

DENVILLE TOWNSHIP SCHOOL DISTRICT Family & Consumer Science Curriculum Guide



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DENVILLE TOWNSHIP SCHOOL DISTRICT
Family & Consumer Science Curriculum Guide

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Note: All units are core units and may be modified to meet the needs of the learner. New units/modification may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously. The guide reflects a mix of many content areas by means of diverse NJCCCS. Cooking Labs reflect suggested menus, but may vary.

MISSION STATEMENT

The Denville School District's mission is to engage, challenge, and empower life-long learners in an atmosphere of mutual respect and trust, where all students have the opportunity to become productive, knowledgeable, and responsible citizens in a global society. They will achieve these goals in accordance with the New Jersey Core Curriculum Content Standards.

DEPARTMENT VISION

It is the firm belief of the Denville Township School District that Family & Consumer Science is a study of human ecology, integrating natural and social sciences for the purpose of better living. It offers experience in decision making and problem solving, in communication and prioritizing, in resolving conflict and in procuring daily goods and services. In the pursuit of global awareness and citizenship, it is necessary to understand and experience trades that were and are the catalysts for a global market.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

21ST CENTURY THEMES & SKILLS

Embedded in much of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Denville Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

DENVILLE TOWNSHIP SCHOOL DISTRICT
Family & Consumer Science Curriculum Guide

Grade: 6

Unit: Orientation

Time Frame: 1 day

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> How we present ourselves with body language and our clothing can give people an impression that is not always accurate. 	<ul style="list-style-type: none"> Does clothing effect one’s behavior? What does it mean to judge a book by its cover?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Expected behaviors for Family & Consumer Science activities to ensure personal safety and safety for those around them. Body language, clothing, and grooming effects how one is perceived. Different clothing is appropriate for different occasions. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand the procedures, grading system, and 6th grade course content for Family & Consumer Science. Interview each other. Introduce another student to the class. Develop a definition for “First Impression”. Name three factors that might contribute to a good “First Impression”. Debate, verbally or written, the pros/cons of a school uniform policy. 	<p>9.3.8.B.12</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>impression body language</p>		<p>Student Interviews Student Introductions Class Discussion</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Family & Consumer Science Curriculum Guide

Grade: 6

Unit: Cooking Lab

Time Frame: 7 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> As the culinary arts continue to evolve to an art form, designers continue to invent and produce tools to make cooking easier for the home cook. Making smart, healthy choices can affect one's lifestyle, health, and relationships. 	<ul style="list-style-type: none"> Are culinary tools/equipment a necessity or a luxury? How would you describe a safe and sanitary kitchen? How would you analyze teamwork in the kitchen?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Cooking a successful meal/entrée depends on how well a recipe is followed. Hygiene is an important and necessary element in food safety. Kitchen tools and appliances assist in easy food preparation when used appropriately. The difference between meals that are nutritionally balanced and those that is not. Presentation of a meal is an important element of food preparation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Follow a recipe. Convert measurements into basic equivalent measurements. Complete multi-step procedures. Demonstrate the ability to work collaboratively. Wash, dry, and maintain a clean kitchen. Present finished food products. Develop a balanced meal. Set a dining table. 	<p>5.1.8.D.3 5.2.6.B.1 M 6.RP.1-3 M 6.NS.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
recipe equivalent volume ingredients weight measurement yield host waiter manager cook assistant cook	various food ingredients kitchen laboratory 6 th Grade Skills Packet* evaluation sheet lab job charts	muffins French Toast & turkey sausage quesadillas granola macaroni & cheese soup coffee cake evaluation sheet teacher observation

DENVILLE TOWNSHIP SCHOOL DISTRICT
Family & Consumer Science Curriculum Guide

Grade: 6

Unit: Nutrition & Food Preparation

Time Frame: 7 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • The USDA Food Pyramid present relative guidelines for nutrition. • Dietary requirements vary for individuals based on age, activity level, weight, and overall health. 	<ul style="list-style-type: none"> • What is healthful eating? • To what extent does the relationship between calories and energy affect weight management?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Accurate terms for kitchen materials. • Every tool in a kitchen has a specific purpose/s. • Using the correct tool will yield a more accurate measurement. • Food preparation has its own vocabulary/language. • The purpose of a food pyramid. • Kitchen safety is not just using tools, but also food handling. • Accuracy in baking is vital to the outcome of the product. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify kitchen tools. • Measure using appropriate utensils. • Decipher a recipe. • Adjust a recipe. • Analyze a nutritional panel. • Compare nutritional panels. • Decipher a food pyramid. • Determine how to safely handle food. • Calculate the caloric intake according to age and weight. 	<p>2.1.8.B.1, 4</p> <p>5.1.8.D.3</p> <p>M 6.RP.1</p> <p>M 6.NS.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
equipment calorie fat carbohydrate USDA nutrition panel food handling moderation balance diet classification liquid linear volume	6 th Grade Skills Packet* “Cooks Language” sheet <i>Nutrition to Grown On</i> video Recipes Various measurement tools Various ingredients/materials worksheets	lab evaluations skills packet teacher observation quiz

DENVILLE TOWNSHIP SCHOOL DISTRICT
Family & Consumer Science Curriculum Guide

Grade: 6

Unit: Hand Sewing Project

Time Frame: 3 Days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Following a detailed design plan has a direct effect on the end product. • Just as in the area of visual and performing arts, there are basic foundational concepts and skills that are present in all sewing. 	<ul style="list-style-type: none"> • How can you demonstrate textile skills in everyday life? • To what extent are the skills needed to produce, alter, or repair textile products and apparel necessary in society?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Safety procedures. • A design plan/process is the basis of a sewn product. • Concepts and principles involved in sewing construction. • Time management and planning is essential to creating a work product. • The importance of initiative in the undertaking of a project. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Follow a multi-step pattern/design plan. • Identify and employ safety rules. • Construct a puppet using buttons, fabric, trim, felt, thread, and needle. • Demonstrate craftsmanship in creating a work of art. 	<p>Standards for Mathematical Practice:</p> <ol style="list-style-type: none"> 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
felt pattern hand sewn machine sewn trim fabric	buttons fabric trim felt thread needle scissors patterns	teacher observation puppet sewing project

DENVILLE TOWNSHIP SCHOOL DISTRICT
Family & Consumer Science Curriculum Guide

Grade: 7

Unit: Cooking Lab

Time Frame: 6 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Making homemade food allows the cook to monitor calories, fat, and portion control. • The art of cooking and the intelligence of making smart consumer decisions relative to nutritional decisions set the foundation for one’s health and happiness. 	<ul style="list-style-type: none"> • Is there really a difference between homemade, store-bought, and frozen bake goods? • How does food supply affect your buying decisions relative to price and availability? • What is the importance of “eating with your eyes”?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Cooking a successful meal/entrée depends on how well a recipe is followed. • Hygiene is an important and necessary element in food safety. • Kitchen tools and appliances assist in easy food preparation when used appropriately. • The difference between meals that are nutritionally balanced and those that is not. • Presentation of a meal is an important element of food preparation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Follow a recipe. • Complete multi-step procedures. • Demonstrate the ability to work collaboratively. • Wash, dry, and maintain a clean kitchen. • Present finished food products. • Set a dining table. • Compare and contrast food products that are homemade and convenience. • Convert measurements into complex equivalent measurements. 	<p>5.1.8.D.3 M 7.RP.1 M 7.G.6</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
oz. wt. cal. lb. fg.	various food ingredients kitchen laboratory 7 th Grade Skills Packet* evaluation sheet lab job charts	Sante Fe Chicken soup pasta bean salad pita pizza fruit crisp Food Comparison sheet evaluation sheet teacher observation

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 7

Unit: Nutrition & Food Preparation

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Healthful living involves interpreting dietary data and making good food choices. • The process of cooking is based on physical science and math principles. 	<ul style="list-style-type: none"> • Are you a healthful eater? How would you know? • What is the importance of math in the culinary arts world? • How does physical and chemical science play a role in food preparation?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Using tools accurately will yield a better/sound end product. • Food preparation can change its caloric measurement • Consumers have nutritional information on all food products for purchase in the US (<u>USDA</u>). • Mathematics and Science play an integral role in the food industry. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Accurately identify the use of various kitchen tools. • Convert measurements into more complex equivalent measurements. • Differentiate between exact and approximate measurements. • Compare food labels. • Predict and check caloric intake of different food products. 	<p>5.1.8.D.3</p> <p>M 7.RP.1</p> <p>M 7.NS.3</p> <p>M 7.G.6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>nutrient dense</p> <p>physical activity</p> <p>“scratch”</p> <p>convenience foods</p> <p>calorie</p> <p>caloric intake</p>	<p>7th Grade Skills Packet*</p> <p>Nutrition & Fitness textbook</p> <p><i>How To Read a Food Label</i> video</p> <p><i>My Pyramid Pass It On</i> video</p>	<p>evaluation sheet</p> <p>teacher observation</p> <p>quiz</p> <p>skills packet</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 7

Unit: Consumer Education & Money Management

Time Frame: 7 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Financial literacy skills help to provide opportunities to compete in a global market. • Managing resources affects your daily life. • The ability to analyze, invest, and manage finances play a determining factor in developing a lifestyle. 	<ul style="list-style-type: none"> • Why is it critical to develop financial literacy skills? • To what extent does income affect your lifestyle? • Who am I as a reader of information?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Advertising sales can be deceiving and often use similar “tricks”. • Comparison shopping techniques: internet versus store. • The art of managing bank finances. • Credit cards have interest rates/fees when not paid on time. • Effective means of communication with companies/corporations when dissatisfied with a product/service. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Plan a party within a specific budget. • Develop an awareness of consumer issues/tactics. • Compare prices of similar products to determine the best value. • Calculate percents to determine final sale-priced items. • Write a check. • Complete a deposit slip. • Keep a balance in a checkbook register. • Write a business letter to a company exercising their right of redress. • Determine profit after expenses in the area of retail and wholesale. 	<p>M 7.NS.2, 3 M 7.EE.3</p> <p>9.1.8.E.1-5</p> <p>9.2.8.B.1-4, 7-12 9.2.8.C.1, 3 9.2.8.D.1 9.2.8.E.1-4, 6,7</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
budget balance deposit withdrawal interest retail wholesale expenses right of redress profit comparison shopping transaction trade off credit generic checkbook register	various worksheets Internet and print ads flyers laptops checkbook registers laptops <i>Buy Me That</i> video	quiz comparison shopping activity check writing activity event project presentation Teacher observation

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 8

Unit: Cooking Lab

Time Frame: 6 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> As the culinary arts continue to evolve to an art form, designers continue to invent and produce tools to make cooking easier for the home cook. 	<ul style="list-style-type: none"> Is culinary tools/equipment a necessity or a luxury? Is there truth in the saying, “you are what you eat”?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Cooking a successful meal/entrée depends on how well a recipe is followed. Hygiene is an important and necessary element in food safety. Kitchen tools and appliances assist in easy food preparation when used appropriately. The difference between meals that are nutritionally balanced and those that is not. Presentation of a meal is an important element of food preparation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Follow a recipe. Convert measurements into basic equivalent measurements. Complete multi-step procedures. Demonstrate the ability to work collaboratively. Wash, dry, and maintain a clean kitchen. Present finished food products. Set a dining table. 	<p>2.1.8.B.3</p> <p>5.1.8.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>complex equivalent measurements and abbreviations</p>	<p>various food ingredients kitchen laboratory 8th Grade Skills Packet* evaluation sheet lab job charts</p>	<p>baked ziti stromboli cupcakes chicken fajitas fritatta ethnic foods</p> <p>evaluation sheet teacher observation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 8

Unit: Nutrition & Food Preparation

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A balanced diet contributes to physical and mental health. • Healthful living requires an individual to act on available information about good nutrition even if it means breaking comfortable habits. 	<ul style="list-style-type: none"> • What makes a food healthy? What makes a food considered junk food? • What is the “cost” of convenience foods?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Standard sizes of various containers in relationship with metric and standard systems. • Specific attributes of a particular nutrient group. • Organization and preparation are essential to success in delivering oral presentations. • Skills for a successful presentation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify volume of various containers. • Problem solve and report out as a group: equivalent measurement, measuring tools, methods, equipment, safety, and table setting. • Create a nutrient poster. • Follow a presentation “rubric”. • Demonstrate the ability to deliver an oral presentation. 	<p>5.1.8.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
nutrients carbohydrates fats vitamins minerals water protein dry ingredient liquid ingredient solid ingredient voice audience eye contact visual aid	8 th Grade Skills Packet* <i>Nutrition Basics</i> video <i>Fast Food Survival Guide</i> video Nutrient Group Poster Presentation “rubric”	evaluation sheets Nutrient Poster student presentations teacher observations

DENVILLE TOWNSHIP SCHOOL DISTRICT
Family & Consumer Science Curriculum Guide

Grade: 8

Unit: Entrepreneurial Literacy

Time Frame: 7 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • 21st Century Skills will increase personal marketability, employability, and contributing citizen readiness. • To be successful in project development, you need to know where you are going and how you'll get there. 	<ul style="list-style-type: none"> • What skills will I need to meet the challenges of living and working in a diverse, digital, and global society? • What life and learning opportunities will support career exploration at my age? • How could group project development result in a better end product, or doesn't it?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • an entrepreneur is one who undertakes an enterprise. • the success of a product/service business is determined by the development and organization of a business plan. • a well-articulated mission statement can help you become a success with customers. • some basic business plan elements for a product/service include a business description, mission statement, product/service summary, costs, and marketing. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • brainstorm possible product or service ideas to develop into an entrepreneurial project. • develop a business concept with a basic supporting business plan. • create a "company". • write a product/service summary and mission statement. • develop a marketing method to present their product/service to the "public". • present their product or service plan to the class (pitch their idea). • use a rubric to guide them in project development, as well as self assess. 	<p>9.1.8.A.4 9.1.8.C-3 9.1.8.E.2 9.1.8.F.1 9.2.8.A.1, 4, 6, 9 9.2.8.D.5-6 9.2.8.E.4 9.3.8.B.3</p>
VOCABULARY	RESOURCES/MATERIALS	
entrepreneur product service business plan concept mission statement marketing pitch (sales) supply and demand taxable income nontaxable income "working under the table"	teacher sample project business planning guide Microsoft Office Suite art supplies project rubric	teacher observations business plan product/service presentation project