

COURSE: Consumer and Career Skills
GRADE LEVEL: 6

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENT WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
PERSONAL HEALTH AND FITNESS	Foods and Nutrition	<ul style="list-style-type: none"> • What is nutrition? • What are the 6 basic nutrients? • What is My Plate? • What nutrients do we get from each of the food groups? • Why is food and kitchen safety important when working in the kitchen? • How do you read a recipe? • What is the difference between measuring equipment used for food preparation and regular cups, spoons etc.? • What is a “lab plan” and how will it help to 	<ul style="list-style-type: none"> • Explain how eating nutritious balanced meals and snacks contribute to health • Understand how My Plate is organized and identify major nutrients supplied by each group • Compare and contrast old Food Guide Pyramid to revised version • Demonstrate safe kitchen practices • Learn how to prevent accidents and fires in our home • Develop skills in food preparation using proper measurements and equipment • Learn common preparation terms and utensil • Identify nutrients in dairy products and their role in 	<ul style="list-style-type: none"> • Prepare simple snacks while demonstrating safe handling of food and utensils • Prepare a nutritious foods from each of the food groups • Visually locate kitchen and food safety hazards • Read and understand a recipe and it’s components • Practice proper measuring techniques • Identify tools and equipment • Plan on paper, and then follow a specific plan to foster organization, problem solving skills and cooperation by participating in-group activities 	Ongoing	<ul style="list-style-type: none"> • Completed guided notes • Kitchen hazard activity • Identify elements of a recipe • Measuring lab using tools and equipment • Utensil identification • Lab plan template and evaluation rubric • Create a lab plan to designate various jobs when following a recipe

		<p>work in the kitchens?</p> <ul style="list-style-type: none"> • What utensils are used in food preparation? • What nutrients are found in the dairy group and what functions do they have to keep us healthy? • What are the different forms and types of milk? • How much calcium is found in dairy foods and how much calcium does a teenager need daily? • What does Math and Science have to do with cooking food? • What is food borne illness? • What is cross contamination? 	<p>maintaining health</p> <ul style="list-style-type: none"> • Evaluate food labels for nutrient content • Use documents to identify nutrient content of foods • Explain the procedures used to safely handle raw meats to prevent cross contamination 			<ul style="list-style-type: none"> • Various foods labs
RESOURCE MANAGEMENT	Foods and Nutrition	<ul style="list-style-type: none"> • What is a lab plan? 	<ul style="list-style-type: none"> • Apply decision making, problem solving and management skills to food preparation by organizing and 	<ul style="list-style-type: none"> • Write a lab plan before preparing foods in the kitchen 	Throughout the year for each lab plan created	<ul style="list-style-type: none"> • Ongoing evaluation of the lab plan

			carrying out a lab plan			
PERSONAL HEALTH AND FITNESS	Communication Skills	<ul style="list-style-type: none"> • How is developing good listening skills going to help you? • Why is it important to feel comfortable in the classroom? 	<ul style="list-style-type: none"> • Learn about and practice the behaviors demonstrated by a good listener 	<ul style="list-style-type: none"> • Practice “good listening” skills • Prepare written, oral or demonstrative directions to complete a task and have classmates follow instruction to evaluate their effectiveness 	Ongoing	<ul style="list-style-type: none"> • Task directions
	Foods and Nutrition	<ul style="list-style-type: none"> • What is fiber and why is it important to our health? • How should you prepare fruits and vegetables before you eat them? • What nutrients do you find in the fruit and vegetable group and what do they do for your bodies? 	<ul style="list-style-type: none"> • Classify the different parts of the plant that fruit and vegetables come from • Identify the nutrients found in the fruit and vegetable groups and their functions in the body 	<ul style="list-style-type: none"> • Give examples of foods belonging to the fruit and vegetable groups 	Ongoing	<ul style="list-style-type: none"> • Various nutritious snack labs
RESOURCE MANAGEMENT	Sewing Project	<ul style="list-style-type: none"> • What is the history of the sewing machine? • What role did the sewing machine have during the Industrial Revolution? 	<ul style="list-style-type: none"> • Appreciate the significance of sewing machine to our daily lives, as well as its historic significance • Identify the parts and functions of the sewing machine 	<ul style="list-style-type: none"> • Learn the parts of the machine • Learn to use the machine safely to complete projects • Learn to measure and pin 	Ongoing	<ul style="list-style-type: none"> • Create a simple sewing project

		<ul style="list-style-type: none"> • Where are most clothes manufactured today? • Why are most clothes manufactured outside of the U.S. and how does that affect price? • How do you use a sewing machine? • How do you read and follow directions to complete the project? 	<ul style="list-style-type: none"> • Practice fine motor skills and eye-hand coordination in gaining control of the sewing machine • Complete tote bag and quilt square sewing projects within the allotted time frame • Construct tote bag and quilt squares employing the following skills <ul style="list-style-type: none"> - Decision making in fabric selection and pattern design - Reading and understanding directions - Following design - Reading and understanding directions - Following detailed steps in sequential order - Following and interpreting diagrams 	<ul style="list-style-type: none"> • Learn to follow directions • Learn to organize time and work toward goals for finishing projects • Problem solve to determine a solution when sewing machine is not functioning properly 		
A SAFE AND HEALTHY ENVIRONMENT	Safety	<ul style="list-style-type: none"> • How do you safely handle electrical appliances? • How do you use a 	<ul style="list-style-type: none"> • Use and store appliances, cleaning materials and equipment safely • Maintain and organize 	<ul style="list-style-type: none"> • Students will thread machine • Students will be able to operate sewing machine 	Ongoing	<ul style="list-style-type: none"> • Test (road test) • Test parts of machine

		sewing machine? <ul style="list-style-type: none"> • How do you read and follow directions to complete the project? 	personal property <ul style="list-style-type: none"> • Use and understand the safe operation of the sewing machine and equipment 	<ul style="list-style-type: none"> • Practice sewing straight lines and turning corners • Follow directions on completing a project 		<ul style="list-style-type: none"> • Finished sewing project
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COURSE:
GRADE LEVEL:

Consumer and Career Skills
7

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENT WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
PERSONAL HEALTH AND FITNESS	Foods and Nutrition	<ul style="list-style-type: none"> • What is nutrition? • What are the 6 basic nutrients? • What is the My Plate? • What nutrients do we get from each of the food groups? • How many calories should teenagers eat each day? • What is a calorie? • Why is food and kitchen safety important when working in the kitchen? • What is cross contamination? • What are food borne illnesses? • How do you read a recipe? • What is the difference between measuring equipment used for food preparation and regular cups, spoons etc.? • What is a “lab plan” and how will it help to work in the kitchens? • What utensils are 	<ul style="list-style-type: none"> • Explain how eating nutritious balanced meals and snacks contribute to health • Understand how My Plate is organized and identify major nutrients supplied by each group • Compare and contrast old Food Guide Pyramid to My Plate • Demonstrate safe kitchen practices • Learn how to prevent accidents and fires in our home • Develop skills in food preparation using proper measurements and equipment • Learn common preparation terms and use of utensils • Identify nutrients in dairy products and their role in maintaining health • Evaluate food labels for nutrient content • Use documents to identify nutrient content of foods • Use math skills to increase and decrease recipes using fractions 	<ul style="list-style-type: none"> • Prepare nutritious foods from each of the food groups while demonstrating safe handling of food and utensils • Visually locate kitchen and food safety hazards • Read and understand recipe components • Write a recipe with its essential components • Practice proper measuring techniques • Identify tools and equipment • Plan on paper, and then follow a specific plan to foster organization, problem solving skills and cooperation by participating in-group activities • Double and half the amounts used in a recipe 	Ongoing	<ul style="list-style-type: none"> • Completed guided notes • Kitchen hazard activity • Identify elements of a recipe • Measuring lab using tools and equipment • Utensil identification • Lab plan template and evaluation rubric • Create a lab plan to designate various jobs when following a recipe • National Dairy Council Calcium Quiz • Increase a recipe to make more servings • Kitchen Math • Completed Food Labs

		<p>used in food preparation?</p> <ul style="list-style-type: none"> • What nutrients are found in the dairy group and what functions do they have to keep us healthy? • What are the different forms and types of milk? • How much calcium is found in dairy foods and how much calcium does a teenager need daily? • What does Math and Science have to do with cooking food? 				
PERSONAL HEALTH AND FITNESS	Adolescent Development	<ul style="list-style-type: none"> • How are we the same and how are we different? • What are traits and characteristics? • What are emotions? • What is adolescence and what types of changes occur? • What are developmental tasks and what tasks evolve during adolescence? • How is your personality formed? • What is tolerance? • What is a stereotype? • What are self-image and body image? • What is constructive and destructive 	<ul style="list-style-type: none"> • Identify unique characteristics of class members • Recognize some characteristics classmates share • Identify types of developmental tasks and changes that occur during adolescence • Understand how heredity and environment affect personality • Brainstorm appropriate ways to handle stress, peer pressure and adolescent changes • Explain the importance of tolerance to families and society to avoid misleading stereotypes • Recognize how outlook and actions shape personality 	<ul style="list-style-type: none"> • Give examples of how the media affects our "body image" • Apply knowledge of types of criticism via role 	Ongoing	<ul style="list-style-type: none"> • Handling stress and peer pressure problem solving scenarios • Role Plays • Guided Notes • Unit Test

		criticism?	<ul style="list-style-type: none"> • Explain the effects of “put-downs” and “boosters” on the classroom culture • Practice using “boosters” and eliminating “put-downs” • Differentiate between destructive and constructive criticism 	playing scenarios		
RESOURCE MANAGEMENT	Foods and Nutrition	<ul style="list-style-type: none"> • What is a lab plan? 	<ul style="list-style-type: none"> • Apply decision making, problem solving and management skills to food preparation by organizing and carrying out a lab plan 	<ul style="list-style-type: none"> • Write a lab plan before preparing foods in the kitchen 	Through out the year for each lab plan created	<ul style="list-style-type: none"> • Ongoing evaluation of the lab plan
PERSONAL HEALTH AND FITNESS	Communication	<ul style="list-style-type: none"> • How is developing good listening skills going to help you? • Why is it important to feel comfortable in the classroom? • What is active listening? 	<ul style="list-style-type: none"> • Use the decision making process to work through situations involving how to control your anger and emotions 	<ul style="list-style-type: none"> • Practice “good listening” skills • Prepare written, oral or demonstrative directions to complete a task and have classmates follow instructions to evaluate their effectiveness 	Ongoing	<ul style="list-style-type: none"> • Role playing • Task directions
PERSONAL HEALTH AND FITNESS	Foods and Nutrition	<ul style="list-style-type: none"> • What are the fat-soluble and water-soluble vitamins? • What is fiber and why is it important to our health? • What factors should you consider when making a menu or meal plan so it is attractive and appealing? • How should you prepare fruits and vegetables before you eat them? • What nutrients do you 	<ul style="list-style-type: none"> • Explain the different types of salads and salad dressings • Identify factors involved in planning meals • Describe the difference between fat and water-soluble vitamins • Classify the different parts of the plant that fruits and vegetables come from • Identify the nutrients found in the fruit and vegetable groups and their functions in the body • Identify the information required on an invitation • Identify benefits to eating breakfast 	<ul style="list-style-type: none"> • Create a green salad and dressing • Wash and prepare salad greens • Give examples of foods belonging to the fruit and vegetable groups • Complete labs in which the students use healthy food prep techniques and ingredient substitutions to improve nutritional quality of food artifact • Prepare breakfast for guests using proper serving etiquette 	Ongoing	<ul style="list-style-type: none"> • Fruit and vegetable food labs • Low fat, high fiber oatmeal cookie lab • Water/fat soluble vitamin worksheet • Create an invitation

		<p>find in the fruit and vegetable group and what do they do for your bodies?</p> <ul style="list-style-type: none"> • Why is breakfast so important? 				
PERSONAL HEALTH AND FITNESS	Fast Foods	<ul style="list-style-type: none"> • What types of nutritious foods are available at fast food restaurants? • What are the different kinds of fats? • What are the nutritional down falls of eating at fast foods restaurants? • What effect does using those kinds of fats have on our body? 	<ul style="list-style-type: none"> • Differentiate between cholesterol, saturated, unsaturated and trans fats and their food sources • Explain health benefits of eating too much of different types of fats 	<ul style="list-style-type: none"> • Knead an shape yeast dough • Cut and prepare raw chicken • Cook and drain fat from ground meat • Use the computer lab to research the nutritional value of the foods eaten for 3 days • Discuss the adverse health affects of frequently eating fast food and making unsound nutritional choices 	Ongoing	<ul style="list-style-type: none"> • Soft pretzel lab • Pan Pizza lab • Chicken nugget lab • Taco lab • Other Food Labs
RESOURCE MANAGEMENT	Sewing Project	<ul style="list-style-type: none"> • How do you use a sewing machine? • How do you read and follow directions to complete the project? • Where are most clothes manufactured today? • Why are most clothes manufactured outside of the US, and how does that affect price? 	<ul style="list-style-type: none"> • Appreciate the significance of sewing machine to our daily lives, as well as its historic significance • Identify the parts and functions of the sewing machine • Practice find motor skill and eye-hand coordination in gaining control of the sewing machine • Complete tote bag and quilt square sewing projects within the allotted time frame • Construct sewing projects employing the following skills - decision making in fabric selection and pattern design 	<ul style="list-style-type: none"> • Locate country of origin of student clothing using world map • Discuss current factors that affect price, quality and manufacturing location of clothes • Learn the parts of the machine • Learn to use the machine safely to complete projects • Learn to measure and pin • Learn to follow directions • Learn to organize time and work toward goals for finishing projects 	Ongoing	<ul style="list-style-type: none"> • Laminated world map to identify point of manufacture of student clothing • Create quilt squares to be incorporated into "Caring Quilts" to be donated to a humanitarian organization

			<ul style="list-style-type: none">- reading and understanding directions- following design- reading and understanding directions- following detailed steps in sequential order- following and interpreting diagrams	<ul style="list-style-type: none">• Problem solve to determine a solution when sewing machine is not functioning properly		
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COURSE: Consumer and Career Skills
GRADE LEVEL: 8

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENT WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
PERSONAL HEALTH AND FITNESS	Foods and Nutrition	<ul style="list-style-type: none"> • What is nutrition? • What are the 6 basic nutrients? • What is My Plate? • What nutrients do we get from each of the food groups? • How many calories should teenagers eat each day? • What is a calorie? • Why is food and kitchen safety important when working in the kitchen? • What is cross contamination? • What are food borne illnesses? • How do you read a recipe? • What is the difference between measuring equipment used for food preparation and regular cups, spoons etc.? • What is a "lab plan" and how will it help to work in the kitchens? • What utensils are 	<ul style="list-style-type: none"> • Explain how eating nutritious balanced meals and snacks contribute to health • Understand how My Plate is organized and identify major nutrients supplied by each group • Compare and contrast old Food Guide Pyramid to My Plate • Demonstrate safe kitchen practices • Learn how to prevent accidents and fires in our home • Develop skills in food preparation using proper measurements and equipment • Learn common preparation terms and utensil use • Identify nutrients in dairy products and their role in maintaining health • Evaluate food labels for nutrient content • Use documents to identify nutrient content of foods • Use math skills to increase and decrease recipes using fractions 	<ul style="list-style-type: none"> • Prepare simple snacks while demonstrating safe handling of food and utensils • Prepare a nutritious foods from each of the food group chambers • Visually locate kitchen and food safety hazards • Read and understand components of a recipe • Write a recipe with its essential components • Practice proper measuring techniques • Identify tools and equipment • Plan on paper, and then follow a specific plan to foster organization, problem solving skills and cooperation by participating in-group activities • Plan daily intake that include 1300 mg of calcium and at least 400 mg of vitamin D • Double and half the amounts used in a recipe 	September/October	<ul style="list-style-type: none"> • Completed guided notes • Daily food intake analysis • Kitchen hazard activity • Identify elements of a recipe • Measuring lab using tools and equipment • Utensil identification • Lab plan template and evaluation rubric • Create a lab plan to designate various jobs when following a recipe • Calcium search and assessment of calcium intake • National Dairy Council Calcium Quiz

		<p>used in food preparation?</p> <ul style="list-style-type: none"> • What nutrients are found in the dairy group and what functions do they have to keep us healthy? • What are the different forms and types of milk? • How much calcium is found in dairy foods and how much calcium does a teenager need daily? • What does Math and Science have to do with cooking food? 				<ul style="list-style-type: none"> • Increase a recipe to make more servings • Kitchen Math • Food Labs
PERSONAL HEALTH AND FITNESS	Adolescent Development	<ul style="list-style-type: none"> • What is tolerance? • What is a stereotype? • What is an eating disorder? • What is body language? • How has technology affected communication? 	<ul style="list-style-type: none"> • Recognize signs and nervosa, bulimia, and anorexia/bulimia • Recognize how outlook and actions shape personality • Recognize how tone/emphasis of what is said affects meaning 	<ul style="list-style-type: none"> • Watch, review and evaluate movie on eating disorders • Watch, review and evaluate movies on texting and technology on communication 	Ongoing	<ul style="list-style-type: none"> • Eating disorders movie review • Role Plays • Texting scenarios • Unit Test
RESOURCE MANAGEMENT	Foods and Nutrition	<ul style="list-style-type: none"> • What is a lab plan? 	<ul style="list-style-type: none"> • Apply decision making, problem solving and management skills to food preparation by organizing and carrying out a lab plan 	<ul style="list-style-type: none"> • Write a lab plan before preparing foods in the kitchen 	Ongoing	<ul style="list-style-type: none"> • Ongoing evaluation of the lab plan

PERSONAL HEALTH AND FITNESS	Communications	<ul style="list-style-type: none"> • How is developing good listening skills going to help you? • Why is it important to feel comfortable in the classroom? • What is active listening? • What are the 3 keys to good listening? • What are some different ways that we communicate and how effective are they? 	<ul style="list-style-type: none"> • Model “verbal and non-verbal” behaviors for good listening • Identify different types of body language used in effective communication • Use the decision making process to work through situations involving dealing with negative texting experiences 	<ul style="list-style-type: none"> • Practice “good listening” skills • Prepare written, oral or demonstrative directions to complete a task and have classmates follow instructions to evaluate their effectiveness 	Ongoing	<ul style="list-style-type: none"> • Role playing • Task directions
PERSONAL HEALTH AND FITNESS	Foods and Nutrition	<ul style="list-style-type: none"> • What are the fat-soluble and water-soluble vitamins? • What is fiber and why is it important to our health? • What factors should you consider when making a menu or meal plan so it is attractive and appealing? • How should you prepare fruits and vegetables before you eat them? • What nutrients do you find in the fruit and vegetable group and what do they do for your bodies? • What do you include in a “safe” bag lunch? 	<ul style="list-style-type: none"> • Explain the different types of salads and salad dressings • Discuss the “food safety and sanitation” factors to be taken into consideration when bringing a brown bag lunch to school or work • Identify factors involved in planning meals • Describe the difference between fat and water-soluble vitamins • Classify the different parts of the plant that fruits and vegetables come from • Identify the nutrients found in the fruit and vegetable groups and their functions in the body • Identify the information required on an invitation 	<ul style="list-style-type: none"> • Create a green salad and dressing • Wash and prepare salad greens • Practice making simple garnishes • Prepare a brown bag lunch using My Plate • Prepare luncheon for adult guests using My Plate • Give examples of foods belonging to the fruit and vegetable groups • Complete labs in which the students prepare a healthier versions of foods through ingredient substitutions and healthy food prep techniques • Invite an adult guest to a lab in which a nutritious bag lunch is prepared 	Ongoing	<ul style="list-style-type: none"> • Healthy Food Labs • Prepared brown bag lunch • Prepared luncheon for guests • Worksheet: planning a nutritious brown bag lunch menu • Healthier version food labs

RESOURCE MANAGEMENT	Foods and Nutrition	<ul style="list-style-type: none"> • What is the law of supply and demand? • What is the purpose of advertising? • What information must be included on a package label? • What is unit pricing and how is it helpful to the consumer? • How do you read a unit price label? • What is the difference between a “national brand” and “store brand” food? • How do you use a nutrition label to help you compare foods to find out which is most healthy? • How can reading food labels help people who have food allergies? • What type of advertising technique do you feel is most effective for your age group? 	<ul style="list-style-type: none"> • Learn the vocabulary of consumer terms and be able to use them in discussions • Analyze the influences of marketing and advertisements on purchases • Learn about advertising techniques used to influence purchasing decisions • Read and understand labels and consumer information to make informed purchases • Describe how unit price labels help you decide which items is your best buy • Describe how a supermarket is laid out to encourage you to purchase more than you may have planned • Students create a food product and label to market to a target audience, using a specified ad technique, with script and props 	<ul style="list-style-type: none"> • Use vocabulary terms in classroom discussions • Evaluate advertisements from a variety of media to determine techniques employed and target audience • Identify and locate both required and optional components of food labeling • Determine best value by comparing unit prices of numerous similar products • Calculate unit pricing of products • Participate in a “blind taste test” lab to determine the difference between “national” and “store brand” foods 	Ongoing	<ul style="list-style-type: none"> • Consumerism vocabulary • Advertising techniques movie • TV commercials, catalogs, sales flyers • Food labels • Information on a package label • How to read a breakfast cereal • Unit price stickers • Supermarket field trip • Blind taste test lab
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PERSONAL HEALTH AND FITNESS	Fast Foods	<ul style="list-style-type: none"> • Can you find nutritious foods to eat at the fat food restaurants? • What are the different kinds of fats? • What is food borne illness? • What conditions will allow yeast to grow? • What are the nutritional down falls of eating at fast foods restaurants? • What is the difference between saturated and unsaturated fat? • What effect does using those kinds of fats have on our body? 	<ul style="list-style-type: none"> • Evaluate a typical “fast food” meal for nutritional content as compared to the PDV • Differentiate between cholesterol, saturated, unsaturated and trans fats and their food sources • Plan a healthier version of foods found at fast food restaurants • Keep a 3 day log of their food intake • Become aware of the amount of sugar contained in soda 	<ul style="list-style-type: none"> • Identify harmful sources of fats on fast food menus • Analyze intake for nutrient content and adequacy Discuss the adverse health affects of frequently eating fast food and making unsound nutritional choices 	Ongoing	<ul style="list-style-type: none"> • Soft pretzel lab • Pan Pizza lab • Chicken nugget lab • Taco lab • Watch “Super Size Me” DVD and written essay • Complete a self assessment of the nutrients consumed as compared to the My Plate guidelines • Fast Food Test • Complete the “Soda Sleuth” worksheet • Fast food test
RESOURCE MANAGEMENT		<ul style="list-style-type: none"> • What is a budget? • What are fixed vs flexible expenses? • What are credit and interest? • What is a debit card? 	<ul style="list-style-type: none"> • Use knowledge of percentages to calculate interest charges, savings from sales promotions and tips • Plan a simple budget based on income or allowance 	<ul style="list-style-type: none"> • Calculating tips for dining out • Calculating sale prices from original price • Plan a budget 		<ul style="list-style-type: none"> • Guided notes • Budget • Math calculation worksheets • Unit Test

COURSE: Child Development
GRADE LEVEL: 9 - 12

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
THE DEVELOPING CHILD		•	<ul style="list-style-type: none"> • Investigate the ways infants communicate their needs and how these needs are identified and satisfied • Apply principles of child development and psychology in choosing guidance and discipline techniques • Recognize the role of the pediatrician in assisting the parent • Identify community resources in helping parent to parent • Identify the influence that the parent has in the child's development simply by the manner in which they respond to the child's needs • Understand the dynamics of the relationship between parent and child 	•	On going	•
PRENATAL CARE AND DEVELOPMENT		•	<ul style="list-style-type: none"> • Investigate types of development that begins before birth and the factors that contribute to a healthy pregnancy • Explore nutrients needed by pregnant women and apply knowledge to a food preparation situation • Become aware of the 	•	October & Nov. and March and April	•

			<p>importance of prenatal examinations and the role of they OBGYN plays in assuring a healthy pregnancy</p> <ul style="list-style-type: none"> • Examine personal health habits and evaluate according to the contributions they make to a healthy pregnancy 			
INFANCY		•	<ul style="list-style-type: none"> • Investigate ways infants communicate their needs and how these needs are identified and satisfied • Investigate types of development that begin in the early years and experiences to promote them • Recognize ways to evaluate each child's progress • Be able to care for the physical needs of infants • Examine an infant's reflexes and learned abilities • Identify what factors go into developing an infant's personality and morals 	•	Nov. & Dec. and April and May	•
TODDLERHOOD		•	<ul style="list-style-type: none"> • Investigate types of development that begin in the early years and experiences to promote them • Recognize types of exceptional children • Apply principles of child development and psychology in choosing guidance and discipline techniques • Define levels of special needs in relation to the child's needs for care and training • Recognize the dynamics of play and the importance of play in the social, emotional and physical 	•	Dec. & Jan. and May & June	•

			development of the child			
THE PRESCHOOL YEARS		•	<ul style="list-style-type: none"> • Investigate the ways preschool children communicate their needs • Be knowledgeable about the intellectual, physical, social, emotional and moral needs of preschoolers • Be able to plan and prepare nutritious meals for preschoolers • Be able to involve preschoolers in healthy meal selection and healthy food preparation • Define levels of special needs as they relate to the preschool years 	•	Jan and June	•
PARENTING		•	<ul style="list-style-type: none"> • Develops skills for effective parenting and care-giving appropriate for varying points in the life-cycle 	•	On going	•

COURSE: Food and You (Food and Nutrition)
GRADE LEVEL: 9 - 12

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENT WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
BEGINNING FOOD PREPARATION		•	<ul style="list-style-type: none"> • Use basic food preparation skills to prepare nutritious foods <ul style="list-style-type: none"> - safety and sanitation - clean-up and cleanliness - hazards and emergency action - safe food storage - food-borne illnesses - equipment and utensils - identification and use - care and storage • Follow basic recipes to ensure successful products <ul style="list-style-type: none"> - terminology and measurements - cooking terms - recipe reading - liquid and dry measurement - abbreviations and equivalent measurements 	•	On going	•
MEAL MANAGEMENT AND FOOD PURCHASING		•	<ul style="list-style-type: none"> • Plan and purchase foods in a nutritionally and economically sound manner for self and family <ul style="list-style-type: none"> - menu development - nutrition and appeal - cost and availability of food - equipment and skills required - use and evaluation of convenience foods - using food labels - nutrition labeling - open dating 	•	On going	•

			<ul style="list-style-type: none"> - unit pricing - Universal Product Code 			
MEAL SERVICE	Serving Food	•	<ul style="list-style-type: none"> • Select meal service options appropriate for various occasions <ul style="list-style-type: none"> - table service - buffet service • Develop good table manners 	•	On going	•
BASIC FOOD PREPARATION AND NUTRITION		•	<ul style="list-style-type: none"> • Apply nutrition concepts to daily living • Plan and purchase foods in a nutritionally and economically sound manner for self and family 	•	On going	•
CAREERS IN FOOD AND NUTRITION		•	<ul style="list-style-type: none"> • Career Exploration • Student career suitability 	•	Jan. or June	•

COURSE: Parenting
GRADE LEVEL: 9 - 12

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
RESPONSIBLE PARENTING	<ul style="list-style-type: none"> • Decision Making • Self-esteem for the future • Sexuality and Personal Values 	<ul style="list-style-type: none"> • What is it like to be a parent? • What are the rewards of parenting? • What are some myths of parenthood? • What are the responsibilities of parenthood? • What are some mixed feelings about parenthood? • What is a good parent? 	<ul style="list-style-type: none"> • Joys of parenting • Myths about children • Importance of the early years • Being a role model and a teacher • Being a nurturer • Meeting financial costs • Realities about parenting 	<ul style="list-style-type: none"> • Assess personal sexual behavior for consistency with family values and goals • Examine options in parenting and birthing • Identify the variety, forms and responsibilities of new parents • Describe how humans are developed and list possible prenatal planning decisions for optimal fetal development • Assess the possibility of having a child with handicapping conditions and investigate how such families are coping • List the adjustments in life style that parenthood requires 	Sept.	<ul style="list-style-type: none"> • Chapter study guide questions • Parenting Crossword • As a parent, what would you do? Sheet • Perfect Parent list • Chapter questions • "Think About" questions • "This is your life" video • Role play • Chapter test
PERSONAL READINESS	<ul style="list-style-type: none"> • Personal Value Clarification • Goal Identification 	<ul style="list-style-type: none"> • Why do people choose to have children? • Why do people decide never to 	<ul style="list-style-type: none"> • How to make informed decision • The changing role of fathers • Characteristics of good parents 	<ul style="list-style-type: none"> • Complete life timeline and identify past significant experiences and future goals • List ideal characteristics 	October	<ul style="list-style-type: none"> • Timeline • Posters on the characteristics of mature parents

	<ul style="list-style-type: none"> • Setting and achieving goals • Decision making process • Teenage parenthood 	<ul style="list-style-type: none"> • have children? • When is a person ready to become a parent? 	<ul style="list-style-type: none"> • Punishment vs. Discipline • The elements of maturity • The physical, mental and emotional health of a good parent • Expressing love • Alternate types of parenting • Characteristics of a stable relationship between parents 	<ul style="list-style-type: none"> • of an ideal parent • Brainstorm reasons for wanting to become a parent • Investigate alternate styles of becoming a family other than having your own biological baby • Role play challenges of parenthood • Explore the five steps in the decision making process and apply to a real life situation • Research articles on types of relationships and types of love • Ask questions of a panel of teen parents • View and discuss movie, "Love vs. Infatuation.....What Boys Want.....What Girls Want" • Scan popular songs, magazines and t.v. programs for sexual content 		<ul style="list-style-type: none"> • Review questions • Study guide sheets • Enrichment activity: "Is it Love or Infatuation?" • Chapter test
PREGNANCY & PRENATAL DEVELOPMENT	<ul style="list-style-type: none"> • Teenage pregnancy • Conception and Fertilization • Physical changes for mom • Dad's role • Development of the Zygote, 	<ul style="list-style-type: none"> • Why are some teens sexually active? • How do the choices you make today determine your future? • What is a typical pregnancy like for both mom and baby? 	<ul style="list-style-type: none"> • Recognize factors which influence the development of an unborn child • Examine options in parenting and birthing • Describe how humans develop and list possible prenatal planning decisions for optimal fetal development • Recognize the impact and incidence of birth defects 	<ul style="list-style-type: none"> • Analyze a video on "Four Pregnant Teens, Four Different Decisions" • Write an advice column answering questions of a pregnant teen • Listen to speaker from an adoption agency speaking to the class about services available to teen parents 	Nov.	<ul style="list-style-type: none"> • Study guide • Food labs • Skits about the importance of prenatal care • "Think About Section" • Chapter test

	<ul style="list-style-type: none"> Embryo and Fetus Birth & Birthing alternatives 	<ul style="list-style-type: none"> How can the entire family be involved with the pregnancy and birth? How much does it cost for prenatal care and delivery? 	<p>and possible prevention</p> <ul style="list-style-type: none"> Choosing healthy foods Food guide pyramid and meal planning Avoiding harmful substances Sexually transmitted diseases 	<ul style="list-style-type: none"> Create posters illustrating the change in woman's body during pregnancy Analyze drawings of fetal development View and discuss video on "The Beginning of Life" Name factors that would cause a pregnancy to be high risk Analyze food labels as to their nutrient values of protein, iron, folic acid, fiber and calcium Prepare nutritious snacks and a breakfast for a pregnant woman List and discuss common wives' tales as they relate to pregnancy 		
PREPARING FOR BABY'S ARRIVAL	<ul style="list-style-type: none"> Prepared childbirth and the training involved Layette and costs Parental work leaves Child care options Stages of labor Problems during delivery Mother's 	<ul style="list-style-type: none"> How does a parent prepare for the birth of a child? What are some birthing options available at Glens Falls Hospital? What are the major costs involved in delivering a baby? 	<ul style="list-style-type: none"> Infant mortality rates Pregnancy complications Health concerns Emotions during pregnancy Jobs of medical specialists Preparing siblings for baby Birthing rooms Bonding Premature infants and their special characteristics and needs Stages of labor Medication during labor Types of delivery Care of neonate 	<ul style="list-style-type: none"> List physical and human resources that will be needed prior to the birth of a baby and after the baby is born Brainstorm ways to include the father before birth, during and after Compare birthing experiences of several families Contrast the preparation of a happy couple to that of an unmarried teenager 	Dec. & Jan.	<ul style="list-style-type: none"> Study guide sheets Definitions of vocabulary Class discussion and field trip participation Design a pamphlet entitled "What you should know about labor and delivery"

	recovery after birth		<ul style="list-style-type: none"> • Circumcision; societal, religious and medical concerns • Neonatal Intensive Care • Support during labor • Items and costs for baby and baby's room • Job leave and local child care available 	<ul style="list-style-type: none"> • Write a paper on selected type of birth • Visit the Glens Falls Hospital Snuggery and tour the different birthing rooms • Compare the care of a term baby to that of a premature baby • Take a survey of female friends on whether they would choose natural or medicated childbirth • List the pros and cons of each type of childbirth • Participate in field trip researching costs of a layette • Complete a cost study of different types of diapers and diaper service • Write a paper on what they expect for themselves in combining a career and parenthood • Report on how a woman know she is in labor • View videos on labor and delivery • Survey friends on opinions on baby's rooming in • Participate in a discussion on the Apgar Scale 	<ul style="list-style-type: none"> • Essay on "Why the number of cesarean births has increased in the U.S. over the past 15 years" • Chapter Test
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COURSE: Teen Living (Human Development)
GRADE LEVEL: 9 - 12

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
UNDERSTANDING THE ADOLESCENT PERIOD		•	<ul style="list-style-type: none"> • Identify and describe the unique characteristics of the adolescent period • Life cycle <ul style="list-style-type: none"> - defining adolescence - physical development - intellectual development - emotional/social development - moral development • Contemporary issues of the adolescent period <ul style="list-style-type: none"> - national/local trends - expectations of society - expectations of self in society • Goal setting in the Adolescent Period <ul style="list-style-type: none"> - present goals - future goals • Adolescent as an active citizen • Leadership skills <ul style="list-style-type: none"> - school, work, and community involvement • Conflict resolution <ul style="list-style-type: none"> - stress management - coping skills 	•	September or February	•
UNDERSTANDING THE ADOLESCENT WITHIN THE FAMILY AND IN THE WORKPLACE		•	<ul style="list-style-type: none"> • Explain the role of communication skills, composition, values and lifestyle on family and work place interaction • Family and workplace communication <ul style="list-style-type: none"> - types of communication - communication skills • Family composition, lifestyle and values 	•	October or March	• One

UNDERSTANDING AND RELATING TO YOUNGER CHILDREN		•	<ul style="list-style-type: none"> • Become aware of considerations in relating to younger children • Contributing to a nurturing environment <ul style="list-style-type: none"> - characteristics of a nurturing environment - effects of environment on the child • Identifying and meeting developmental needs at home and in child care work situations <ul style="list-style-type: none"> - physical - intellectual - emotional/social - moral • Encouraging a positive self-concept <ul style="list-style-type: none"> - positive vs. negative self-concept - effects on self-concept 	•	November or April	•
RELATING TO AND LEARNING FROM ADULTS		•	<ul style="list-style-type: none"> • Describe ways to relate to and learn from adults • Adults as resources to the adolescent <ul style="list-style-type: none"> - young adults - middle adults - older adults • Adolescents as resources to the adult <ul style="list-style-type: none"> - young adults - middle adults - older adults 	•	December or May	•
CAREERS AND OPPORTUNITIES IN HUMAN DEVELOPMENT		•	<ul style="list-style-type: none"> • Identify and analyze careers in relation to human development • Areas of Employment <ul style="list-style-type: none"> - job characteristics - personality traits - academic/training requirements • Impact of career on lifestyle <ul style="list-style-type: none"> - multiple roles - resource management 	•	January or June	•

COURSE: American Cuisine
GRADE LEVEL: 9 - 12

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
HISTORICAL AND CULINARY UNITED STATES	<ul style="list-style-type: none"> • Historical Overview • First Inhabitants • First Colonists • Immigrants 	<ul style="list-style-type: none"> • Why did the Europeans leave their home and come to the US? 	<ul style="list-style-type: none"> • Research food customs of North American Aborigines • Explain how climate, geography, and culture affected the development of American Cuisine • Share own heritage with class and reflect on food preparation customs at home • Use a map of the US and identify the regions that were colonized by various groups • Observe various flags and discuss the history of the evolution of the American flag • Plan and prepare foods that are representative of the US 	<ul style="list-style-type: none"> • Computer skills • Food preparation skills (safety sanitation, proper technique) • Resource management (equipment, time people, food) 	Week 1	<ul style="list-style-type: none"> • Class presentation • Lab evaluation • Preparation of typical Thanksgiving foods • Student presentations and food demonstrations • Completed recipes of blueberry buckle, pemmican and corn bread
	<ul style="list-style-type: none"> • New England Region 	<ul style="list-style-type: none"> • What are typical food customs of the New England region? 	<ul style="list-style-type: none"> • Read about some of the obstacles that were overcome by the early settlers • List foods typical of New England colonists • Plan and prepare a New England breakfast • Plan and prepare a typical New England dinner. Each lab group will prepare a different dish • Discuss the NECCO Company and how it originated 	<ul style="list-style-type: none"> • Research and reading skills • Food preparation skills (safety and sanitation, proper food preparation technique) • Resource management (equipment, time, people, food) 	Weeks 2, 3, and 4	<ul style="list-style-type: none"> • Oral reports • Color coded map • Completed recipes of Indian bread, Indian pudding, Sally Lunn, clam chowder, Johnny cake, red flannel hash, lobster and clams

						<ul style="list-style-type: none"> • Student presentations and food demonstrations
	<ul style="list-style-type: none"> • Mid-Atlantic Region 	<ul style="list-style-type: none"> • What are typical food customs of the Mid-Atlantic area? 	<ul style="list-style-type: none"> • Research the food customs of the Pennsylvania Dutch • Discuss why hearty, filling foods were so common in the diets of the Pennsylvania Dutch • Read on the seven sweets and seven sours in a typical German meal and the significance of this custom • Compose menus that exemplify the ethnic feeling typical of many Mid-Atlantic cities • Study Hershey products and how the Brownie originated • Discuss how the Campbell's soup company, submarine sandwiches and tailgate parties all originated 	<ul style="list-style-type: none"> • Research and reading skills • Food preparation skills (safety and sanitation, proper food preparation techniques) • Resource management (equipment, time, people, food) 	Weeks 5, 6, and 7	<ul style="list-style-type: none"> • Written report • Color coded map • Completed recipes of coleslaw, doughnuts (olykoeks), cookies (koekjes), waffles, cottage cheese salad, griddle cakes, Hershey's million dollar fudge, Buffalo wings, New York cheesecakes • Prepare a meal with seven sweets and seven sours • Student presentations and food demonstrations
	<ul style="list-style-type: none"> • Southern Region 	<ul style="list-style-type: none"> • What are typical food customs of the Southern Region 	<ul style="list-style-type: none"> • Discuss the origin of the expression, "Southern hospitality" • Compare and contrast the Southern formal dinner customs with the more casual dinner customs of the North 	<ul style="list-style-type: none"> • Research and reading skills • Food preparation skills (safety and sanitation, proper food preparation techniques) 	Weeks 8, 9 and 10	<ul style="list-style-type: none"> • Report on types of Southern cooking; related lab • Color coded map

			<ul style="list-style-type: none"> • Illustrate “head of table” service • Small groups will research one of the following types of Southern cooking: soul food, Creole or Cajun cooking • Research the history, people, and food customs of New Orleans before planning and preparing an authentic Creole brunch • Create a menu of a Southern buffet that includes Creole specialties and other Southern favorites 	<ul style="list-style-type: none"> • Resource management (equipment, time, people, food) 		<ul style="list-style-type: none"> • Completed recipes of Southern fried chicken, grits, red-eye gravy and ham, hush puppies, fried okra, sweet tea, chitterlings, bouillabaisse, sweet potato pie, gumbo, jambalaya and pecan pie, buttermilk biscuits, hoppin’ John and shorten’ bread
	<ul style="list-style-type: none"> • Midwest Region 	<ul style="list-style-type: none"> • What are the typical food customs of the Midwest Region? 	<ul style="list-style-type: none"> • Read on why the Midwest is called the “bread basket” of the U.S. • Discuss what a potluck dinner is and how it came about • Investigate one of the agricultural products produced in the Midwest • Reflect on a county fair and what the criteria is to judge homemade food products • Plan a typical Midwestern dinner 	<ul style="list-style-type: none"> • Research and reading skills • Food preparation skills (safety and sanitation, proper food preparation techniques) • Resource management (equipment, time, people and food) 	Weeks 11, 12 and 13	<ul style="list-style-type: none"> • Class participation • Color coded map • Report on Kansas as the leading producer of soybeans and corn or Wisconsin and Minnesota for their dairy products • Completed recipes of a potluck dinner, pancakes, bacon, eggs, Greek

						<p>Moussaka, Polish sausage, Italian lasagna, broiled steak, baked potatoes, whole wheat bread, sautéed Zucchini and deep dish apple pie</p>
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • West and Southwest Region 	<ul style="list-style-type: none"> • Trace the development of Southwestern cooking, including the contributions made by the Spanish, the Mexicans, and the Native Americans • Research the life of cowboys • Plan a typical southwestern dinner • Compare hotness of different types of chilies • Sample cactus, pomegranate, pear fruit and star fruit as well as different types of salsas. 	<ul style="list-style-type: none"> • Research and reading skills • Food preparation skills (safety and sanitation, proper food preparation techniques) • Resource management (equipment, time, people and food) 	<p>Weeks 14, 15 and 16</p>	<ul style="list-style-type: none"> • Summary of findings in a short oral report given by groups of three students • Create a menu for a meal that cowboys of the early 1900'S might have eaten on the trail • Color coded map of the region • Completed recipes of enchiladas, quesadillas, sapodillas, tostados, "Son-of-a-Gun" stew, fresh tropical salad, Texas sheet brownies, Texas chili,

						nachos, barbecued beef ribs, tossed greens with ranch dressing, three bean salad and Mexican corn bread
	•	• Pacific Coast Region	<ul style="list-style-type: none"> • Read on and discuss the annual yield, required growing conditions, and uses of one type of fruit or vegetable grow in California • Identify the diversity of the people of the Pacific States and discuss how this relates to typical west coastal dishes • Prepare a sourdough starter and have each lab group use this to create their own sourdough recipe • Write menus for a Pacific coast buffet, including specialties of each Pacific state and foods representative of the various ethnic groups that populate the region 	<ul style="list-style-type: none"> • Research and reading skills • Food preparation skills (safety and sanitation, proper food preparation techniques) • Resource management (equipment, time, people and food) 	Weeks 17 and 18	<ul style="list-style-type: none"> • Class participation • Annual yield charts • Completed recipes of tamales, guacamole, refried beans, sourdough bread, chorizo, cocido, avocado salad, blackberry buckle, new potatoes and peas and salmon steaks with dill sauce
	•	• Hawaiian Islands	<ul style="list-style-type: none"> • Prepare a timeline illustrating important dates and events in Hawaii's history • Write the Hawaiian alphabet • Observe slides and pictures taken in Hawaii • Read on what fruits, vegetables and seafood are native to Hawaii 	<ul style="list-style-type: none"> • Research and reading skills • Food preparation skills (safety and sanitation, proper food preparation techniques) • Resource management (equipment, time, people and food) 	Weeks 19 and 20	<ul style="list-style-type: none"> • Chart of timeline • Spell own name in Hawaiian • Pronounce each letter in the Hawaiian alphabet • Plan, prepare and put on an Hawaiian Luau

						<ul style="list-style-type: none">• Complete recipes of poi, haupia, lalua puaa• Taste test papaya, mango, water chestnuts and squash• Prepare banana muffins, volcano pudding, tropical fruit medley and shrimp curry
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COURSE: College Seminar
GRADE LEVEL: 11 - 12

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	WHEN STUDENT DOES IT:	ASSESSMENTS:
AMBERGER – COMPUTER APPLICATIONS IN A COLLEGE SETTING	Web Page Setup	<ul style="list-style-type: none"> • Why should you know how to set up a basic web site? • What advantage would you have by understanding how to design web pages? • How can you find information online? 	<ul style="list-style-type: none"> • Design web site for college course requirements • Use remote servers to retrieve assignments as needed • Design personal web pages • Upload and Download assignments • Retrieve hidden files on a remote server • Display hyperlinks for professors to various assignments 	<ul style="list-style-type: none"> • Upload web pages • Make hyperlinks to assignments • Download assignments • General web site design and techniques • Finding sources of information 	Week(s) 1-3/10	<ul style="list-style-type: none"> • Web sites • Projects • Assignments
AMBERGER – COMPUTER APPLICATIONS IN A COLLEGE SETTING	Computer / Online Based Finances	<ul style="list-style-type: none"> • What is the importance of understanding how to use online sources to compare and contrast online loan information? • What is the advantage of using spreadsheets to analyze information? • How can you use spreadsheets for other projects? 	<ul style="list-style-type: none"> • Use online sources to find values of new and used car prices • Use online and local sources to calculate loan payments • Compare and contrast loan options • Understand the difference between leasing and purchasing vehicles • Set up spreadsheets to analyze and compare information 	<ul style="list-style-type: none"> • Compare and contrast car/home prices and loan options • Set up spreadsheets with customized information • Analyze spreadsheet information 	3 – 7/10	<ul style="list-style-type: none"> • Projects • Assignments
AMBERGER – COMPUTER APPLICATIONS IN A COLLEGE SETTING	Internet Research and report writing	<ul style="list-style-type: none"> • Why is it important to avoid plagiarism? • Why should you know how to properly format research papers? 	<ul style="list-style-type: none"> • Write and properly format a collegiate level research report • Compile a listing of various sources for reference • Format reports in various ways to accommodate the needs of professors 	<ul style="list-style-type: none"> • Define plagiarism • Search engine customization • Utilize online sources • Proper research paper formatting 	8-10/10	<ul style="list-style-type: none"> • Research paper

			<ul style="list-style-type: none"> • Define and recognize plagiarism • Properly present their reports according to instructions 			
JARVIS – MOVING TOWARD INDEPENDENT LIVING	Coping with change and stress	<ul style="list-style-type: none"> • How is college different than High School? • What is important to me and what do I want to accomplish in life? 	<ul style="list-style-type: none"> • Define self-concept and identify ways to boost self-esteem • Discuss how heredity and environment influence personality • Identify strategies for reaching your potential and using your resources • Identify strategies to communicate with parents • Recognize normal feelings when separating from home and family and how to deal with them • Describe qualities that strengthen relationships • Explain why stereotypes and prejudice are harmful • Identify strategies for resolving conflicts • Describe ways to control anger and funnel energies in a positive direction • Describe methods teenagers can use to meet life's challenges • List resources available on campus to college students who need help • Recognize elements of dorm safety and safety in general 	<ul style="list-style-type: none"> • Self evaluation • Goal setting • Forming strategies • Problem solving skills 	1/10	<ul style="list-style-type: none"> • Class participation • Written assignments • Unit test
JARVIS – MOVING TOWARD INDEPENDENT LIVING	Avoiding the Freshman 15	<ul style="list-style-type: none"> • What foods are healthy choices? • What foods contain a large amount of fat, salt and sugar? 	<ul style="list-style-type: none"> • Assess the effect of nutrients on health, appearance, and peak performance in academics and college athletics • Assess the impact of food and diet fads, food addictions, and 	<ul style="list-style-type: none"> • Dietary knowledge • Food preparation techniques • Sanitation awareness 	2-8/10	<ul style="list-style-type: none"> • Class participation • Written assignments • Unit test

		<ul style="list-style-type: none"> • What healthy food choices are offered in college dining hall? • How do I buy and prepare healthy food with limited money and cooking equipment? • How do I create a simple, healthy dish following a recipe? • What are some recipe sources I can find on the computer? • How do you set up a kitchen for the first time? 	<ul style="list-style-type: none"> • eating disorder on wellness • Compare and assess different portions and apply portion control • Evaluate sources of food and nutrition information, including food labels, related to health and wellness • Apply various dietary guidelines in planning to meet nutrition and wellness needs • Demonstrate the ability to select, store, prepare and serve nutritious and aesthetically pleasing snacks and simple meals • Apply the Dietary Guidelines when choosing foods in a college dining hall • Manage the preparation of simple, healthy snacks and meals using limited resources • Make a list of kitchen necessities 	<ul style="list-style-type: none"> • Awareness of availability of a variety of kitchen equipment 		<ul style="list-style-type: none"> • Unit Test • Lab projects
JARVIS – MOVING TOWARD INDEPENDENT LIVING	A Stitch in Time	<ul style="list-style-type: none"> • How do I treat laundry stains and launder clothes properly in a college laundry room? • How do I iron a shirt? • How do I sew on a button and snap? • How do I hem a pair of gym shorts? 	<ul style="list-style-type: none"> • Demonstrate routine clothing care • Show how to launder and press clothes • Illustrate how to make simple clothing repairs • Illustrate how to treat simple stains • Plan clothing storage in a dorm room • Perform sewing skills using a variety of basic techniques 	<ul style="list-style-type: none"> • Hand eye coordination • Ability to follow directions in a sequential order 	9-10/10	<ul style="list-style-type: none"> • Class participation • Written assignments • Unit test • Laundry projects • Sewing projects • Ironing projects
SESSELMAN – DO IT YOURSELF	Car Care	<ul style="list-style-type: none"> • Why is it important to take care of your car? • Why is it important to have the ability to “do it 	<ul style="list-style-type: none"> • Fix-a-Flat • Tune Up • Jump Start • Cool it 	<ul style="list-style-type: none"> • Automotive Maintenance • Problem Solving 	Ongoing	<ul style="list-style-type: none"> • Automotive checklist

		yourself”?				
SESSELMAN – DO IT YOURSELF	Dorm Room/ Apartment Maintenance	<ul style="list-style-type: none"> Why is it important to understand basic construction techniques? 	<ul style="list-style-type: none"> Cover your “tracks” (room repair – spackle, sand and paint) Basic construction (framing, sheetrock, finishing) 	<ul style="list-style-type: none"> Basic construction methods 	Ongoing	<ul style="list-style-type: none"> Projects
SESSELMAN – DO IT YOURSELF	Basic construction	<ul style="list-style-type: none"> Why should you know how to operate power tools properly? 	<ul style="list-style-type: none"> Some assembly required (basic tools and construction) Finishing (sand, stain, shellac) 	<ul style="list-style-type: none"> Tool use Assembly processes 	Ongoing	<ul style="list-style-type: none"> Projects
SESSELMAN – DO IT YOURSELF	Basic electricity	<ul style="list-style-type: none"> Why should you have an understanding of electrical circuits? How do you troubleshoot electrical circuits? 	<ul style="list-style-type: none"> Short Circuit – (trouble shooting) You’re Grounded – (basics) 	<ul style="list-style-type: none"> Safety Problem solving 	Ongoing	<ul style="list-style-type: none"> Troubleshooting checklist
TROMBLEY – PERSONAL FINANCE	Understanding personal finances	<ul style="list-style-type: none"> What is a budget? Why is it important to keep accurate financial records? How do you choose a banking institution? What are services that a banking institution offers? What credit card is the best one? 	<ul style="list-style-type: none"> Develop a budget based on income vs. expenses Keep an accurate checkbook Know how different types of credit work Choose the type of credit that is appropriate Choose the loan situation that is best for the parent and the student 	<ul style="list-style-type: none"> Balancing a checkbook Applying for a loan Applying for credit cards 	1-5/10	<ul style="list-style-type: none"> Keep a checkbook Prepare a budget Research and compare different credit cards
TROMBLEY – PERSONAL FINANCE	Time Management	<ul style="list-style-type: none"> What is the proper procedure for job applications? What is a resume? What are some questions to anticipate in an interview? 	<ul style="list-style-type: none"> Understand how to use time to its greatest effect Compare the pros and cons of campus jobs and off-campus employment Compare the pros and cons of living on-campus or off-campus Understand the importance of 	<ul style="list-style-type: none"> Personal resume Practice interview techniques How to read apartment ads 	6-7/10	<ul style="list-style-type: none"> Prepare a resume Prepare a letter of application Mock interviews

			organizing important paperwork			
TROMBLEY – PERSONAL FINANCE	Understanding taxes	<ul style="list-style-type: none"> • What is the IRS? • Why are there TAXES? • What is Social Security? 	<ul style="list-style-type: none"> • Understand how to prepare a 1040 EZ • Understand social security 	<ul style="list-style-type: none"> • How to do their own simple tax return 	8-9/10	<ul style="list-style-type: none"> • Prepare a 1040 EZ
TROMBLEY – PERSONAL FINANCE	Legal Issues Facing Graduating Seniors	<ul style="list-style-type: none"> • What rights do college students have? • What are the rights of a consumer using credit? 	<ul style="list-style-type: none"> • Identify their credit rights • Identify what debts can be dismissed through bankruptcy and which debts cannot be dismissed • Understand how identity theft occurs and the problems associated with identity theft 	<ul style="list-style-type: none"> • Identify laws that protect students • Identify laws that protect consumers 	10/10	<ul style="list-style-type: none"> • Research laws that protect students and consumers