques for effective guidance

Skills:
After completing this course, students will be able to…

Provide a safe environment for a preschool child
Speak appropriately with young children
Ask open-ended questions
Plan appropriate activities for preschoolers based on developmental norms
Observe and listen to children in order to assess their thinking
Observe children in order to assess their physical development
Observe children in order to assess their social development
Be a good role model

Standards:
2.1.12 B. 2 – Growth and Development
2.1.12 .F .1 – Social & Emotional Health
2.2.12 .B .1 – Decision Making
2.2.12.D .1&2 – Character Development
2.2.12 .E 1 through 6 – Leadership, Advocacy, Service
2.4.12.A.3 – Relationships
2.5.12.A 2 & 4 – Movement Skills
2.5.12.B 2 & 3 – Movement Concepts
2.5.12.D .1 & 2 – Sportsmanship, Rules, Safety
2.6.12.A .1 through 4 – Fitness & Physical Activity
2.6.12.C .4 – Achieving & Assessing Fitness

3.1.12. F – Vocabulary
3.1.12.G – Comprehension
3.2.12. A, B, C, & D – Writing

3.3.12. A, B, C, &D – Speaking
3,4,12,A & B – Listening
3.5.12 – Media – Evaluating Children's Literature

9.2.12 A – Critical Thinking
9.2.12 B – Self-management
9.2.12 C – Interpersonal Communication
9.2.12 D – Character Development & Ethics
9.2.12 F - Safety

Learning Activities:
Hands on Child Development Lab – 24 preschoolers, ages 3 – 5
Do Now's / Sponge Activities - various
Closure Activities – Daily Logs
Large Group work
Cooperative Learning Groups – 4 high school students assigned to teach and assess 4 preschoolers
Partner work
Individual work
Tiered Assignments
Anchor Activities
Differentiated Instruction
Curriculum Compacting
Independent Research
Lecture
Textbook Reading
Worksheets
Computer work
Multimedia Presentations
Artwork
Demonstrations
Brainstorming
Peer Teaching
Fishbowl
Open Discussion
Lesson Plans
Observations
Logs / journal writing
Refer to scope and sequence chart.

Assessments:
Class participation
Participation in child development lab
Creating and executing activities in child development lab
Reports / Projects

Child Studies
Tests / Quizzes

Connections:
Cross Curricular: Social Studies, Math, Science, Physical Education, English
Technology: Computers, Digital Camera

Character Education (Core Values): Responsibility, Honesty, Integrity, Leadership, Service, and Kindness

Career: Teaching, Nursing, Pediatrics, Psychology, and Social Work

Resources:
Internet Sites or specific software that will be used during the course including:
Microsoft Office
Parenting.com
Unitedthroughreading.org
Pbs.org/wholechild
Theeducationcenter.com
Safekids.org

DVDs on the following topics:
Child Development (birth – age 5)
Child Care (birth – age 5)
Discipline
Nutrition
Preschool Curriculum
Safety

Equipment, video cameras, tools:
Classroom computers
Computer lab
Digital camera

Text:
Working With Young Children – Judy Herr
Magazines: Parent and Child – Scholastic, Mailbox Magazine
Extensive library of preschool curriculum books

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS
Areas of development
Developmental Assessment
Safety

Guidance
Curriculum

FIRST QUARTER
Child Development –
Students are introduced to the basic principles of child development from birth to age 5. They also learn about the importance of careful observation of children. The following chapters are studied extensively:
Chapter 3 – Observing Children: A Tool for Assessment
Chapter 4 – Understanding Children Birth to Age Two
Chapter 5 – Understanding Two- and Three-Year-Olds
Chapter 6 – Understanding Four- and Five-Year-Olds

SECOND QUARTER
Playschool Lab Experience Begins

Classroom Management - Positive guidance techniques are modeled in the classroom, with an emphasis on safety and preventing child abuse. The following chapters may be used as reference, in addition to outside readings:
Chapter 10 – Safety / Child Abuse Chapter 13 – Developing Guidance Skills
Chapter 14 – Guidance Problems
Chapter 15 – Establishing Classroom Rules

Curriculum – Students are introduced to the preschool curriculum, with an emphasis on literacy. Students will practice their oral reading skills with individual children and groups, and will learn to use literature-based activities in the classroom. Students will encourage preschoolers to write their names and dictate or write stories. Students are encouraged to use the extensive classroom library of teacher materials, the internet, and the following textbook chapters for planning activities:
Chapter 18 – Guiding Art, Block building, and Sensory Experiences
Chapter 19 – Guiding Storytelling Experiences/ Literacy
Chapter 21 – Guiding Manuscript Writing

THIRD QUARTER
Preschool Lab Experience Continues
Classroom Management continues
Curriculum continues

FOURTH QUARTER
Preschool Lab Experience is completed

Classroom Management: Positive guidance techniques reviewed using these chapters:
Chapter 10 – Safety / Child Abuse Chapter 13 – Developing Guidance Skills
Chapter 14 – Guidance Problems
Chapter 15 – Establishing Classroom Rules

Curriculum continues

Child Development –Students review the basic principles of child development from birth to age 5. They also review the importance of careful observation of children. The following chapters are reviewed:
Chapter 3 – Observing Children: A Tool for Assessment
Chapter 4 – Understanding Children Birth to Age Two
Chapter 5 – Understanding Two- and Three-Year-Olds
Chapter 6 – Understanding Four- and Five-Year-Olds

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:
In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASESSMENTS
50% - class work & participation, 50% - tests and quizzes
Tests, quizzes, written assignments, participation

MINIMUM PROFICIENCY
65% in all assessments

Course Title – More Kids!
Content: Family & Consumer Science
Course: H17683

Mission: The mission of the Family & Consumer Sciences department is to encourage students to use critical and creative thinking skills in order to become competent, caring, and confident individuals capable of managing their personal, family, and career lives.

Course Description: Students have a laboratory experience with more responsibilities than those in Kids Class, which include creating and executing lessons for small groups of children and mentoring the first year students. They continue to learn about children's physical, social, emotional, and intellectual development by again observing and assessing two preschoolers and providing reports to parents.

Big Idea: It is a teacher's responsibility to plan developmentally appropriate activities while providing a supervised environment and positive guidance, which is organized and predictable.

Enduring Understandings:
All enduring understandings that apply to plans for" Kids, Kids, Kids," plus the following:
The teacher's role is to advance and foster all areas of each child's development.
The student has a role in his or her own development, and it is the teacher's responsibility to help the student assume that role gradually.
Teachers must work with parents as a team and encourage parent involvement.
Teachers must carefully observe children and document their development to ensure that their program is appropriate for each child
All children are unique, but children of the same age group share certain characteristics.
Preschool curriculum should be appropriate for many levels of development and offer choices.
The most effective discipline teaches a child self-control.

Essential Questions:
All essential questions that apply to "Kids, Kids, Kids" plus:
What are the qualities of a strong curriculum?
What is a lesson plan?
What is the impact of teaching style on learning?
How can you teach effectively?
What can we learn about children through observation?
How do young children learn best?
What is an "open ended" question?
What activities are appropriate for preschoolers?
What is the best way to discipline children?
What is the relationship between discipline and safety?

Students will know the following terminology…

- Teaching and Learning
- Bias
- Chronological grouping
- Close-ended materials
- Developmental grouping
- Facilitate
- Family grouping
- Focus object
- Lesson plan
- Manipulative
- Open-ended materials
- Open-ended questions
- Teachable moments
- Thematic unit

Art

- Art
- Collage
- Dioramas
- Mobile
- Mural
- Origami
- Print making
- Process versus product
- Proportion
- Three-dimensional

Science & Math

- Hypothesis
- Mathematical vocabulary
- Mathematics
- Numerals
- Rebus recipe
- Science
- Sensory table

Knowledge and Skills

Knowledge

After completing this course students will know all concepts that apply to "Kids, Kids, Kids" plus:

The qualities of a strong curriculum
The impact of teaching style on learning
Effective teaching techniques
The goals of an art curriculum
The stages of children's artistic development
Appropriate methods for guiding children's art experiences
How science and math activities benefit children
The goals of science and math curricula
The teacher's role in making science and math interesting and enjoyable for children

Skills:
After completing this course students will be able to perform all skills that apply to "Kids, Kids, Kids: plus:

Create a lesson plan.
Apply principles of how children learn when planning lessons.
Plan an art-learning center for preschoolers.
Plan and lead art activities for children.
Plan a science and math-learning center for preschoolers.
Plan and lead science and math activities.

Standards:
2.1.12 B. 2 – Growth and Development
2.1.12 .F .1 – Social & Emotional Health
2.2.12 .B .1 – Decision Making
2.2.12.D .1&2 – Character Development
2.2.12 .E 1 through 6 – Leadership, Advocacy, Service
2.4.12.A.3 – Relationships
2.5.12.A 2 & 4 – Movement Skills
2.5.12.B 2 & 3 – Movement Concepts
2.5.12.D .1 & 2 – Sportsmanship, Rules, Safety
2.6.12.A .1 through 4 – Fitness & Physical Activity
2.6.12.C .4 – Achieving & Assessing Fitness

3.1.12. F – Vocabulary
3.1.12.G – Comprehension
3.2.12. A, B, C, & D – Writing
3.3.12. A, B, C, &D – Speaking
3,4,12,A & B – Listening
3.5.12 – Media – Evaluating Children's Literature

9.2.12 A – Critical Thinking
9.2.12 B – Self-management
9.2.12 C – Interpersonal Communication
9.2.12 D – Character Development & Ethics

9.2.12 F - Safety

Learning Activities:
Hands on Child Development Lab – 2 preschoolers, ages 4 – 5
Do Now's / Sponge Activities - various
Closure Activities – Daily Logs
Large Group work
Cooperative Learning Groups – 4 HS students assigned to teach and assess 4 preschoolers
Partner work
Individual work
Tiered Assignments
Anchor Activities
Differentiated Instruction
Curriculum Compacting
Independent Research
Lecture
Textbook Reading
Worksheets
Computer work
Multimedia Presentations
Artwork
Demonstrations
Brainstorming
Peer Teaching
Fishbowl
Open Discussion
Lesson Plans
Observations
Logs / journal writing
Refer to Scope & Sequence Chart

Assessments:
Class participation
Participation in child development lab
Creating and executing activities in child development lab
Reports / Projects
Child Studies
Tests / Quizzes

Connections:
Cross Curricular: Social Studies, Math, Science, Physical Education, English

Technology: Computers, Digital Camera

Character Education (Core Values): Responsibility, Honesty, Integrity, Leadership, Service, and Kindness

Career: Teaching, Nursing, Pediatrics, Psychology, and Social Work

Resources:

Internet Sites or specific software that will be used during the course including:
Microsoft Office
Parenting.com
Unitedthroughreading.org
Pbs.org/wholechild
Theeducationcenter.com
Safekids.org

DVDs on the following topics:
Child Development (birth – age 5)
Child Care (birth – age 5)
Discipline
Nutrition
Preschool Curriculum
Safety

Equipment, video cameras, tools:
Classroom computers
Computer lab
Digital camera

Text:
The Child Care Professional – Karen Stephens
Magazines: Parent and Child – Scholastic, Mailbox Magazine
Extensive library of preschool curriculum books

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS
Areas of development
Developmental Assessment
Safety
Guidance
Curriculum – Art, Science, and Math

FIRST QUARTER
The Playschool curriculum is planned Child Development – Students review the basic principles of child development from birth to age 5. They also review the importance of careful observation of children. The following chapters may be used as reference, in addition to outside readings and videos:

Chapter 3 – Basic Principles of Development
Chapter 4 – Understanding Infants
Chapter 5 – Understanding Toddlers
Chapter 6 – Understanding Preschoolers

Curriculum- Students learn how to plan a strong curriculum
The following chapters are studied extensively:
Chapter 17– Teaching and Learning
Chapter 18 – Art Activities
Chapter 23 – Science and Math Activities

SECOND QUARTER
Playschool Lab Experience Begins

Classroom Management – More Kids **s**tudents will model positive guidance techniques in the classroom for "Kids, Kids, Kids" students, with an emphasis on safety and preventing child abuse. The following chapters may be used as a review, in addition to outside readings and videos:
Chapter 10 – Keeping Children Safe
Chapter 12 – Handling Schedules and Routines
Chapter 15 – Guiding Children

Curriculum – Students will be responsible for planning and leading art, math, and science activities for small groups during center time. Students are encouraged to use the extensive classroom library of teacher materials, the internet, and the following textbook chapters for planning activities:
Chapter 17– Teaching and Learning
Chapter 18 – Art Activities
Chapter 23 – Science and Math Activities

Child Development – Students will observe preschoolers and document their development. They will report to the teacher and the parents. The following chapter is used as a reference:
Chapter 6 – Understanding Preschoolers
Chapter 16 – Learning Through Observation

THIRD QUARTER
Playschool Lab Experience Continues
Classroom Management continues
Curriculum continues
Child Development continues

FOURTH QUARTER
Playschool Lab Experience is completed

Classroom Management - Positive guidance techniques are reviewed using the following chapters:
Chapter 10 – Keeping Children Safe
Chapter 12 – Handling Schedules and Routines
Chapter 15 – Guiding Children

Curriculum- Students review how to plan a strong curriculum. Students help to plan and execute end of the year programs and activities for the preschoolers. Students are encouraged to use the extensive classroom library of teacher materials, the internet, and the following textbook chapters for planning activities:
Chapter 17– Teaching and Learning
Chapter 18 – Art Activities
Chapter 23 – Science and Math Activities

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASESSMENTS

50% - class work & participation, 50% - tests and quizzes
Tests, quizzes, written assignments, participation

MINIMUM PROFICIENCY

65% in all assessments

Course Title – Parenting
Content: Family & Consumer Science
Course: H17674

Mission: The mission of the Family & Consumer Sciences department is to encourage students to use critical and creative thinking skills in order to become competent, caring, and confident individuals capable of managing their personal, family, and career lives.

Course Description: Parenting Class introduces students to the science of human development, with a focus on prenatal and infant development. It emphasizes the general role that parents play in their child's total development, and includes specific guidelines for safe and healthy pre-natal, newborn, infant, and toddler care. Students are encouraged to examine their own childhoods and think about how they might affect their future parenting skills. The unique challenges of teenage pregnancy are also examined. Hands on activities include wearing a device, which simulates pregnancy and taking care of an electronic "baby."

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Big Idea: Parents are responsible for providing a safe and healthy environment for their children and that responsibility begins long before the children are born.

Enduring Understandings:
The family is the basic unit of society
Parenting is a huge responsibility
A child's development begins long before he or she is born
Development occurs in a predictable sequence.
Children develop at their own rate.
All areas of development – physical, cognitive, social and emotional - are equally important.
Development is determined by heredity and environment.
The most effective discipline teaches a child self-control.
Discipline is not punishment.
Children learn through play.

Essential Questions:
Why is it important to learn about children?
What is development?
What are some factors that influence growth and development?
What are some things discovered recently about brain development?
How can parents stimulate brain development?
What are some major principles and theories of growth and development?
Why is it important to observe children carefully?
What is the role of families in society?
What is the role of parents in the family?
How can parenting styles be different?
What is the best way to discipline children?

What is the relationship between discipline and safety?
What are the characteristics of healthy families?
Why is it hard to be a good parent?
Why would you choose to be a parent?
What happens during conception?
What happens during the three main stages of prenatal development?
What is the role of the environment on prenatal development?
What is the relationship between the health of the mother and the health of the baby?
What are some possible complications of pregnancy?
What are the characteristics of a newborn?
What are a newborn's physical, intellectual, social and emotional needs?
Do the parents of newborns have needs?
What are the characteristics of infants?
What are infants' physical, intellectual, social and emotional needs?
What are the characteristics of toddlers?
What are toddlers' physical, intellectual, social and emotional needs?
What are the consequences of teen parenting?
What are child neglect and abuse?

Students will know the following terminology…

- Child-centered society
- Culture
- Character
- Individual life cycle
- Heredity
- Environment
- Genes
- Genetics
- Neurons
- Wiring
- Axons
- Dendrites
- Synapse
- Pruning
- Window of opportunity
- Plasticity
- Developmental acceleration
- Developmental delay
- Development
- Principles of growth and development
- Sequenced steps
- Indirect costs
- Foregone income
- Maternity leave

- Paternity leave
- Family and Medical Leave Act
- Family planning
- Birth control methods
- Infertile
- Sterile
- Fertility counseling
- Assisted reproductive technologies
- Artificial insemination
- In vitro fertilization
- Gamete intra-fallopian transfer
- Surrogate mother
- Cell
- Sperm
- Ovum
- Conception
- Zygote
- Fallopian tubes
- Uterus
- Genetic factors
- Chromosomes
- Dominant traits
- Recessive traits
- Multiple pregnancy
- Fraternal
- Chorion
- Identical
- Prenatal development
- Germinal stage
- Amnion
- Placenta
- Umbilical cord
- Embryonic stage
- Embryo
- Cartilage
- Fetal stage
- Fetus
- Quickening
- Age of viability
- Obstetricians
- Environmental factors
- Premature
- Low birth weight
- Rh factor
- Diabetes

- Pregnancy-induced-hypertension
- Sexually transmitted disease
- Crawl
- Creeping
- Cruising
- Eye-hand coordination
- Age norm
- Voluntary grasping
- Intellectual development
- Stimuli
- Binocular vision
- Perception
- Perceptual learning
- Cognition
- Sensorimotor stage
- Imitating
- Concept
- Object constancy
- Object concept
- Object identity
- Object permanence
- Depth perception
- Vocabulary
- Coo
- Babble
- Monotone
- Inflections
- Reduplication babbling
- Passive vocabulary
- Active vocabulary
- Deferred imitation
- Attributes
- Language
- Parentese
- Articulation
- Communication
- Grammar
- Social-emotional development
- Temperament
- Attachment
- Disposition
- Initiate
- Siblings
- Mistrust
- Emotions

- Age-appropriate behaviors
- Anxiety
- Separation anxiety
- Dependence
- Independent Teachable moments
- Developmental tasks
- Multicultural families
- Two-parent families
- Joint custody
- Extended family
- Stepfamilies
- Adoption
- Adoption agency
- Independent adoption
- Illegal market adoption
- Closed adoption
- Open adoption
- Foster families
- Family life cycle
- Nurturance
- Guidance
- Discipline
- Power assertion
- Love withdrawal
- Induction
- Authoritarian
- Permissive
- Democratic
- Cultural diversity
- Acquired Immune-Deficiency Syndrome
- Fetal alcohol syndrome
- Congenital problem
- Miscarriage
- Stillbirth
- Ultrasound
- Chorionic villus sampling
- Amniocentesis
- Labor
- Certified nurse-midwives
- Natural childbirth
- Lamaze method
- Leboyer method
- Lightening
- Breech birth position
- Dilation

- Episiotomy
- Forceps
- Vacuum extraction
- Caesarean section
- Bonding
- Postpartum care
- Baby blues
- Postpartum depression
- Postpartum psychosis
- Neonate
- Intensive care nursery
- Neonatal intensive care units
- Neonatology
- Apgar test
- Brazelton scale
- Pediatrician
- Anemia
- Phenylketonuria
- Jaundice
- Well-baby checkup
- Reflex
- Rooting reflex
- Sudden infant death syndrome
- Colic
- Physical development
- Skeletal system
- Failure to thrive
- Body proportions
- Ossification
- Deciduous teeth
- Small-muscle development
- Large-muscle development
- Autonomy
- Self-esteem
- Temper tantrums
- Nutrients
- Solids
- Intolerance
- Stimulants
- Depressants
- Weaning
- Finger foods
- Enriched environment
- Sensory stimulation
- Coordination

- Self-awareness
- Nutrient density
- Registered dietitians
- Food Guide Pyramid
- Ritual
- Toilet learning
- Regression
- Training pants
- Spatial
- Transitional stage
- Self-restraint
- Self-assertion
- Obedience
- Contrariness
- Role strain
- Role guilt
- Quality time
- Children in self-care
- Child support order
- Social isolation
- Mortality rate
- Abstinence
- Child neglect
- Physical neglect
- Educational neglect
- Medical neglect
- Moral neglect
- Emotional neglect
- Child abuse
- Physical abuse
- Sexual abuse
- Emotional/verbal abuse
- Shaken baby syndrome
- Mandated reporters

Knowledge and Skills:

Knowledge:
After completing this course students will know…

Factors that promote growth and development
Major principles and theories about growth and development
Developmental milestones for infants and toddlers
Developmentally appropriate activities for babies and their impact on development
The role of the parents in a child's healthy development

The role of families in society
The various types of families
Guidelines for promoting children's safety
The signs of child abuse
Various techniques for effective guidance
Why it is hard to be a good parent
Reasons for choosing to be a parent
How children affect relationships
Financial responsibilities of parenting
The effect of parenting on careers
Major causes of infertility and sterility
Options for infertile couples to help them have children
What happens during conception?
How genetics determines hereditary traits
Three types of multiple pregnancies
Three main stages of prenatal development
The role of the environment on prenatal development
The relationship between the health of the mother and the health of the baby
The birth process and possible complications
Physical and emotional changes in the mother during the postpartum period
The characteristics of a newborn
Developmental milestones of infants and toddlers
A newborn's physical, intellectual, social and emotional needs
An infant's physical, intellectual, social and emotional needs
A toddler's physical, intellectual, social and emotional needs
How sibling relationships and birth order affect development
How parental employment affects children
How stress affects children
The problems single parents and teen parents face
Resources available for helping children in crisis

Skills:
After completing this course students will be able to…

Make better decisions pertaining to their own health before and during pregnancy (females)
Help a partner make better decisions pertaining to her health before and during pregnancy (males)
Bathe a baby
Diaper a baby
Soothe a fussy baby
Provide appropriate nutrition for a baby
Choose appropriate clothing for a baby
Provide a safe environment for babies
Plan appropriate activities for infants and toddlers based on developmental norms
Observe and listen to infants and toddlers in order to assess their thinking

Observe infants and toddlers in order to assess their physical development
Observe infants and toddlers in order to assess their social/emotional development

Standards:
2.1.12 B. 2 – Growth and Development
2.1.12 .F.1 – Social & Emotional Health
2.2.12 .B.1 – Decision Making
2.2.12.D.1&2 – Character Development
2.2.12 .E 1 through 6 – Leadership, Advocacy, Service
2.4.12.A.3 – Relationships
2.5.12.A 2 & 4 – Movement Skills
2.5.12.B 2 & 3 – Movement Concepts
2.5.12.D.1 & 2 – Sportsmanship, Rules, Safety
2.6.12.A.1 through 4 – Fitness & Physical Activity
2.6.12.C .4 – Achieving & Assessing Fitness

3.1.12.F – Vocabulary
3.1.12.G – Comprehension
3.2.12. A, B, C, & D – Writing
3.3.12. A, B, C, &D – Speaking
3,4,12,A & B – Listening
3.5.12 – Media – Evaluating Children's Literature

9.2.12.A – Critical Thinking
9.2.12.B – Self-management
9.2.12.C – Interpersonal Communication
9.2.12.D – Character Development & Ethics
9.2.12.F - Safety

Learning Activities:
Do Now's / Sponge Activities - various
Closure Activities – Daily Logs
Large Group work
Cooperative Learning Groups
Partner work
Individual work
Tiered Assignments
Anchor Activities
Differentiated Instruction
Curriculum Compacting
Independent Research
Lecture
Textbook Reading
Worksheets
Computer work

Multimedia Presentations
Artwork
Demonstrations
Brainstorming
Peer Teaching
Fishbowl
Open Discussion
Logs / journal writing
Refer to scope and sequence chart.

Assessments:
Class participation
Reports / Projects
Tests / Quizzes
Final Exam

21st Century Connections:
Cross Curricular: Social Studies, Math, Science, Physical Education, English
Technology: Computers

Character Education (Core Values): Responsibility

Career: Teaching, Nursing, Pediatrics, Psychology, and Social Work

Resources:
Internet Sites or specific software that will be used during the course including:
Microsoft Office
Parenting.com
Pbs.org/wholechild
Safekids.org

DVDs on the following topics:
Pregnancy / Teen Pregnancy
Childbirth
Newborn Baby Care
Child Development (birth – age 2)
Discipline
Nutrition
Safety

Equipment, video cameras, tools:
Classroom computers and lab
Text:
Children the Early Years – Celia Anita Decker
Magazines: Parent and Child – Scholastic, Parenting

Extensive library of baby care books

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS
Areas of development; Healthy Living; Safety; and Guidance

FIRST QUARTER
Before the baby

Chapter 1
Students will learn many reasons for studying children. They will study the basic concepts of a child's growth and development.
Chapter 2
Students will learn about the family's role in a child's development. They will read about many family types, the family life cycle and parenting styles
Chapter 3
Students will learn about the roles of parents and questions adults should consider before having children.
Chapter 24
Students will explore special circumstances and concerns of children and families, including but not limited to siblings, parental employment, moving, death, divorce, single parenting, remarriage and step parenting, teens as parents, and child neglect and abuse.
Chapter 4 & 5
Students will learn about pregnancy, prenatal care and childbirth

SECOND QUARTER
After the baby

Chapter 6
Students will learn about the special characteristics and needs of newborns and practice baby care skills.
Chapter 7
Students will learn about the physical development of the infant.
Chapter 8
Students will learn about the intellectual development of the infant.
Chapter 9
Students will learn about the social-emotional development of the infant.
Chapter 10
Students will learn how to provide for the infant's developmental needs.
Chapter 11
Students will learn about the physical development of the toddler.
Chapter 12
Students will learn about the intellectual development of the toddler.

Chapter 13
Students will learn about the social-emotional development of the toddler.
Chapter 14
Students will learn how to provide for the toddler's developmental needs.

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:
In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASESSMENTS
50% - class work & participation, 50% - tests and quizzes
Tests, quizzes, written assignments, participation

MINIMUM PROFICIENCY
65% in all assessments

Fashion

Electives

Introduction to Fashion and Design
Advanced Fashion and Design
Fashion Production Marketing
Fashion Illustration Portfolio

Course Title: Introduction to Fashion and Design (5 credits)
Content: Sewing/Fashion Basics and Textile/Fabric Essentials
Course: H178775

Mission: The mission of the Family & Consumer Sciences department is to encourage students to use critical and creative thinking skills in order to become competent, caring and confident individuals capable of managing their personal, family and career lives.

Course Description: The Introduction to Fashion and Design introduces students to the cutting-edge world of fashion. Students focus on the fundamentals of textile selection and care, use of sewing equipment, garment construction and explore the careers in the fashion and textile industry. Students participate in hands-on activities.

This is a mandatory prerequisite for other fashion courses.

Big Idea: Clothing reflects individuality.

Enduring Understandings:
The Fashion Industry is vast.
There are numerous methods for apparel construction.
All textiles are not created equal.
Fashion is an art form; using the human figure as its canvas.

Essential Questions:
How are sewing and mathematics related?
What impact does fashion have on society?
How can clothing construction improve problem-solving skills?
How are textiles made?
In what ways does textiles impact our everyday lives?
Why is it important to be accurate when measuring and sewing?
In what ways do clothing and fashion express personalities, lifestyles, and cultures?
What career options are there in the field of fashion?

Terminology
Students will know the following terminology…
Textile terms: greige, grain, bias, selvage
Sewing terms: gathering, appliqués
Textile types: woven, knit, non-woven
Sewing: Hand sewing vs. machine sewing
Tools and Equipment: sewing machine, serger, embroidery machine, sewing gauge, iron, pinking shears, fabric shears, seam ripper, bobbin, etc.
Notions: zipper, hooks 'n' eyes, two-hole button, four-hole button, shank button, lace, rick rack, twill tape, etc.

Knowledge and Skills

KNOWLEDGE

After completing this course students will know:

The difference between woven, knit and non-woven fabrics
How to use the sewing machine
How to use the washing machine
Facts about textiles
Careers in the fashion industry
Understand how fashion and textiles impact our everyday lives
How to select patterns and associated fabrics?

SKILLS

After completing this course students will be able to:

Sew straight and zigzag stitches
Sew a straight and curved seam
Sew a button and a button hole
Sew a simple garment from a store bought pattern
Correctly care for clothing and accessories
Determine a fabric's name and material
Read a pattern
Take body measurements
Layout a pattern, cut and mark it to make a finished garment
Gather and apply embellishments
Effectively manage large group activities

Standards:

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to [dance, music, theater] and visual art.

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to teach art form in the creation, performance, and presentation of dance, music, theater, and visual art.

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3. 4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

STANDARD 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

STANDARD 4.2 (Geometry and Measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe, and analyze phenomena.

STANDARD 4.5 (Mathematical Processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities:

These strategies are not intended to be all-inclusive, but should provide sufficient understanding of the teaching process.
Informal Teaching through discussions, presentations, advice and guidance
Teaching by Example
Direct Instruction
Facilitating
Differentiated Instruction
Cooperative Learning
Scheduled Course Work (class activities, tests, projects)
Active Learning (hands on projects, learning using all senses)
Writing
Problem Solving

Assessments:
These procedures are not intended to be all-inclusive, but should provide sufficient understanding of the grading process.
Projects
Cooperative Learning
Discussion Groups
Peer Critiques
Self Reflections
Pre and Post tests
Presentations
Sewing Journal
Textile Reference Book
Practice Assignments
Participation
Class Work/Homework

21st Century Connections:
Cross Curricular:

English – A series of projects will include reading, research and written explanations.

Math – Applications of geometry will be applied in all aspects of sewing, using shapes to create three-dimensional items. Also, the use of measurement, angles, lines, and scale is prevalent in all aspects of sewing.

Art – Students will apply basic elements of design in the projects to create original pieces. There will be a focus in color, pattern and textures and students will understand balance and line throughout the projects.

Technology: Students will work closely with electronic equipment in a safe, supervised environment. They will also learn how to troubleshoot and fix mechanical errors.

Character Education (Core Values): Students will express pride in their work and respect all classmates. They will develop patience in sharing equipment, and will work cooperatively through a series of projects. All students will grow together in a positive learning environment.

Career: Exploration of careers in fashion and textiles, as well as what is required and how skills apply to each specific field.

Resources:
Technologies:
Brother PE-Design (embroidery software)
Understanding Fabrics (VHS)

Clothing Fibers (VHS)

Text:
Threads Magazine
Simplicity, McCall's, Butterick, and Vogue pattern books
Other craft, sewing and fashion books
Clothing: Fashion, Fabrics & Construction, Glencoe McGraw-Hill

Other:
Fabric
Notions (thread, buttons, zippers, etc.)
Trims
Sewing Machines
Rulers
Rotary cutting tools
Cutting Board
Pinking Shears
Serger
Embroidery Machine
Fabric Sheers
Paper Scissors
Patterns
Seam Rippers

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS
Do Now's; Textile Reference Book

FIRST QUARTER
Introduction:
Rules, housekeeping expectations, classroom pride, student profile forms, safety

Textiles:
Introduction to activity; Year long assignment
What is a textile? Natural or synthetic fibers?
Fiber & Fabric differentiation, care, and characteristics
Evaluation criteria
September and October fabric fundamentals

Fundamentals:
Sewing supplies
Basic hand sewing techniques
Sew a button and buttonhole
Make a pincushion

SECOND QUARTER
Fundamentals:
Types of sewing equipment
How to use sewing machines

Introduction to basic machine stitchery:
Garment Construction
Body measurement
Selecting and reading a pattern
Layout, cutting and marking
Basic construction techniques
Appliqués

Textiles:
Intro to choosing suitable fabrics and notions
November and December fabric selections
Make something for the winter holidays

THIRD QUARTER
Apparel Selection:
Evolution of Clothes- From Toga to Tuxedo
From Functionality to reflection of a caste system
Clothes differentiate the individual
Influence on clothing choices
Recognizing fashion trends
Self-image
How garments and accessories (clothing) reflect the person

Critical thinking skills:
Beginner finishing techniques
Simple garment repairs
Basic alterations
Manual and machine procedures
Recycling and reuse options
Project for the spring

Textiles:
January, February, and March fabric selections

FOURTH QUARTER
Careers in Fashion and Textiles:
The industry
Research various occupations in the Garment and Textile Industries
Presentation on selected occupations

Economics of textiles- Why are some cost effective, others so expensive?

Problem solving in clothing construction:
Elastic, Casings, Gathers
How to handle a tear 'on the seam' or 'off the seam'
How to allow for various size adjustments
How to keep costs down, once selected explain the differences such as care of garment (washable, wash by hand, dry clean only).
Economies of textile design, how to reduce expenses

Textiles:
April and May fabric selections
Narrow textiles: ex. Lace, trim, ribbons

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:
In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASESSMENTS
60% Project Performance encompassing the quality and completeness of assigned activities as outlined by individual assessment scales

25% Tests and Quizzes including unit pre- and posttests, text assignments, and portfolio submissions

15% Participation as outlined by worksheet completions and classroom participation

MINIMUM PROFICIENCY
Attendance in accordance to SBHS agenda guidelines
A minimum grade of "D" proficiency

Course Title: Advanced Fashion Design (Semester Course)
Content: Apparel construction, Fashion design, and Textile use
Course: H17777

Mission: The mission of the Family & Consumer Sciences department is to encourage students to use critical and creative thinking skills in order to become competent, caring and confident individuals capable of managing their personal, family and career lives.

Course Description: Advanced Fashion Design builds upon skills and techniques learned in Intro to Fashion and Design. Students create projects that involve advanced clothing construction techniques. An emphasis will be placed on fashion history; the role fashion plays in culture, and trend setting. Students are encouraged to convey creative ideas through projects.

Big Idea: Clothing reflects individuality.

Enduring Understandings:
Fashion is an ever-changing design process.
Fashion renews and fashions return, reworked to contemporary trend.
Creative problem solving approach for design will result in more than one "right" answer.
The Fashion Industry is vast.
There are numerous methods for apparel construction.
All textiles are not created equal.
Fashion is an art form; using the human figure as its canvas.
Clothing is used as a sign of expression in different cultures around the world; Cultures and traditions are preserved through clothing.
Handmade original designs carry a different value than the same item mass produced

Essential Questions:
How are sewing and mathematics related?
How do fashion trends reflect society from the past and in the present?
How are future trends in fashion impacted by history?
How do we use problem-solving skills in garment and textile construction?
In what ways does fashion and textiles impact our everyday lives?
In what ways do clothing and fashion express personalities, lifestyles, and cultures?
How is a garment constructed?
How are textiles constructed?
What kind of role does clothing and adornment play in culture?
Why does some apparel cost so much more than others? (I.e.; logo, extra detail construction, etc.)

Terminology
Students will know the following terminology:
Fabric terms: greige goods, warp and weft, loom, grain, bias, selvage

Fabric types: woven, knit, non-woven, lace
Tools and Equipment: sewing machine, serger, embroidery machine, sewing gauge, iron, pinking shears, fabric shears, bobbin, etc.
Notions: zipper, hooks 'n' eyes, two-hole button, four-hole button, shank button, lace, rick rack, twill tape, etc.
Construction Terms: pleats, darts, pockets, lining, facings and interfacings
Fashion terms; couture and haute couture
Historical Fashion Terms: Haberdashery, petticoat, petersham, etc.

Knowledge and Skills

KNOWLEDGE

After completing this course students will know…
The impact of the past on present fashion
Textile and fashion industry terminology
The many different types of woven, knit and non-woven fabrics
Portfolio requirements for college
How to use the sewing machine
How to use the washing machine
Facts about textiles
How to research information about a college or university for possible post-graduate or career opportunities in fashion
Understand how fashion and textiles impact our everyday lives
How and why to select patterns and associated fabrics?

SKILLS

After completing this course students will be able to…
Determine which fabric is best suited for specific end use
Read and modify a pattern
Take body measurements and apply to garment construction
Layout a pattern, and cut and mark it to make a finished garment
Construct pleats, darts, and pockets
Line a garment
Create a garment with sleeves
Apply facing and interfacing
Install a zipper
Fitting and finishing
Recognize, identify, and apply the basic elements and principles of design in fashion
Express ideas with clarity and coherence in both oral and written communication.
List requirements for acceptance into a fashion design program
Describe the role of fashion in cultural and historical terms
Work independently to research, brainstorm, and develop solutions
Work cooperatively to complete a team design solution
Reflect on the design process in various ways and at various stages
Draw basic croquis

Standards:

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to [dance, music, theater] and visual art.

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to teach art form in the creation, performance, and presentation of dance, music, theater, and visual art.

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

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STANDARD 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

STANDARD 4.2 (Geometry and Measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe, and analyze phenomena.

STANDARD 4.5 (Mathematical Processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

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STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities:

These strategies are not intended to be all-inclusive, but should provide sufficient understanding of the teaching process.
Informal Teaching through discussions, presentations, advice and guidance
Teaching by Example
Direct Instruction
Facilitating
Differentiated Instruction
Scheduled Course Work
Active Learning (hands on projects, learning using all senses)
Writing
Problem Solving

Assessments:

These procedures are not intended to be all-inclusive, but should provide sufficient understanding of the grading process.
Cooperative learning
Discussion groups
Peer critiques
Self-reflections
Pre and posttests
Presentations
Monthly terminology dictionary
Show and tell
Posters
Models/Garments
Text assignments
Practice assignments

21st Century Connections:

Cross Curricular:
English – A series of projects will include reading, research and written explanations.

Math – Applications of geometry will be applied in all aspects of sewing, using shapes to create three-dimensional items. Also, the use of measurement, angles, lines, and scale is prevalent in all aspects of sewing.

Art – Students will apply basic elements of design in the projects to create original pieces. There will be a strong focus in color, pattern and textures. Also, students will understand balance and line throughout the projects. There will be peer-to-peer as well as instructor-to-peer critiques. Students will be creating portfolio pieces for college presentation.

Technology:
Students will work closely with electronic equipment in a safe, supervised environment. They will also learn how to troubleshoot and fix mechanical errors.

Character Education (Core Values):
Students will express pride in their work, and respect all classmates. They will develop patience in sharing equipment, and will work cooperatively through a series of projects. All students will grow together in a positive learning environment.

Career:
Exploration of careers in fashion and textiles, as well as what is required and how skills apply to each specific field.

Resources:
Technologies:
Brother PE-Design (embroidery software)
Understanding Fabrics (VHS)
Clothing Fibers (VHS)

Text:
Threads Magazine
Simplicity, McCall's, Butterick, and Vogue pattern books
Other craft, sewing and fashion books and magazines
Clothing: Fashion, Fabrics & Construction, Glencoe McGraw-Hill

Other:
Fabric
Notions (thread, buttons, zippers, etc.)
Trims, Lace, Ribbons, etc.
Sewing Machines
Rulers
Rotary cutting tools
Cutting Board
Pinking Shears
Serger
Embroidery Machine
Fabric Shears
Paper Scissors
Patterns

Seam Rippers
See Thru Rulers

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS

Do-now Activities
Apparel and Textile Construction
Fabric types and care of (a continuation)
Terminology Dictionary of the Fashion and Textile Industry

FIRST QUARTER

Textile Review
Selection based on end use, color, cost, durability
Care of fabrics and garment
Characteristics of fibers
Fundamentals Review

Sewing equipment
Use of machines
Body measurements and individual modifications
Pattern reading/selection
Safety
Terminology/ Dictionary
Introduction to activity; Year long assignment

Evaluation criteria
September and October words
Fashion in Everyday Life
Culture
Influences
Styles through history

Advanced Construction Techniques
Embellishment with a sewing machine
Advanced pattern reading
Facing and interfacing
Pleats, zippers, pockets, and darts

Fashion as a Career
Post high school college selection
Portfolio requirements
Review of careers in fashion and textiles/ job qualifications

Terminology/ Dictionary
November and December words

SECOND QUARTER
Fashion Illustration
Basic elements of design; introduction to line and color
The human body in proportion
An exercise in figure drawing
Basic croquis

Terminology/ Dictionary
January, February, and March words

Problem solving in clothing construction
Embellishments with a sewing machine
Linings
Fitting and finishing

Terminology/ Dictionary
April and May words

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

GRADING / ASESSMENTS
60% Project Performance encompassing the quality and completeness of assigned activities as outlined by individual assessment scales.

25% Tests and Quizzes including unit pre- and posttests, text assignments, and portfolio submissions

15% Participation as outlined by worksheet completions and classroom participation.

MINIMUM PROFICIENCY
Attendance in accordance to SBHS agenda guidelines
A minimum grade of "D" proficiency

Course Title: Fashion Production Marketing (Semester Course)
Content: Family and Consumer Science
Course: H17770

Mission: The mission of the Family & Consumer Sciences department is to encourage students to use critical and creative thinking skills in order to become competent, caring and confident individuals capable of managing their personal, family and career lives.

Course Description: This course is designed for anyone interested in fashion business. Students will learn basic construction skills, craft products, and put together a fashion show event. Come explore the world of Fashion Production and Marketing!

Big Idea: Clothing reflects individuality

Enduring Understandings:
Fashion is an ever-changing design process.
Fashion renews and fashions return, reworked to contemporary trend.
Creative problem solving approach for design will result in more than one "right" answer.
There are numerous methods for apparel construction.
All textiles are not created equal.
Fashion is an art form; using the human figure as its canvas.
Clothing is used as a sign of expression in different cultures around the world; Cultures and traditions are preserved through clothing.

Essential Questions:
Who determines what is fashionable?
How are fashion trends established?
How does fashion impact the world?
How does the world impact fashion?
What is the best way to present a fashion idea?
In what ways do the elements and principles of design enhance fashion illustration?
Why accessories are important and what purpose do they serve?
What is meant by the term "form follows function"?
How do the media impact the fashion and textile industry?
What else may be 'fashionable' if not a garment or textile?

Terminology
Students will know the following terminology: Croquis; Inspiration Board; and Color Story.

Knowledge and Skills

KNOWLEDGE
After completing this course students will know:
The impact of the past on present fashion

Textile and fashion industry terminology
Portfolio requirements for college
Understand how fashion and textiles impact our everyday lives
Current events as they relate to the fashion industry
Various well known fashion designers

SKILLS

After completing this course students will be able to:
Determine which fabric is best suited for specific end use
Alter a pattern
Construct collars
Execute various tailoring techniques
Recognize, identify, and apply the basic elements and principles of design in fashion
Express ideas with clarity and coherence in both oral and written communication.
Describe the role of fashion in cultures
Create an inspiration board
Design a unique article
Work independently to research, brainstorm, and develop solutions
Draw basic croquis
Explore current events as they relate to fashion
Develop a critical and creative approach to studying fashion

Standards:

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to [dance, music, theater] and visual art.

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to teach art form in the creation, performance, and presentation of dance, music, theater, and visual art.

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3. 4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

STANDARD 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

STANDARD 4.2 (Geometry and Measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe, and analyze phenomena.

STANDARD 4.5 (Mathematical Processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities:
These strategies are not intended to be all-inclusive, but should provide sufficient understanding of the teaching process.
Informal Teaching through discussions, presentations, advice and guidance
Teaching by Example
Direct Instruction
Facilitating
Differentiated Instruction
Scheduled Course Work
Active Learning (hands on projects, learning using all senses)
Writing
Problem Solving

Assessments:
These procedures are not intended to be all-inclusive, but should provide sufficient understanding of the grading process.
Cooperative learning
Discussion groups

Peer critiques
Self-reflections
Pre and posttests
Presentations
Monthly current events
Show and tell
Posters
Models/Garments
Practice assignments

21st Century Connections:

Cross Curricular:
English – A series of projects will include reading, research and written explanations.
Math – Applications of geometry will be applied in all aspects of sewing, using shapes to create three-dimensional items. Also, the use of measurement, angles, lines, and scale is prevalent in all aspects of sewing.
Art – Students will apply basic elements of design in the projects to create original pieces. There will be a strong focus in color, pattern and textures. Also, students will understand balance and line throughout the projects. There will be peer-to-peer as well as instructor-to-peer critiques. Students will be creating portfolio pieces for college presentation.

Technology: Students will work closely with electronic equipment in a safe, supervised environment. They will also learn how to troubleshoot and fix mechanical errors.

Character Education (Core Values): Students will express pride in their work, and respect all classmates. They will develop patience in sharing equipment, and will work cooperatively through a series of projects. All students will grow together in a positive learning environment.

Career: Exploration of careers in fashion and textiles, as well as what is required and how skills apply to each specific field.

Resources:
Technologies:
Brother PE-Design (embroidery software)
Understanding Fabrics (VHS)
Clothing Fibers (VHS)

Text:
Threads Magazine
Simplicity, McCall's, Butterick, and Vogue pattern books
Other craft, sewing and fashion books and magazines
Clothing: Fashion, Fabrics & Construction, Glencoe McGraw-Hill

Fashion Barrons

Other:
Fabric
Notions (thread, buttons, zippers, etc.)
Trims, Lace, Ribbons, etc.
Sewing Machines
Rulers
Rotary cutting tools
Cutting Board
Pinking Shears
Serger
Embroidery Machine
Fabric Shears
Paper Scissors
Patterns
Seam Rippers
See Thru Rulers

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS
Current Events
The World's influence on fashion

FIRST QUARTER
Fashion in Everyday Life
The role of fashion in cultures
Influences on the fashion world

Current Events
Introduction to activity
Year long assignment
Evaluation criteria
September and October reviews
What/Who sets Fashion
What makes something fashionable?
What influences you?
Practicality in Fashion

Understanding Design
Elements of design
Principles of design
Color, line, and texture
Identifying portfolio pieces

Finding inspiration- Mood boards

Textiles- Designing fabric ideas

Famous Fashion Designers
Key identification
Individual styles and influences and their impact
Portfolio piece
Exploring collage
Costumes
Identifying a customer
Designing to a brief

Current Events
November and December reviews

SECOND QUARTER
Fashion Illustration
What makes fashion?
Creating the figures
Drawing Croquis
Experimenting with media
Page layout
Applying a color palette
Develop a cohesive collection

Current Events
January, February, and March reviews

Review/Advanced Construction Techniques
Safety
Altering patterns
Tailoring techniques
Collars and cuffs
Fashion accessories

Current Events
April and May reviews

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:
In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASESSMENTS

- 70% Project Performance encompassing the quality and completeness of assigned activities as outlined by individual assessment scales.
- 15% Tests and Quizzes including unit pre- and posttests, text assignments, and portfolio submissions.
- 15% Participation as outlined by worksheet completions and classroom participation.

MINIMUM PROFICIENCY

- Attendance in accordance to SBHS agenda guidelines
- A minimum grade of "D" proficiency.

Course Title: Fashion Illustration Portfolio (Semester Course)
Content: Family and Consumer Science
Course: H17776

Mission: The mission of the Family & Consumer Sciences department is to encourage students to use critical and creative thinking skills in order to become competent, caring and confident individuals capable of managing their personal, family and career lives.

Course Description: This course allows students to explore the world of fashion. Learn how to draw your vision and illustrate professional quality pieces that would be an excellent addition to your fashion or art portfolio. No drawing experience necessary.

Standards:
STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to [dance, music, theater] and visual art.

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to teach art form in the creation, performance, and presentation of dance, music, theater, and visual art.

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3. 4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

STANDARD 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

STANDARD 4.2 (Geometry and Measurement) All students will develop spatial sense and the ability to use geometric properties, relationships, and measurement to model, describe, and analyze phenomena.

STANDARD 4.5 (Mathematical Processes) All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

STANDARD 9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

STANDARD 9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Learning Activities:

These strategies are not intended to be all-inclusive, but should provide sufficient understanding of the teaching process.

Informal Teaching through discussions, presentations, advice and guidance
Teaching by Example
Direct Instruction
Facilitating
Differentiated Instruction
Scheduled Course Work
Active Learning (hands on projects, learning using all senses)
Writing
Problem Solving

Assessments:

These procedures are not intended to be all-inclusive, but should provide sufficient understanding of the grading process.

Cooperative learning
Discussion groups
Peer critiques
Self-reflections
Pre and posttests
Presentations
Monthly current events
Show and tell
Posters
Models/Garments

Practice assignments

21st Century Connections:

Cross Curricular:

English – A series of projects will include reading, research and written explanations.
Math – Applications of geometry will be applied in all aspects of sewing, using shapes to create three-dimensional items. Also, the use of measurement, angles, lines, and scale is prevalent in all aspects of sewing.
Art – Students will apply basic elements of design in the projects to create original pieces. There will be a strong focus in color, pattern and textures. Also, students will understand balance and line throughout the projects. There will be peer-to-peer as well as instructor-to-peer critiques. Students will be creating portfolio pieces for college presentation.

Technology: Students will work closely with electronic equipment in a safe, supervised environment. They will also learn how to troubleshoot and fix mechanical errors.

Character Education (Core Values): Students will express pride in their work, and respect all classmates. They will develop patience in sharing equipment, and will work cooperatively through a series of projects. All students will grow together in a positive learning environment.

Career: Exploration of careers in fashion and textiles, as well as what is required and how skills apply to each specific field.

Foods

Electives

Food I
Foods II and III

Course Name: Foods 1
Subject: Foods & Nutrition
Course: H17662

Course Summary: This course will give students information about food and nutrition that they can use every day. It will focus on the latest dietary advice to help them make healthful food choices. Food laboratory experiences will emphasis the nutritional value of the food products, purchasing, care and storage of foods and principles of food preparation.

Enduring Understandings

Students will know how to complete a recipe safely.
Students will know the tasks required to prepare a meal from beginning to end.
Students will be able to apply knowledge of basic nutrition to meet their daily food needs.

Essential Questions

Describe a safe and sanitary kitchen environment.
Describe the correct techniques for measuring dry and liquid ingredients.
Identify the following small kitchen utensils and discuss their functions.
After reading the following recipe, list in step forms, the steps you will take to prepare this recipe.
Which nutrients are found in each of the following food groups; meat, poultry, fish, and shellfish, eggs, dairy products, fruits, vegetables and grains.
What are the basic principles of preparation for high protein foods?
What are the basic principles of preparation for fruits and vegetables?
What are the basic principles of preparation for grain products?
How can nutrients be preserved when preparing foods?
How could the information found on food product labels help you make informed decisions about the food you buy?

Knowledge

(After completing this course students will know):
Students will be able to read, interpret and execute a recipe.
Students will have knowledge of safe and sanitary kitchen procedures.
Students will use knowledge of key nutrients to make healthy food choices.

Skills:
(After completing this course students will be able to):
Students will demonstrate correct table etiquette and service.
Students will be competent in each of the four job experiences (cook. assistant cook, waiter, host).
Student will be able to read and complete recipes.

State Standards (that are being met through this course):
9.1.12.A, B, C, D, E

9.2.12 A, B, C, D, F
3.1.12 C, E, F, G, H
3.3.12 A, B.D,
3.4.12 A, B
4.1.12 B
4.2.12 A
4.3.12 C
4.4.12 A

Learning Activities (teaching strategies to be used in the course):
Laboratory experiences
Teacher Demonstrations
In class discussions
Cooperative Learning
Compiling recipes for a year end cookbook

Performance tasks (types of assessments to be used during the course):
Laboratory evaluations
Graded written work
Class participation
Tests and quizzes
Projects

Rubrics (each type of assessment must have a rubric available for review, for example, if case studies will be used as a performance assessment, there should be one rubric for all case studies):
Laboratory Rubric, Test Rubric, Worksheet Rubric, and Project Rubric

Course Resources

Printed materials, text book, magazines, and journals
Guide to Good Foods (text)
Various cookbooks

Internet Sites or specific software that will be used during the course including:
Epicurious .com
All recipes.com
Cooks.com
Food Network.com

DVDs
DVD's on safety, nutrition, principles of food preparation

Equipment, video cameras, tools:
Basic kitchen utensils

Digital camera
Large kitchen appliances such as: kitchen aid mixers. Cuisinart food processor, ranges, microwaves.
Small appliances such as: blender, griddle, electric frying pan.

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:
In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASESSMENTS
50% - class work & participation, 50% - tests and quizzes
Tests, quizzes, written assignments, participation

MINIMUM PROFICIENCY
65% in all assessments

Course Title: Foods II and III
Content: International Foods
Courses: H17664 and H17665

Mission: The mission of the Family & Consumer Sciences department is to encourage students to use critical and creative thinking skills in order to become competent, caring and confident individuals capable of managing their personal, family and career lives.

Course Description: These courses allow students to students to explore International cuisines and cultures through the planning, preparing and serving of meals. Students will identify the geography, climates, customs, traditions and cultural factors of the country through individualized research and class preparation. Specific foods, ingredients and methods of preparation unique to a variety of cultures will be studied.

For Foods II: There is a prerequisite of 77% or better in Foods I, and the recommendation of the Foods I teacher.

For Foods III: There is a prerequisite of 80% or better in Foods II, and the recommendation of the Foods II teacher.

Students will know the following terminology…preparation. Specific foods, ingredients, and methods of preparation unique to a variety of cultures will be studied.

Enduring Understandings:
Students will know how to read a recipe and complete it independently.
Students will be aware of the possibilities of various careers in the industry.
Students will know safety, sanitation and food handling.
Students will know influences that affect Cuisines of various cultures.
Students will know factors important to be wise consumers in purchasing cookware, kitchenware and large appliances.

Essential Questions:
What steps are needed to complete these international recipes?
What types of equipment are needed to complete these international recipes?
What safety rules should be followed while preparing these international recipes?
What are the sanitation procedures that need to be addressed while preparing these international recipes?
What safe food handling practices should be followed when preparing and storing food products in these international recipes?
What are the several career paths available in the food and hospitality industries?
What educational experiences are necessary for a career in the Food and hospitality industry?
What cultural factors affect food customs of various countries?
What points must be considered when purchasing kitchenware and appliances?
How is food digested in the human body and what are key nutrients?

Students will know the following terminology…
International Culinary Language
Food Safety and Sanitation
Career Pathways
Key Nutrients and digestion
Consumer Education

Knowledge and Skills (what students will know and do):
Maintain and care for knives
Operate all major equipment in a safe manner
Read and complete recipes from various cultures
Master each of the job experiences in lab while being a team player
Demonstrate correct table service and etiquette

Standards:
2.1.12 C Nutrition
3.1.12 F Vocabulary
3.12 G Comprehension
3.12 H 1,3,4 Reading
3.2.12 A, B, C, D Writing
3.3.12 A, B, C, D, Speaking
3.4.12 A, B Listening
4.2.12 D Units of Measure
6.6 Physical and cultural environment;
9.1.12 B Employable Skills
9.2.12 A (Critical Thinking)
9.2.12 B (Growth and Development)
9.2.12 C (Interpersonal Communication)
9.2.12 D (Character Development and Ethic)
9.2.12 E (Consumer and Personal Finance)
9.2.12 F (Safety)

Learning Activities:
Do Now's and closure activities
Research project on various Cultures
Report on Cookware, Kitchenware, and/or large appliances
Teacher demonstrations and lectures
Cooperative learning
Independent research
In class discussions and readings
Working with groups as well as independently
Use of the internet as a recipe resource
Written assignments
Laboratory experiences

Collection of recipes for cookbook
Refer to scope and sequence chart.

Assessments:
Laboratory Evaluations
Graded written work
Class participation
Rubrics for project work
Mid term and Final Exam

Connections:
Cross Curricular: Business, Math, Technology, English, History, Science, and Health
Technology: Microsoft Office, Digital Cameral, Video Taping, Research techniques
Character Education (Core Values): Respect, Etiquette, Working closely with students in small groups as well as the class as a whole, responsibility, honesty and kindness.
Career: Foods Related to every pathway; Schools will be researched and invited to speak to classes.

Resources: Textbooks, Cookbooks, and Internet
Technologies: Internet; Microsoft Office; Digital Camera
Text: Food for Today; Guide to Good Foods; various Cookbooks

SCOPE AND SEQUENCE (SUGGESTED PACING CHART)

YEAR LONG TOPICS
Safety and Sanitation
Nutrition
Lab experiences

FIRST QUARTER
Signs of Good Health
Diets: Fad vs. common sense
Digestion
Food Additives
Safety and Sanitation
Influences of 1-2 countries researched; Prepare foods from these regions.
Students will research and prepare a Cookbook cover sheet for each country researched this quarter.
Students will research their own cultural background.

SECOND QUARTER
Influences of 2-3 countries researched; Prepare foods from these regions
Food Additives
Students will research and prepare a Cookbook cover sheet for each country researched this quarter.

Kitchenware, Cookware and large appliances

THIRD QUARTER
Influences of 2-3 countries researched; Prepare foods from these regions
Students will research and prepare a Cookbook cover sheet for each country researched this quarter.
Kitchenware, Cookware and large appliances

FOURTH QUARTER
Influences of 2-3 countries researched; Prepare foods from these regions
Students will research and prepare a Cookbook cover sheet for each country researched this quarter.
Preparation of International Foods Cookbook

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:
In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASESSMENTS
50% - class work & participation, 50% - tests and quizzes
Tests, quizzes, written assignments, participation

MINIMUM PROFICIENCY
65% in all assessments

South Brunswick School District

DISTRICT APPENDIX

There are the various strands that cross content.

They have relevance to every curricular area and all grade levels.

The strands are interwoven into content and integrated into instruction.
They do not stand alone.

A synopsis of each strand is included in this document.

The full SBSD K-12 District Appendix, with detailed information about each strand, can be found as a separate document.

Topics

Teaching for the 21st Century

Educational Technology Standards

21st Century Life and Career Education Skills

Character Education

Differentiation

Understanding by Design (UbD): "Reader's Digest" Version

Topic
Teaching for the 21st Century: **What does this mean and how do you do it?** Students need to gain skills that will enable them to learn on their own, think critically and creatively, and apply knowledge to new situations. An emphasis needs to be placed on problem solving, teamwork skills, global awareness, and proficiency in using technology. Students need to learn to collaborate and work on authentic problems that they will likely encounter in their future careers. This section will outline what this means and how you "teach" for the 21st century: Elementary, Middle and High.
Tools for the 21st Century: **Life, Careers, and Digital Environments** 21st Century Life and Career Education Skills and Educational Technology Skills outline the NJ Core Curriculum Content Standards for these areas that align with PK-12 learning. These standards are written into the curriculum documents for all areas of content—English Language Arts, Mathematics, Science, Social Studies, PE/Health Education, Visual Art, Music, World Language and Library-Media. They are integrated into curriculum and instruction in places where it is relevant and meaningful to do so, and in ways that enhance learning. You will see these integrations explicitly noted in the curriculum guides: Elementary, Middle and High.
Character Education: **Safe and Caring Learning Communities** South Brunswick takes an "approach" to character education that fosters the social, emotional and academic growth of each child. The intent is to create a safe and caring community while building life skills based on the five core values (CARES): C Cooperation A Assertion R Responsibility (and Respect) E Empathy S Self-Control For over ten years, the K-5 teachers have been trained in and have followed the *Responsive*

Classroom (RC) approach.

The middle school teachers have studied and/or been trained in the *Developmental Designs (DD)* approach to character education.

The high school approach has been named "Strive for Five" and includes an annual theme with related activities to bring Character Education to the forefront. There is always a service-learning project connected to the theme. In addition, the high school also follows the *Institute of Excellence and Ethics* (IEE) approach. The IEE approach allows for explicit teaching of Character Education through a series of multimedia lessons that are embedded into the students' schedules.

Differentiation

Differentiation of instruction is a deliberate and conscious method of planning and teaching that provides multiple avenues of learning. It means different challenges to different students. It is characterized by strategies that use an assessment of each individual student for readiness, interest and learning style to modify instruction in three ways: by content, process and product.

In this document, there is a brief description of several approaches and methods that have long been utilized in South Brunswick to meet the differentiated needs of students within the classroom.

- Bloom's Taxonomy
- Gardner's Multiple Intelligences
- Learning Styles
- Inclusion Classrooms
- Kagan Cooperative Learning
- Principles of Differentiation

It is expected that classroom instruction will be differentiated. This expectation is predicated upon the belief or disposition that "all students can learn."

Understanding by Design

For nearly two decades, the South Brunswick School District has held much value in the Understanding by Design (UbD) or Backward Design model of curriculum writing by Grant Wiggins. This model and the process of curriculum development, has been used in the district for many years. The curriculum template—which was recommended by the State of NJ and adopted/adapted by the District, includes elements of the UbD approach.)

You will note that in every curricular area, we begin with the end in mind (that is, the big idea). Enduring understandings, essential questions and performance assessments—all based on standards--are used in the process of curriculum development.

With this being said, it is not only important to understand the process of UbD, but also how to implement curriculum designed in such a way.

A brief overview of how to use Understanding by Design in delivering curriculum is included in the

Appendix.