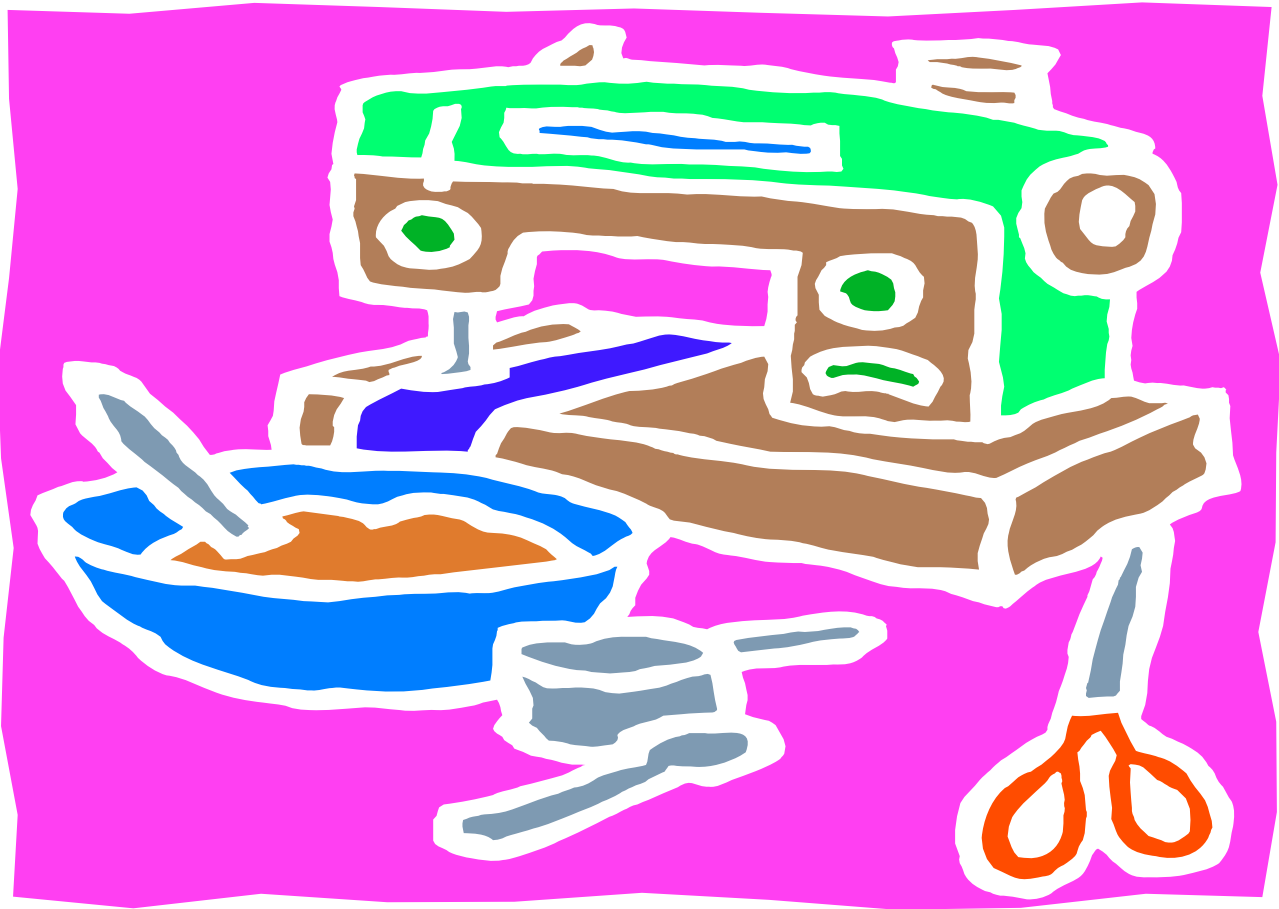


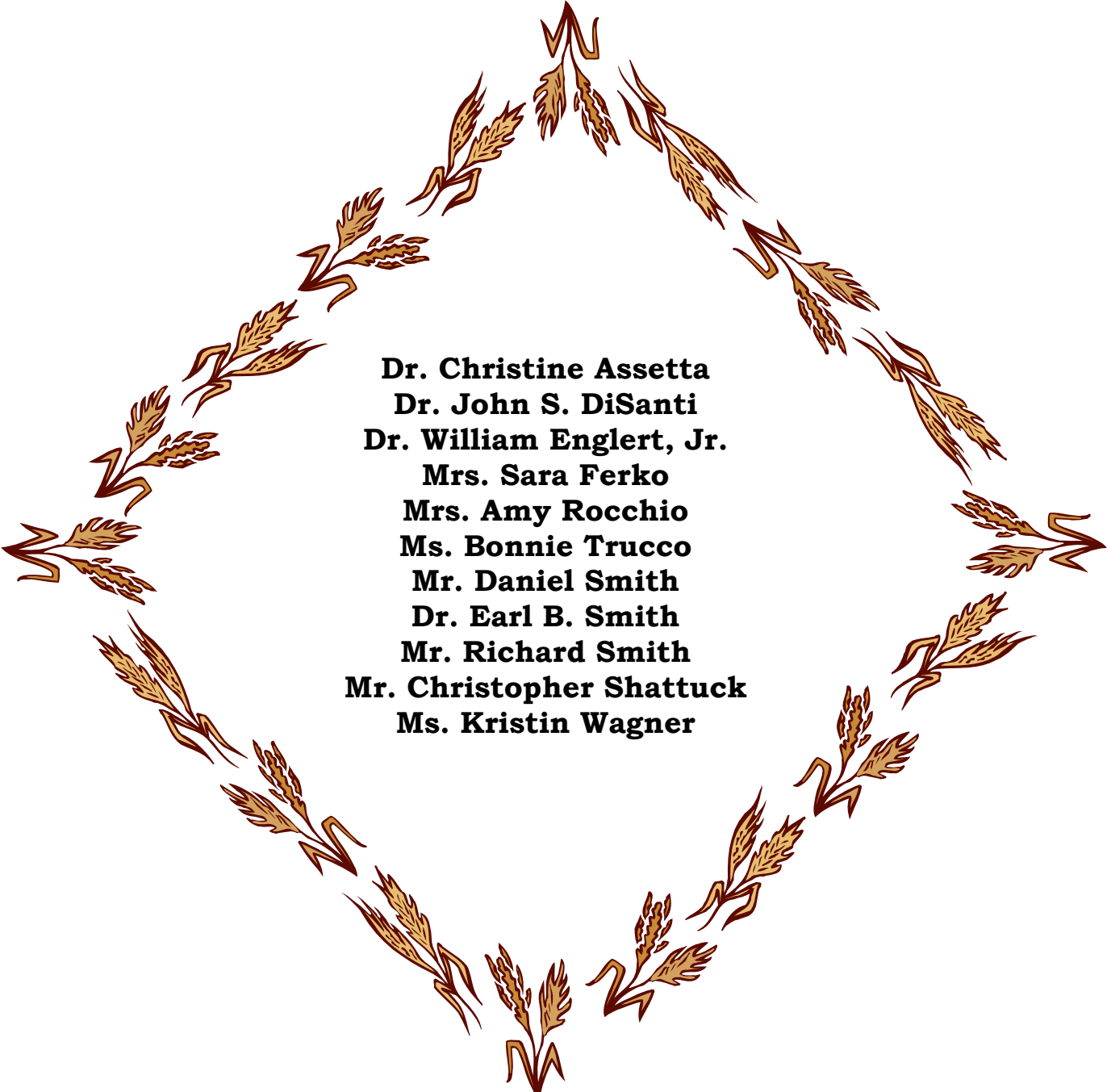
WEST ALLEGHENY SCHOOL DISTRICT
FAMILY AND CONSUMER SCIENCE
CURRICULUM



2007

ACKNOWLEDGEMENTS

**The following individuals served on the 2006-2007
Family and Consumer Science Core Committee.
Their participation in and support of the project
greatly enhanced the curriculum writing process.**



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**Family and Consumer Sciences Curriculum
Philosophical Orientation Statement
2007**

The West Allegheny 2007 Family and Consumer Sciences curriculum is aligned with the National and Pennsylvania Standards for Family and Consumer Sciences and is based on recommendations from the National Association of Teacher Educators for Family and Consumer Sciences. The focus of the curriculum is the individual, family, and community both now and in the future, and its mission is to prepare students for independent living, family life, work life, and/or careers in family and consumer science. The 21st century requires students to develop the ability to transform information into knowledge and apply it to real life. These goals can be achieved through decision making, problem solving, and analyzing in order to learn about health maintenance, parenting, and management skills.

Family and Consumer Sciences education empowers individuals to create alternative solutions to significant, everyday challenges and to take responsibility for the consequences of their actions in a diverse, global society. It also helps students to distinguish adequate, reliable information from inadequate, unreliable information so that they become effective consumers of research. The curriculum stresses scientific inquiry and critical thinking skills in order to equip students with basic knowledge and skills in the research process.

The Family and Consumer Sciences department has a strong commitment to integration with social sciences, physical and biological sciences, arts, humanities, and mathematics. Communication processes, including the use of information technology, are integrated so that students can develop life-long learning skills as they progress into their personal and professional worlds. Completion of short and long term projects in the areas of financial resource and management; balance of family, work, and community responsibility; food and science nutrition; and child development are designed to foster creativity, appreciate human worth, and accept responsibility for one's actions and success in family and work life. These comprehensive classroom experiences allow students to develop the knowledge and skills needed in making choices to meet their personal, family, and work relationships.

WEST ALLEGHENY SCHOOL DISTRICT

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**FAMILY AND CONSUMER
SCIENCE
CURRICULUM**

GRADE 6

WEST ALLEGHENY SCHOOL DISTRICT

Subject: Family and Consumer Science

Grade Level: Grade 6



ACADEMIC STANDARDS

11.1.6 A,B,C
11.2.6 A,B,C,D,E,H
11.3.6 A,B,C,D,E,F,G
11.2.9 C,E

COURSE DESCRIPTION:

This is an introductory course in nutrition and foods. Course work includes utilizing the food pyramid, planning and preparing foods, reading and comparing food labels, and using resources.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:


Adventures in Food land Nutrition – Goodheart/Wilcox
Discovering Life Skills – Glencoe
Scholastic “Choices” periodical

ASSESSMENT:

- Tests
- Kitchen labs
- Computer and class assignments

TECHNOLOGY USED:

- Computer
 - Internet
 - Microsoft Word
- Kitchen Appliances

	<p align="center">MAJOR FAMILY/CONSUMER SCIENCE CONCEPTS ADDRESSED IN EACH GRADE LEVEL/COURSE</p>
<p align="center">REPORTING CATEGORY</p>	<p align="center">Course: Family and Consumer Science Grade: 6</p>
<p align="center">FINANCIAL and RESOURCE MANAGEMENT</p>	<p>Decision making Comparison Shopping Managing Expenses</p>
<p align="center">BALANCING FAMILY, WORK and COMMUNITY RESPONSIBILITY</p>	<p>Decision making Time management Teamwork and leadership skills Activity and special planning Communication Technology and living environment</p>
<p align="center">FOOD SCIENCE and NUTRITION</p>	<p>Nutrition – Food Pyramid Menu evaluation Food preparation fundamentals Kitchen and food safety Snack foods Breakfast Mexican Cuisine</p>
<p align="center">CHILD DEVELOPMENT</p>	<p align="center">N/A</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY AND CONSUMER SCIENCE	GRADE: 6th grade
UNIT FOCUS: Nutrition	

Unit Content	Student Outcomes	Standards
Food Pyramid	<p>The student will:</p> <p>categorize foods into six food groups on the food pyramid.</p> <p>create a list of foods that are not represented on the food pyramid.</p> <p>investigate serving amounts from each food group that you need daily based on your age, gender, and activity level.</p> <p>recognize serving sizes from each food group.</p>	<p>11.3.6 C</p> <p>11.3.6 E</p>
Menu evaluation	<p>identify food group(s) in a one day menu that need additional servings to meet food pyramid guide lines for a 2,000 calorie a day plan.</p> <p>identify food group(s) in a one day individual food record that need additional servings to meet food pyramid guidelines.</p>	<p>11.3.6 D</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY AND CONSUMER SCIENCE	GRADE: 6th grade
UNIT FOCUS: Food Preparation and Safety	

Unit Content	Student Outcomes	Standards
Kitchen safety	The student will: write about an accident that happened at home and create a safety precaution to avoid it.	11.3.6 B
	identify safety precautions to follow when working in the kitchen.	
Food preparation terms	describe foods prepared using recipe terms.	11.3.6 F
	complete recipe instructions.	11.3.6 G
Measuring – volume	compare liquid versus solid measuring equipment.	
	complete measuring problems.	
	measure ingredients correctly in kitchen labs.	
Food preparation utensils, cookware, and appliances	locate utensils and cookware in kitchen areas	11.2.6 D
	assemble correct utensils and cookware in kitchen labs.	
	outline and follow guidelines for operation, care, and safety for several kitchen appliances.	11.2.6 E

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY AND CONSUMER SCIENCE	GRADE: 6th grade
UNIT FOCUS: Food Preparation and Safety	

Cont'd

Unit Content	Student Outcomes	Standards
Kitchen labs	The student will: complete a plan sheet listing duties. measure accurately and follow recipe instructions.	11.3.6 F, G 11.2.6 A,B,C,D,H
Food safety	describe the causes of food borne illness. identify unsafe food practices demonstrated in a video or role playing situation. label the danger zone temperatures where bacteria grow rapidly. list precautions to avoid food-borne illness.	11.3.6 B, F

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY AND CONSUMER SCIENCE	GRADE: 6th grade
UNIT FOCUS: Snack Foods	

Unit Content	Student Outcomes	Standards
Nutritious snacks	The student will:	
	complete a snacking inventory listing favorite snack foods and snack times.	11.2.6 A
	compare number of high fat and sugar snack with number of healthy snack foods.	11.3.6 D
	define and list combination snack foods.	11.3.6 D
	outline factors that affect your snack choices and habits.	11.3.6 C, 11.1.6 A
	create a graph to show relationship between calories and nutrients for snack foods.	11.3.6 A
	identify snack foods that are good sources for specific nutrients.	11.3.6 D
	relate snack food choices with health benefits and meeting food pyramid guidelines.	11.3.6 D
	compare health benefits and costs of using fresh, frozen, canned, dried, irradiated fruits and vegetables.	11.3.6 A,G 11.1.6 A
prepare combination snack food recipes.	11.3.6 F 11.2.6 A,B,C,D,H	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY AND CONSUMER SCIENCE	GRADE: 6th grade
UNIT FOCUS: Breakfast	

Unit Content	Student Outcomes	Standards
Importance of eating breakfast	The student will: identify positive mental and physical reasons for consuming breakfast.	11.3.6 D, E
Nutrient labels	locate specific nutrient and ingredient information on a food label.	11.3.6 D, E
	compare nutrient/ingredient information on 3 cereal labels (partner pairs)	11.3.6 D, E 11.2.6 H
	determine healthier foods from examining nutrient labels.	11.3.6 D, E 11.2.6 H
	compare cost and health benefits from label information.	11.1.6 A, B
Breakfast menus	identify 3 components included in a nutritious breakfast menu.	11.3.6 D
	write nutritious breakfast menus.	
	plan and prepare a nutritious breakfast menu.	11.3.6 F 11.2.6 A, B, C, D, H
	organize meal preparation, time, table setting, and clean-up to serve a breakfast.	11.2.9 c

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY AND CONSUMER SCIENCE	GRADE: 6th grade
UNIT FOCUS: Breakfast	

Cont'd

Unit Content	Student Outcomes	Standards
Using convenience foods and technology	The student will:	
	explain how convenience foods can save time and be included in a healthy diet.	11.3.6 D
	describe how a microwave cooks food.	11.3.6 B
	compare safe and unsafe cookware for microwave use.	11.3.6 B
	explain how microwaves have influenced cooking in the home.	11.2.6 B 11.2.9 E
prepare a microwave breakfast recipe.	11.3.6 F 11.2.6 A, B, C, D, H	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

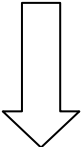
COURSE: Family and Consumer Science	GRADE: 6th grade
UNIT FOCUS: World Cuisine	

Unit Content	Student Outcomes	Standards
Mexican cuisine	<p>The student will:</p> <p>explain how 2 cultures combined to form Mexican cuisine.</p> <p>describe favorite Mexican dishes.</p> <p>record ingredients commonly used to prepare Mexican foods.</p> <p>explain reasons why Mexican foods are popular in the United States.</p> <p>prepare and serve a Mexican recipe.</p>	<p>11.3.6 C, F</p> <p>11.3.6 A</p> <p>11.3.6 F 11.2.6 A, B, C, D, H</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: Family and Consumer Science	GRADE: 6th grade
UNIT FOCUS: Financial and Resource Management	

Unit Content	Student Outcomes	Standards
Grocery shopping	<p>The student will:</p> <p>identify ways to save money when shopping for food.</p> <p>describe ways retailers persuade you to purchase more products or higher priced items.</p> <p>explain the difference between needs and wants, impulse buying, comparison shopping, and unit pricing.</p> <p>design a dinner for a family of four using items from a food shopping circular that meets a budgeted monetary amount. (group activity)</p>	<p>11.1.6 A, B</p> <p align="center"></p> <p>11.2.6 C</p>

**FAMILY AND CONSUMER
SCIENCE
CURRICULUM**

GRADE 7

WEST ALLEGHENY SCHOOL DISTRICT

Subject: Family and Consumer Science

Grade Level: Grade 7



ACADEMIC STANDARDS

11.1.6 C, E, F, G
11.1.9 F
11.2.6 F, G, H
11.2.9 C, F, G, H
11.4.6 A, B, C, D, E
11.4.9 A, B, C, E

COURSE DESCRIPTION:

This course introduces students to child development principles and child care. Safety, positive child guidance, and learning strategies are explored for infants, toddlers, and preschoolers. Clothing care and sewing skills are developed with the completion of a sewing project.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:


Discovering Life Skills – Glencoe
Scholastic “Choices” periodical

ASSESSMENT:

- Test
- Class assignments
- Sewing samples and project

TECHNOLOGY USED:

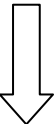
- Sewing machines

	<p align="center">MAJOR FAMILY/CONSUMER SCIENCE CONCEPTS ADDRESSED IN EACH GRADE LEVEL/COURSE</p>
<p align="center">REPORTING CATEGORY</p>	<p>Course: Family and Consumer Science Grade: 7</p>
<p align="center">FINANCIAL and RESOURCE MANAGEMENT</p>	<p>Clothing care Consumer Sewing skills</p>
<p align="center">BALANCING FAMILY, WORK and COMMUNITY RESPONSIBILITY</p>	<p>Family structures and relationships Family roles and responsibilities</p>
<p align="center">FOOD SCIENCE and NUTRITION</p>	<p align="center">N/A</p>
<p align="center">CHILD DEVELOPMENT</p>	<p>Responsible caregivers Caring for infants, toddlers, and preschoolers Learning environments Safety</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

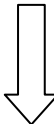
COURSE: FAMILY and CONSUMER SCIENCE	GRADE: 7th Grade
UNIT FOCUS: Family Roles and Responsibilities	

Unit Content	Student Outcomes	Standards
Family structures and relationships	The student will: identify types of families and how each contributes to the well being of its members.	11.2.9 C
	identify physical, intellectual, emotional, and social needs that families meet.	11.1.6 C
Family responsibilities	describe the changing roles of families and how each member is affected.	11.2.6 F, G, H
	explain ways families cope with problems.	11.2.9 F, G, H
	describe characteristics of effective communication.	
	demonstrate effective communication skills.	
	list examples of family responsibilities.	
	explain reasons for sharing tasks.	
	identify responsibilities teens can assume.	
	outline services and agencies available to families in need.	11.1.6 G

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY and CONSUMER SCIENCE	GRADE: 7th Grade
UNIT FOCUS: Caring for Children	

Unit Content	Student Outcomes	Standards
Responsible caregivers	The student will: identify physical, intellectual, emotional, and social needs of children.	11.4.6 A 11.4.6 C
	demonstrate 2 methods of positive guidance. differentiate between child abuse and neglect.	
Caring for infants, toddlers, and preschoolers	list ways to prevent abuse and neglect including social service agencies and community help groups.	11.1.6 G
	identify characteristics and ages of infants, toddlers, and preschoolers.	11.4.3 A
	compare child development practices used to promote learning as well as care for children for each development level.	11.4.9 A
	list ways to prevent safety hazards at each developmental level.	11.4.9 B
	locate child hazards in a family room illustration.	11.4.6 B

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY and CONSUMER SCIENCE	GRADE: 7th Grade
UNIT FOCUS: Caring for Children	

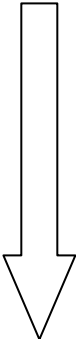
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Unit Content	Student Outcomes	Standards
Caring for infants, toddlers, and preschoolers	The student will:	
	list information you need before you begin a babysitting task.	11.4.6 D
	describe advantages and disadvantages of having a job.	11.1.6 E
	respond (in writing) to babysitting situations using a positive approach.	11.4.6 B
	outline characteristics to include in a childcare provider or agency.	11.4.9 C
	discuss how play increases motor skills, intellectual, social, and emotional development.	11.4.9 B
	list appropriate toys for each developmental level.	11.4.6 E
record toys and activities that promote literacy and math skills.	11.4.9 E	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY and CONSUMER SCIENCE	GRADE: 7th Grade
UNIT FOCUS: Clothing Care and Sewing	

Unit Content	Student Outcomes	Standards
Clothing care	The student will: analyze information on a clothing label. list ways to reduce clothing costs. outline the guidelines for laundering clothes.	11.1.6 F 11.1.9 F
Sewing	describe the purpose for sewing machine parts and controls. demonstrate control of the machine. interpret a pattern guide sheet. construct a sewing project which includes hand and machine sewing skills.	

**FAMILY AND CONSUMER
SCIENCE
CURRICULUM**

GRADE 8

WEST ALLEGHENY SCHOOL DISTRICT

Subject: Family and Consumer Science

Grade Level: Grade 8



ACADEMIC STANDARDS

11.1.9 B, D
11.2.9 B, C
11.3.9 A, B, C, D, E, F, G

COURSE DESCRIPTION:

This course includes a detailed study of the dietary guidelines with a focus on how the individual can improve his/her diet. Food preparation units include working with grains and dairy. Consumer education and money management are introduced to students.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:


Adventures in Foods – Goodheart Wilcox Co., Inc.
Discovering Life Skills – Glencoe
Scholastic “Choices” periodical

ASSESSMENT:

- Tests
- Class and computer assignments
- Kitchen labs

TECHNOLOGY USED:

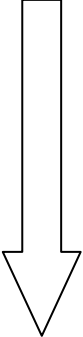
- Computer
 - Internet
 - Microsoft Word
- Kitchen appliances

	<p align="center">MAJOR FAMILY/CONSUMER SCIENCE CONCEPTS ADDRESSED IN EACH GRADE LEVEL/COURSE</p>
<p align="center">REPORTING CATEGORY</p>	<p align="center">Course: Family and Consumer Science Grade: 8</p>
<p align="center">FINANCIAL and RESOURCE MANAGEMENT</p>	<p>Consumer rights and responsibilities Money Management</p>
<p align="center">BALANCING FAMILY, WORK and COMMUNITY RESPONSIBILITY</p>	<p align="center">N/A</p>
<p align="center">FOOD SCIENCE and NUTRITION</p>	<p>Dietary guidelines Weight maintenance Food preparation Quick breads Yeast breads Whole grains Dairy</p>
<p align="center">CHILD DEVELOPMENT</p>	<p align="center">N/A</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY and CONSUMER SCIENCE	GRADE: 8TH GRADE
UNIT FOCUS: Nutrition	

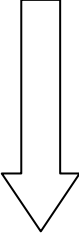
Unit Content	Student Outcomes	Standards
Dietary guidelines	<p>The student will:</p> <ul style="list-style-type: none"> identify diseases related to diet and lifestyle. examine the dietary guidelines and their relationship in reducing risks for common health concerns. analyze the relationship between several types of dietary fats and heart disease. discover the excess nutrients (fats, sodium, and cholesterol) and calories that are in fast food meals. identify reasons we need to include more fruits, vegetables, and whole grains in our diet. analyze a daily menu and make changes to reduce total fat, saturated fats, and increase fruits, vegetables, and whole grains. explain how foods become contaminated with bacteria or toxins and ways to prevent food-borne illness. 	<p>11.3.9 D</p> <div align="center" style="margin: 20px 0;">  </div> <p>11.3.9 C</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY and CONSUMER SCIENCE	GRADE: 8TH GRADE
UNIT FOCUS: Nutrition	

Cont'd

Unit Content	Student Outcomes	Standards
Weight maintenance	The student will:	
	list advantages of healthy weight.	11.3.9 E
	determine your body mass index and healthy weight range.	
	analyze the effects of metabolism, calories, and exercise on weight gain, loss, or maintenance.	
	identify ways to increase metabolism.	
	describe binge eating, bulimia, anorexia nervosa, and compulsive overeating.	11.3.9 C
examine the effects of eating disorders and health.	11.3.9 C	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY and CONSUMER SCIENCE	GRADE: 8TH GRADE
UNIT FOCUS: Food Preparation	

Unit Content	Student Outcomes	Standards
Quick breads	The student will: describe the purpose of ingredients used in making quick breads.	11.3.9 F
	outline two mixing methods and describe the results of combining ingredients following these methods.	11.3.9 G
	plan, prepare, and serve quick bread recipes.	11.3.9 F,G 11.2.9 B,C
Yeast breads	compare the purpose of ingredients in quick breads with ingredients used in yeast breads.	11.3.9 F
	describe the process of yeast growth, fermentation, and proofing.	11.3.9 G
	list ways to create more nutritious breads.	11.3.9 D
	list examples of grains.	11.3.9 D
	label the 3 parts of a grain kernel.	11.3.9 D
	compare the nutrient values of refined versus whole grains.	11.3.9 D
	discuss preservation of grains to protect nutrients	11.3.9 A

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY and CONSUMER SCIENCE	GRADE: 8TH GRADE
UNIT FOCUS: Food Preparation	

Cont'd

Unit Content	Student Outcomes	Standards
Yeast breads (continued)	The student will: compare food labels of several grain products.	11.3.9 A
	plan, prepare, and serve yeast bread recipes incorporating several grains.	11.3.9 F, G 11.2.9 B, C
Calcium	discuss importance of calcium in diets throughout the life cycle.	11.3.9 E
	discuss the amount of calcium teens need and reasons why it is important to obtain calcium from foods.	11.3.9 D
	identify calcium rich foods.	11.3.9 D
	discuss ways to include more calcium rich foods in your diet.	11.3.9 D
	select, plan, prepare, and serve a calcium rich recipe.	11.3.9 F, G 11.2.9 B, C

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FAMILY and CONSUMER SCIENCE	GRADE: 8TH GRADE
UNIT FOCUS: Consumer Education and Practice	

Unit Content	Student Outcomes	Standards
Consumer rights and responsibilities	The student will: discuss specific rights of the consumer and responsibilities.	11.1.9 D
	identify and define terms commonly used on product labels and warranties.	11.1.9 D
	write a letter of complaint about a defective product.	11.1.9 D
Money management	list the steps in the money management process.	11.1.9 B
	prepare a weekly budget for a teen case study.	11.1.9 B
	discuss advantages and disadvantages of payment methods: layaway, checks, cash, debit, and credit.	11.1.9 B
	write a description of how a specific advertisement tries to influence teens.	11.1.9 B

**FAMILY AND CONSUMER
SCIENCE
CURRICULUM**

**CHILD DEVELOPMENT I
GRADE 11-12**

WEST ALLEGHENY SCHOOL DISTRICT

Subject: **Family and Consumer Science**

Grade Level: **Child Development I**
 Grade 11-12



ACADEMIC STANDARDS

- 11.1.12 A, C, E, F, G
- 11.2.12 A, B, C, D, E, F, G, H
- 11.3.12 C, D, E, F, G
- 11.4.12 A, B, C, D, E

COURSE DESCRIPTION:

This course has been developed for high school students interested in human behavior and career opportunities available in child care services and early childhood/elementary education. Students will examine the role of parent and teacher through the understanding of children and by use of hands on activities with preschool children. The first semester will be classroom instruction on the development of 3 to 5 year olds. The second semester will be hands on instruction in our preschool classroom.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:


The Whole Child: 8th ed. Kendricks/Henderson

ASSESSMENT:

- Tests
- Quizzes
- Performance
- Research
- Projects
- Writings

TECHNOLOGY USED:

- PowerPoint
- TV, VCR, DVD
- Computer
- Digital camera
- Overhead projector
- Radio

	<p align="center">MAJOR FAMILY/CONSUMER SCIENCE CONCEPTS ADDRESSED IN EACH GRADE LEVEL/COURSE</p>
<p align="center">REPORTING CATEGORY</p>	<p>Course: Child Development I Grade: 11-12</p>
<p align="center">FINANCIAL and RESOURCE MANAGEMENT</p>	<p>Background information Emotions Cognitive Motor skills Lesson planning Preschool</p>
<p align="center">BALANCING FAMILY, WORK and COMMUNITY RESPONSIBILITY</p>	<p>Background Emotions Cognitive Motor skills Play Lesson planning Preschool</p>
<p align="center">FOOD SCIENCE and NUTRITION</p>	<p>Motor skills Lesson planning Preschool</p>
<p align="center">CHILD DEVELOPMENT</p>	<p>Background Emotions Cognitive Motor skills Play Lesson planning Preschool</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT I	GRADE: 11-12
UNIT FOCUS: Background Information	

Unit Content	Student Outcomes	Standards
History	The student will: examine origins of early childhood education.	11.4.12 A
	understand the value of the early childhood years in all 4 areas of development.	
Philosophies	compare prominent theories.	11.4.12 A, C
	describe developmentally appropriate practices.	
Quality programs	distinguish between academic versus child centered programs.	11.1.12 F
▪ Components	identify the current and long-term personal value of quality preschool programs.	11.1.12 E, G
▪ Effects	identify societal costs of students who do not attend quality preschool programs.	11.1.12 A

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT I	GRADE: 11-12
UNIT FOCUS: Background Information	

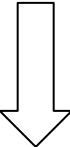
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Unit Content	Student Outcomes	Standards
Brain research	The student will: describe basic brain functions. relate brain function to teaching strategies.	11.4.12 A, C
	identify negative influences and how they effect brain development.	11.2.12 F
Implementation in the classroom	demonstrate strategies as used in the preschool classroom.	11.4.12 E

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT I	GRADE: 11-12
UNIT FOCUS: Emotions	

Unit Content	Student Outcomes	Standards
Emotional security	<p>The student will:</p> <p>examine the importance of the primary caregiver.</p> <p>analyze the development of the self view.</p> <p>understand the use of dramatic play in fostering emotional security.</p> <p>list and demonstrate teacher actions and practices that promote the child's self-pride and self-help skills.</p>	<p>11.2.12 F</p> <p>11.4.12 C, E</p> <p align="center"></p>
Emotions	<p>define a variety of emotions.</p> <p>identify causes of certain emotions.</p> <p>describe signs that indicate certain emotions.</p> <p>demonstrate strategies to help children manage negative emotions.</p>	<p>11.1.12 A, G</p> <p>11.2.12 B, F, H</p> <p>11.4.12 A,B,C,D,E</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT I	GRADE: 11-12
UNIT FOCUS: Cognitive Development	

Unit Content	Student Outcomes	Standards
Steps in learning	<p>The student will:</p> <p>examine the steps in learning.</p> <p>identify appropriate lesson structure to meet the steps in learning.</p> <p>exhibit lesson structure to satisfy the steps in learning.</p>	<p>11.4.12 A, C, E</p> <p>11.2.12 B, C 11.4.12 D, E</p>
Play	justify the importance of play in the cognitive development of the child.	11.4.12 A, C, D, E
Help for the child	outline the methods used to aid individual learners in acquiring information.	11.1.12 G 11.2.12 B, F 11.4.12 D, E
Observation skills and patterning	analyze teaching methods that encourage children to notice characteristics of objects, people, and situations.	11.4.12 A, C, E
Areas of learning	recognize strategies that guide children to observe, figure out, and build knowledge concerning basic objects in their world.	11.2.12 B 11.4.12 A, C, D, E

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT I	GRADE: 11-12
UNIT FOCUS: Motor Skills	

Unit Content	Student Outcomes	Standards
Childhood obesity	<p>The student will:</p> <p>define healthy weight range for the average preschool child.</p> <p>state local, Pennsylvania, and National childhood obesity statistics.</p> <p>examine risk factors, causes, and effects of childhood obesity.</p>	<p>11.1.12 A, F, G, E</p> <p>11.2.12 A,B,C,D,E,F</p> <p>11.3.12 C,D,E,F,G</p> <p>11.4.12 B, C, D</p>
Large motor	<p>identify large motor muscles.</p> <p>express the importance of the mind/body link.</p> <p>display ways for children to use large motor muscles.</p>	<p>11.1.12 A, C, G</p> <p>11.2.12 B,C,D,EF,G</p> <p>11.4.12 A,B,C,D,E</p>
Small motor	<p>identify small motor muscles.</p> <p>express the importance of small motor skills as they relate to future learning and self-help skills.</p>	<p>11.1.12 A, F, G</p> <p>11.2.12 A,B,C,D,E,F</p> <p>11.4.12 A,C,D,E</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT I	GRADE: 11-12
UNIT FOCUS: Play	

Unit Content	Student Outcomes	Standards
Benefits	The student will: recognize the benefits of play in early childhood.	11.1.12 C 11.4.12 A, B, E
Types and levels	list and describe the types and levels of play.	11.2.12 N 11.4.12 A
Promoting	compose a list of preschool classroom practices that stimulate play and those that dominate play.	11.1.12 G 11.2.12 A,B,D,E,F 11.4.12 A,C,D,E
Activities	plan and display appropriate play activities for the typical preschool child.	11.1.12 C, F,G 11.2.12 A,B,C,D,E,F 11.4.12 A,C,D,E

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT I	GRADE: 11-12
UNIT FOCUS: Lesson planning	

Unit Content	Student Outcomes	Standards
Purpose	The student will: understand the purpose of planning in relation to implementing effective activities.	11.3.12 C, D, F 11.4.12 A,B,C,D,E
Components	list the elements of an effective activity.	11.1.12 F 11.2.12 A 11.4.12 A,C,D,E
Use	display skills in planning. use as a guide in implementing.	11.2.12 A,B,C,D,E,H 11.3.12 C, D, F 11.4.12 A,B,C,D,E

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT I	GRADE: 11-12
UNIT FOCUS: Preschool Session	

Unit Content	Student Outcomes	Standards
Room set-up	The student will: organize the preschool space, equipment, and supplies in a developmentally appropriate manner.	11.1.12 F 11.1.12 A,D 11.4.12 A,B,C,E
Assignment chart	understand the purpose and use of the weekly assignment chart. know the benefit of each preschool center. comprehend the importance of following a daily preschool routine.	11.4.12 C 11.2.12 E 11.3.12 C, D, F 11.2.12 B 11.4.12 A,C,D
Planning	recognize the skills needed to successfully work with others. demonstrate effective use of time management skills. demonstrate effective use of resource management skills. select developmentally appropriate activities.	11.2.12 C 11.2.12 B 11.1.12 F, G 11.4.12 A, C, E

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT I	GRADE: 11-12
UNIT FOCUS: Preschool Session	

Cont'd

Unit Content	Student Outcomes	Standards
Implementation	The student will: recognize the skills needed to successfully work with others.	11.2.12 A, B
	demonstrate effective use of time management skills.	11.2.12 B
	demonstrate effective use of resource management skills.	11.1.12 F
	deliver the lesson in a developmentally appropriate manner.	11.4.12 A, C, F
Interactions	show skills in the basic care of children.	11.2.12 A, B
▪ Child	display appropriate interactions for development of all areas.	11.4.12 A, C, F
▪ Peers	model conflict resolution skills.	11.2.12 H
▪ Adults	display mature behaviors and communication skills when interacting with children, parents, and adults in the community.	11.2.12 F
Group discussion	understand the importance of confidentiality.	11.4.12 B, C
	observe and interpret children's behaviors in relation to developmental stages.	11.2.12 A, G
	develop a plan to address a child's area of delay.	11.2.12 B,D,F,H

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT I	GRADE: 11-12
UNIT FOCUS: Preschool Session	

Cont'd

Unit Content	Student Outcomes	Standards
Observation book	The student will: realize the importance of creating a preschool observation book.	11.4.12 A, E
	observe and record developmental milestones using written language, photography, and student work.	11.4.12 D
	create an age appropriate book containing collected information and work.	11.1.12 F
Deliver	personally deliver and view book in the classroom with the child and parent.	11.4.12 D, E

**FAMILY AND CONSUMER
SCIENCE
CURRICULUM**

**CHILD DEVELOPMENT II
GRADE 12**

WEST ALLEGHENY SCHOOL DISTRICT

Subject: **Family and Consumer Science**

Grade Level: **Child Development II**
 Grade 12



ACADEMIC STANDARDS

11.1.12 A, C, D, E, F, G
11.2.12 A, B, C, D, E, F, G, H
11.3.12 C, D, E, F, G
11.4.12 A, B, C, D, E

COURSE DESCRIPTION:

This class is an extension of Child Development I, completing the areas of development as well as special learning in theory. During preschool sessions, students will plan and implement daily lessons and 2-week projects with the preschoolers.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:


The Whole Child – 8th edition Kendricks/Henderson

ASSESSMENT:

- Tests
- Quizzes
- Performance
- Research
- Projects
- Writings

TECHNOLOGY USED:

- Power Point
- TV, VCR, DVD
- Computer
- Digital Camera
- Overhead projector

	<p align="center">MAJOR FAMILY/CONSUMER SCIENCE CONCEPTS ADDRESSED IN EACH GRADE LEVEL/COURSE</p>
<p align="center">REPORTING CATEGORY</p>	<p>Course: Child Development II Grade: 12</p>
<p align="center">FINANCIAL and RESOURCE MANAGEMENT</p>	<p>Child Development I review Communication Skills Creativity Special learners Preschool projects Preschool session</p>
<p align="center">BALANCING FAMILY, WORK and COMMUNITY RESPONSIBILITY</p>	<p>Child Development I review Communication skills Creativity Special learners Preschool projects Preschool session</p>
<p align="center">FOOD SCIENCE and NUTRITION</p>	<p>Child Development I review Special learners Preschool projects Preschool session</p>
<p align="center">CHILD DEVELOPMENT</p>	<p>Child Development I review Communication skills Creativity Special learners Preschool projects Preschool session</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Child Development I Review	

Unit Content	Student Outcomes	Standards
Child Development I Theory	<p>The student will:</p> <p>recall information presented, learned, and experienced in Child Development I:</p> <ul style="list-style-type: none"> ▪ background information ▪ emotions ▪ cognitive ▪ motor skills ▪ play ▪ lesson planning ▪ preschool 	<p>11.1.12 A,B,E,F,G</p> <p>11.2.12 A,B,C,D,E,F, G,H</p> <p>11.3.12 C,D,E,F,G</p> <p>11.4.12 A,B,C,D,E</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Communication Skills	

Unit Content	Student Outcomes	Standards
Developing language skills	The student will: understand the association between language competence and cognitive development.	11.1.12 A,G 11.2.12 H 11.4.12 A
	analyze the elements necessary for language acquisition. examine methods to foster language in the classroom.	11.2.12 E,F 11.4.12 B 11.2.12 A,D 11.4.12 C,D, E
Songs	understand the important role of songs in early childhood development.	11.2.12 F, 11.4.12 A,
	analyze elements considered when choosing songs for children.	11.4.12 C,E
	analyze elements necessary when teaching songs effectively to children.	11.4.12 C,E
	list the types of songs appropriate for use with children.	11.4.12 C, E
	create a song appropriate for use with children.	11.2.12 A,B,C, E
	demonstrate song to peers.	11.2.12 D

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Communication Skills	

Cont'd

Unit Content	Student Outcomes	Standards
Listening skills	The student will: understand the benefits of effective listening skills.	11.4.12 A,E
	list steps in developing listening skills in children.	11.4.12 C
	demonstrate methods in developing listening skills in children.	11.2.12 H
Literacy	understand the benefits of literacy exposure and the development of skills in early childhood.	11.2.12 F,H 11.4.12 A,E
	examine the uses of books in the classroom.	11.2.12 D
	analyze elements in choosing books for children.	11.4.12 C
	list elements necessary in reading books effectively to children.	11.4.12 C
	demonstrate the use of elements to read books effectively to children.	11.2.12 D 11.4.12 C,D

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Communication Skills	

Cont'd

Unit Content	Student Outcomes	Standards
Book project	The student will: create a book that is appropriate for 3 and 4 year olds.	11.2.12 A,B,C,E 11.4.12 A,E
Written language	examine the importance of development of written language in the early childhood years. analyze the progression of writing skills from age 3 years to 6 years.	11.2.12 F 11.4.12 A,C,E 11.4.12 D

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Creativity	

Unit Content	Student Outcomes	Standards
Benefits	The student will: justify the benefits of including creative activities in the preschool classroom.	11.1.12 F 11.2.12 A,B,F 11.4.12 A
Classroom practice	identify creative activities in the preschool classroom.	11.4.12 C,E
Art skills	relate artwork to developmental stages. discover meaning in a preschooler's artwork. analyze therapeutic uses of creative activities.	11.4.12 A 11.4.12 A,C 11.4.12 B,E
Supplies	develop list of supplies suitable for encouraging creativity.	11.4.12 D,E
Process versus product	compare the value of the process over product approach. understand the importance of developing, planning, and implementing creative experiences for children. demonstrate the process of developing, planning, and implementing a creative experience for children.	11.4.12 A,C 11.2.12 E 11.2.12 C,D

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Creativity	

Cont'd

Unit Content	Student Outcomes	Standards
<p>Types of creative experiences:</p> <ul style="list-style-type: none"> ▪ music and movement ▪ guided fantasy ▪ dramatic play 	<p>The student will:</p> <p>list types of creative experiences.</p> <p>experience an example of each type of creative activity.</p> <p>demonstrate the use of specific types of creative experiences.</p>	<p>11.4.12 A,E</p> <p>11.4.12 C</p> <p>11.2.12 C,D,E</p> <p>11.4.12 D</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Special Learners	

Unit Content	Student Outcomes	Standards
Learning styles	<p>The student will:</p> <p>identify and analyze the 3 styles of learners:</p> <ul style="list-style-type: none"> ▪ visual ▪ auditory ▪ kinesthetic <p>analyze methods used to instruct each style of learner.</p>	<p>11.2.12 A,B,D,E,F 11.4.12 A,C</p> <p>11.2.12 C,F 11.4.12 A,C,D,E</p>
Commonly seen learning disabilities	<p>examine learning disabilities commonly seen in the preschool classroom.</p>	<p>11.1.12 E 11.2.12 D,E,F,G 11.4.12 A,B</p>
Individual Education Plan for special needs and gifted students (IEP)	<p>define and describe purpose of an Individual Education Plan (IEP).</p> <p>examine a copy of an actual Individual Education Program (IEP) form.</p>	<p>11.1.12 A,D,G 11.2.12 A,B,C,D,E,F,H 11.4.12 A,B,C,D,E</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Special Learners	

Cont'd

Unit Content	Student Outcomes	Standards
Violent learners	The student will: list characteristics of a violent child.	11.1.12 A,C 11.2.12 E 11.4.12 A
	examine causes of violent behaviors in children.	11.2.12 F 11.4.12 A,B
	identify management methods for violent children in the classroom.	11.1.12 G 11.2.12 A,B,C,D,E,F,H 11.4.12 C,D,E
Research paper	select a topic.	11.1.12 C,D,E 11.4.12 B,G
	analyze the research material obtained.	11.2.12 A,B,C,D,E,F,G 11.4.12 A,B,C,D,E
	compose a research paper containing the findings.	11.3.12 D,F
	present information to class.	11.3.12 D,F

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Preschool Projects	

Unit Content	Student Outcomes	Standards
Introduction to projects	The student will:	
	understand the definition and description of a project.	11.4.12 A
	discover the purpose and benefits of project work.	11.4.12 C,D
	compare projects to various other methods of teaching.	11.4.12 A,C
Planning process	select, as a group, the project topic.	11.2.12 C 11.4.12 A,C,E
	decide which information to include.	11.2.12 A,C,E,H 11.4.12 A,C,E
	develop open-ended questions relating to the topic.	11.2.12 C 11.4.12 A,C,E
	plan exposure, inquiry, and use activities.	11.1.12 F,G 11.2.12 C,D,E,H 11.3.12 C
	include in the final project:	11.4.12 A,CD,E 11.2.12 C
	▪ which jobs/roles are included.	11.4.12 A,C,D,E
	▪ which knowledge/skills children will display.	
▪ which method children will use to record their experience.		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Preschool Projects	

Cont'd

Unit Content	Student Outcomes	Standards
Checking preschool student involvement	The student will: list methods used to determine preschool student interest.	11.4.12 D
	describe methods used to examine the direction of the project.	11.4.12 D
Ending	list signs to determine when a project should be ended.	11.4.12 C
	examine tools to assess skills, strategies, and processes children have used.	11.4.12 A
	analyze methods used to evaluate usefulness and plan changes for future use.	11.2.12 A,B,C,D 11.4.12 D

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Preschool Session	

Unit Content	Student Outcomes	Standards
Room set-up	The student will: organize the preschool space, equipment, and supplies in a developmentally appropriate manner.	11.1.12 F 11.2.12 A,D 11.4.12 A,B,C,E
Project schedule	understand the purpose and use of the two week project chart. comprehend the importance of staying within the parameters of the project block.	11.4.12 C 11.2.12 B 11.4.12 A,C,E
Planning	select a topic for the project. decide which information to include. develop open-ended questions. plan exposure, inquiry, and use activities. plan the final project.	11.2.12 C 11.4.12 A,C,E 11.2.12 A,C,E,H 11.4.12 A,C,E 11.2.12 C 11.4.12 A,C,E 11.1.12 F,G 11.2.12 C,D,E,H 11.3.12 C 11.4.12 A,C,D,E 11.2.12 C 11.4.12 A,C,D,E

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Preschool Session	

Cont'd

Unit Content	Student Outcomes	Standards
<p>Implementation</p> <p>Interactions:</p> <ul style="list-style-type: none"> ▪ child ▪ peers ▪ adults <p>Group discussion</p>	<p>The student will:</p> <p>organize and present project plans.</p> <p>show skills in the basic care of children.</p> <p>display appropriate interactions for development of all areas.</p> <p>model conflict resolution skills.</p> <p>display mature behaviors and communication skills when interacting with children, parents, and adults in the community.</p> <p>understand the importance of confidentiality.</p> <p>observe and interpret children's behaviors in relation to developmental stages.</p> <p>develop a plan to address a child's area of delay.</p>	<p>11.2.12 A,B</p> <p>11.4.12 A,C,F</p> <p>11.2.12 H</p> <p>11.2.12 F</p> <p>11.4.12 B,C</p> <p>11.2.12 A,G</p> <p>11.2.12 B,D,F,H</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: CHILD DEVELOPMENT II	GRADE: 12
UNIT FOCUS: Preschool Session	

Cont'd

Unit Content	Student Outcomes	Standards
Observation project	The student will: realize the importance of tracking mastery of developmental skills. observe and record mastery of developmental tasks in all areas of development. analyze collected information to develop a learning prescription.	11.4.12 A,E 11.4.12 D 11.4.12 A,C,D,E

**FAMILY AND CONSUMER
SCIENCE
CURRICULUM**

**DYNAMIC LIVING I
GRADE 9-12**

WEST ALLEGHENY SCHOOL DISTRICT

Subject: **Family and Consumer Science**

Grade Level: **Dynamic Living I**
 Grade 9-12



ACADEMIC STANDARDS

- | | |
|----------------------|-----------------------|
| 11.1.9 A,B,C,D,F | 11.1.12 B,D,F |
| 11.2.9 A,B,C,D,F,G,H | 11.2.12 A,B,C,D,E,F,G |
| 11.3.9 A,B,C,D,E,F,G | 11.3.12 A,B,C,D,E,F,G |
| 11.4.9 A,B,C,D,E | 11.4.12 B,C,D,E |

COURSE DESCRIPTION:

This class is intended to teach skills, ideas, and concepts that students can use throughout their lives. Topics include: personal development, food preparation and nutrition, clothing, and child development.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:


Creative Living Skills, Glencoe
Choices Magazine
Current articles from newspapers and journals

ASSESSMENT:

- Tests/quizzes
- Projects
- Group work
- Experiments
- Journals
- Reading responses
- Food preparation

TECHNOLOGY USED:

- Computer
- Internet
- Power Point
- Digital camera
- TV/DVD
- LCD
- Projector

	<p align="center">MAJOR FAMILY/CONSUMER SCIENCE CONCEPTS ADDRESSED IN EACH GRADE LEVEL/COURSE</p>
<p align="center">REPORTING CATEGORY</p>	<p>Course: Dynamic Living I Grade: 9-12</p>
<p align="center">FINANCIAL and RESOURCE MANAGEMENT</p>	<p>Management skills Consumer clothing skills Food advertising Food shopping</p>
<p align="center">BALANCING FAMILY, WORK and COMMUNITY RESPONSIBILITY</p>	<p>Character education Goal setting Decision making Relationship skills</p>
<p align="center">FOOD SCIENCE and NUTRITION</p>	<p>Food Pyramid Dietary guidelines Nutrients Choosing healthy foods Wellness Food Preparation</p>
<p align="center">CHILD DEVELOPMENT</p>	<p>Life span development Child care Guidance/Parenting Toddler development</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING I	GRADE: 9-12
UNIT FOCUS: Personal Development	

Unit Content	Student Outcomes	Standards
Character education	<p>The student will:</p> <p>explain how character impacts individuals and society.</p> <p>analyze the relationship between values and character.</p>	<p>11.2.12 C,H</p> <p>11.2.9 C,H</p>
Goal setting	<p>explain the benefits of setting goals and the different type of goals.</p> <p>identify resources that help people achieve their goals.</p>	<p>11.2.9 B,A</p> <p>11.2.12 A,B</p>
Decision making	<p>demonstrate the decision-making process.</p> <p>analyze influences on people’s choices.</p>	<p>11.2.9 A,B,H,F</p> <p>11.2.12 A,B,C,H</p> <p>11.2.9 G</p> <p>11.2.12 G,F</p>
Management skills	<p>outline the four steps of the management process.</p>	<p>11.2.9 B</p> <p>11.2.12 B,A</p>
<p>Relationships</p> <ul style="list-style-type: none"> ▪ communication ▪ family ▪ friendships ▪ workplace 	<p>define verbal and nonverbal communication.</p> <p>compare different family forms and ways to strengthen a family through communication.</p> <p>identify varieties of strong friendships.</p> <p>describe strategies for getting along with coworkers.</p>	<p>11.2.L9 C,D,F,G,H</p> <p>11.2.12 C,D,E,F,G,H</p> <p align="center">↓</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING I	GRADE: 9-12
UNIT FOCUS: Clothing	

Unit Content	Student Outcomes	Standards
Trends	<p>The student will:</p> <p>identify appropriate dress for specific roles and occasions.</p> <p>analyze influences on clothing choices.</p> <p>describe the elements and principles of design.</p>	<p>11.1.12 F</p> <p align="center">↓</p>
Clothes shopping	<p>describe strategies for finding clothes at reasonable prices.</p> <p>demonstrate how to evaluate clothes for fit and quality.</p> <p>calculate the cost of wearing per garment.</p>	<p>11.1.2 A,F,B,D</p> <p>11.1.12 F,B,D</p> <p align="center">↓</p>
Clothing care	<p>compare different types of fibers, fabric, construction methods, and finishes.</p> <p>identify guidelines for proper clothing and laundry care.</p> <p>describe how to store clothes properly.</p>	<p>11.1.9 A</p> <p align="center">↓</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING I	GRADE: 9-12
UNIT FOCUS: Child Development	

Unit Content	Student Outcomes	Standards
Life span development	<p>The student will:</p> <p>define and give examples of the five areas of human development.</p> <p>explain changes that occur at different stages of development.</p> <p>give examples of how heredity and environment influence development.</p>	<p>11.4.9 A</p> <p align="center">↓</p>
Providing care	<p>describe the basic needs of a child.</p> <p>explain ways to keep children safe.</p> <p>identify basic first aid and emergency procedures.</p>	<p>11.4.9 B 11.4.12 B</p> <p align="center">↓</p>
Nurture/Guidance	<p>discuss children’s physical intellectual, emotional, social, and moral needs.</p> <p>describe how caregivers can promote play and provide learning opportunities.</p> <p>identify guidelines for effective guidance.</p>	<p>11.4.9 C,D,E 11.4.12 C,D,E</p> <p align="center">↓</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING I	GRADE: 9-12
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UNIT FOCUS: Child Development

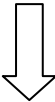
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Unit Content	Student Outcomes	Standards
Infant development	The student will: identify the changes that take place during infancy. explain how to properly care for an infant.	11.4.9 A,B 11.4.12 B,C

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING I	GRADE: 9-12
UNIT FOCUS: Nutrition	

Unit Content	Student Outcomes	Standards
Food Pyramid	The student will: demonstrate how to use the USDA MyPyramid to make daily food choices.	11.3.12 C,E,F 11.3.9 B,C,E,F
Dietary guidelines	Summarize the recommendations of the Dietary Guidelines for Americans.	11.3.12 C,E,F 11.3.9 B,C,E,F
Nutrients	describe the main functions of the six main nutrients. identify foods that are good sources of each class of nutrient.	11.3.9 A,E,D
Choosing healthful foods	identify social and personal influences on food choices. compare healthy versus unhealthy foods to make a nutritious choice.	11.3.9 D,E,F 11.3.12 C,D,E,F,G
Wellness	discuss the goals of wellness and how they apply to your life. identify factors that influence body weight. describe three different types of eating disorders. summarize problems associated with substance abuse. identify ways to incorporate physical activity into life.	11.3.9 C,E,D 

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT


COURSE: DYNAMIC LIVING I	GRADE: 9-12
UNIT FOCUS: Consumer Skills	

Unit Content	Student Outcomes	Standards
Food advertising	<p>The student will:</p> <p>identify guidelines for avoiding deceptive advertising practices.</p> <p>describe various types of advertisements and how they can persuade consumers.</p>	<p>11.1.9 A,D,E,F</p> <p>11.1.12 F</p>
Food shopping	<p>explain factors that affect food costs and the family food budget.</p> <p>discuss strategies for saving money when shopping for food.</p>	<p>11.3.9 B,D,F,G</p> <p>11.3.12 B,D,F,G</p>
Selection and storage	<p>describe how to judge the quality of various types of foods.</p> <p>identify perishable food products that must be put away first after shopping.</p>	<p>11.3.9 B,A</p> <p>11.3.12 A</p> <p>11.1.9 F</p> <p>11.1.12 F</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING I	GRADE: 9-12
UNIT FOCUS: Food Preparation	

Unit Content	Student Outcomes	Standards
Safety and sanitation	<p>The student will:</p> <p>identify guidelines for preventing accidents and injuries in the kitchen.</p> <p>identify ways to prevent food borne illness.</p>	<p>11.3.9 B</p> <p>11.3.12 B</p>
Recipes	<p>discuss how to properly read a recipe and measure ingredients.</p>	<p>11.3.9 F</p> <p>11.3.12 F</p>
Equipment	<p>demonstrate the proper uses of various kitchen tools.</p>	<p>11.3.9 F</p> <p>11.3.12 F</p>
Dining etiquette	<p>demonstrate how to set an attractive and well ordered table.</p> <p>identify guidelines for mealtime etiquette.</p>	<p>11.3.9 F</p> <p>11.3.12 F</p>
Preparation	<p>demonstrate how to plan and prepare healthful meals and snacks to meet the needs of all people.</p> <p>compare different food preparation techniques.</p> <p>describe methods for measuring, cutting, and mixing ingredients.</p>	<p>11.3.9 F,E,G</p> <p>11.3.12 F,G</p> <p align="center"></p>

**FAMILY AND CONSUMER
SCIENCE
CURRICULUM**

**DYNAMIC LIVING II
GRADE 9-12**

WEST ALLEGHENY SCHOOL DISTRICT

Subject: **Family and Consumer Science**
 Dynamic Living II



Grade Level: **Grade 9-12**

ACADEMIC STANDARDS

11.1.9 A,B,C,D,E,F,G
11.2.9 C,D,E,F,H
11.3.9 B,E,F,G
11.4.9 A,B

11.1.12 A,B,D,E,F,G
11.2.12 B,C,D,E,F,G,H
11.3.12 B,F
11.4.12 B,C,D

COURSE DESCRIPTION:

Dynamic Living II is a co-educational course. The areas of study include consumer education, career search, communication skills, child development, and food preparation.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:


Creative Living Skills, Glencoe
Choices Magazine
Current articles from newspapers and magazines

ASSESSMENT:

- Tests/Quizzes
- Projects
- Group work
- Experiments
- Journals
- Reading responses
- Food preparation

TECHNOLOGY USED:

- Computer
- Power Point
- Internet
- Digital Camera
- LCD Projector
- TV/DVD

	<p align="center">MAJOR FAMILY/CONSUMER SCIENCE CONCEPTS ADDRESSED IN EACH GRADE LEVEL/COURSE</p>
<p align="center">REPORTING CATEGORY</p>	<p>Course: Dynamic Living II Grade: 9-12</p>
<p align="center">FINANCIAL and RESOURCE MANAGEMENT</p>	<p>Paychecks Budgeting Banking Credit/Debit Taxes Investments Insurance Buying a home Choosing transportation</p>
<p align="center">BALANCING FAMILY, WORK and COMMUNITY RESPONSIBILITY</p>	<p>Designing living space Communication skills Relationships Parenthood readiness</p>
<p align="center">FOOD SCIENCE and NUTRITION</p>	<p>Food sanitation and safety Lab procedures Recipe comprehension Food laboratory</p>
<p align="center">CHILD DEVELOPMENT</p>	<p>Pregnancy Prenatal development Problem pregnancies</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING II	GRADE: 10-12
UNIT FOCUS: Communication Skills	

Unit Content	Student Outcomes	Standards
Relationships	The student will:	
	identify ways to strengthen relationships.	11.2.9 C 11.2.9 C,F
	identify strategies to help cope with challenges in relationships.	↓
Communication	discuss guidelines for responsible dating relationships.	
	demonstrate appropriate communication skills in a healthy relationship.	11.2.9 H 11.2.12 H
	demonstrate active listening techniques.	↓
Refusal skills	define the different styles of communication such as assertive, aggressive, and passive.	11.2.9 H 11.2.12 H
	analyze examples of refusal skills.	↓

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING II	GRADE: 10-12
UNIT FOCUS: Careers	

Unit Content	Student Outcomes	Standards
Exploring careers	The student will:	
	explain reasons why people work.	11.2.12 B,C 11.1.9 E
	compare types of employers and employment.	11.2.12 B,C 11.1.9 E
	analyze changes affecting the workplace.	11.2.12 B,C
Finding a job	identify qualities that influence career choices.	11.2.12 B,C
	compare different ways of finding job leads.	11.2.12 B,C
	demonstrate how to complete a job application, resume, and cover letter.	11.2.12 B,C
Keeping a job	discuss strategies for a successful job interview.	11.2.12 B,C
	identify the necessary skills to succeed on the job.	11.2.9 H 11.2.12 H
	demonstrate how to handle workplace situations with an appropriate attitude.	11.2.9 H 11.2.12 H

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING II	GRADE: 10-12
UNIT FOCUS: Consumer Education	

Unit Content	Student Outcomes	Standards
Consumer issues	<p>The student will:</p> <p>explain the roles, rights, and responsibilities of consumers.</p> <p>evaluate reliable issues of consumer information.</p>	<p>11.1.12 A,D,F</p> <p>11.1.9 D,F</p>
<p>Financial management</p> <ul style="list-style-type: none"> ▪ paychecks ▪ budgeting ▪ bank accounts ▪ credit ▪ taxes ▪ investment 	<p>explain types of earnings and deductions found on a pay stub.</p> <p>develop a budget sheet for managing income and expenses.</p> <p>apply strategies for selecting and using bank accounts.</p> <p>explain how to use credit wisely and recognize credit problems.</p> <p>identify the purpose of various tax forms.</p> <p>compare various investment and retirement options.</p>	<p>11.1.9 E</p> <p>11.1.9 B</p> <p>11.1.9 B</p> <p>11.1.9 B</p> <p>11.1.12 E</p> <p>11.1.12 B</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING II	GRADE: 10-12
UNIT FOCUS: Housing and Transportation	

Unit Content	Student Outcomes	Standards
Choosing a home	<p>The student will:</p> <p>compare various types of housing and the procedures for buying and renting.</p> <p>identify costs for renters and homeowners.</p>	<p>11.1.9 C,B</p> <p>11.1.12 C,B</p>
Designing living space	<p>create a scale drawing of a room's floor plan.</p> <p>describe the elements of design and the effects that can be created with each.</p>	<p>11.2.9 D,E</p> <p>11.2.12 D,E</p>
Choosing transportation	<p>compare transportation options based on one's personal needs.</p> <p>describe steps in the process of buying or leasing a vehicle.</p>	<p>11.1.9 B,F,G</p> <p>11.1.12 B,F,G</p>
Environment	<p>identify concerns about the global environment.</p> <p>give examples of ways to reduce, reuse, and recycle waste products.</p>	<p>11.1.9 A</p> <p>11.1.12 A</p> <p>11.2.12 G</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING II	GRADE: 10-12
UNIT FOCUS: Child Development	

Unit Content	Student Outcomes	Standards
Parenthood	The student will: summarize the rewards and responsibilities of parenting.	11.2.9 F,C
	discuss emotional, financial, and personal readiness.	11.2.12 F,C,D,E 11.4.12 C,D
Pregnancy	define the physical and emotional changes that take place during each trimester of pregnancy.	11.4.9 B 11.4.12 B
Prenatal development	describe the physical changes that occur to a developing baby during pregnancy.	11.4.9 A,B 11.4.12 B
Problem pregnancies	identify the importance of proper prenatal care in the development of a healthy baby.	11.4.12 B 11.4.9 B
	discuss how to prevent problem pregnancies.	
	compare environmental and biological factors that contribute to problems in pregnancy.	↓

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: DYNAMIC LIVING II	GRADE: 10-12
UNIT FOCUS: Foods and Nutrition	

Unit Content	Student Outcomes	Standards
Food sanitation and safety	The student will: identify and review procedures for preventing food borne illness and accidents.	11.3.9 B 11.3.12 B
Lab procedures	identify guidelines for planning and preparing recipes in a food laboratory.	11.3.9 B,F 11.3.12 B,F
Recipe comprehension	demonstrate how to convert kitchen equivalents to change a recipe's yield.	11.3.9 F 11.3.12 B
Preparation	demonstrate how to plan, prepare, and serve various student selected recipes.	11.3.9 F,G 11.3.12 F
	evaluate food products that have been prepared and their nutritional content.	11.3.9 F,G,E

**FAMILY AND CONSUMER
SCIENCE
CURRICULUM**

**FOOD FOR TODAY
GRADE 9-12**

WEST ALLEGHENY SCHOOL DISTRICT

Subject: **Family and Consumer Science**
 Food for Today

Grade Level: **Grade 9-12**



ACADEMIC STANDARDS

11.2.9 C,E
11.3.9 A,B,C,D,E,F,G
11.1.12 B
11.2.12 B,C
11.3.12 B,C,D,E,F

COURSE DESCRIPTION:

This co-educational course offered the second semester has been designed so the student will learn to choose, purchase, prepare, and eat healthful food at home or work, in a restaurant, at a picnic or party, and on the run. The student will be introduced to various ways of combining fresh foods, convenience foods, prepared foods, and eating out into a healthful eating plan.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:


Food for Today, Glencoe
Current Magazines, Journals, and Newspapers
Internet

ASSESSMENT:

- Test and quizzes
- Student projects
- Group work
- Experiments
- Reading responses
- Essays

TECHNOLOGY USED:

- Power Point
- Internet
- TV/DVD
- Digital camera
- Computers
- Kitchen appliances

	<p align="center">MAJOR FAMILY/CONSUMER SCIENCE CONCEPTS ADDRESSED IN EACH GRADE LEVEL/COURSE</p>
<p align="center">REPORTING CATEGORY</p>	<p>Course: Food for Today Grade: 9-12</p>
<p align="center">FINANCIAL and RESOURCE MANAGEMENT</p>	<p>Food costs Consumer skills</p>
<p align="center">BALANCING FAMILY, WORK and COMMUNITY RESPONSIBILITY</p>	<p>Team building Action plans</p>
<p align="center">FOOD SCIENCE and NUTRITION</p>	<p>Food for good health Food preparation skills Food handling Eating at home Eating out Special diets Food for entertaining</p>
<p align="center">CHILD DEVELOPMENT</p>	<p>Food and the life span</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FOOD FOR TODAY	GRADE: 9-12
UNIT FOCUS: Food for Good Health	

Unit Content	Student Outcomes	Standards	
Nutritional guidelines <ul style="list-style-type: none"> ▪ MyPyramid ▪ Dietary Guidelines 	The student will: label the correct food groups on MyPyramid and their individual serving size recommendations. describe how each Dietary Guideline contributes to good health.	11.3.12 B,C,D,E 11.3.9 C,D,E,F	
	Nutrients	classify the six major types of nutrients and their food sources. compare and contrast the nutrients provided in food products.	11.3.9 E 11.3.12 E,C 11.3.9 E 11.3.12 B,C,E
	Diet	exhibit ways of reducing fats and sodium in your eating plan.	11.3.9 C,D,E 11.3.12 C,D,E
		relate a healthy eating plan to reduce the risk of disease and health problems.	11.3.9 C,D,E 11.3.12 C,D,E

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

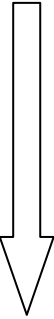
COURSE: FOOD FOR TODAY	GRADE: 9-12
UNIT FOCUS: Food Preparation Skills	

Unit Content	Student Outcomes	Standards
Kitchen safety	The student will: identify safety guidelines to prevent accidents in a kitchen.	11.3.12 B
Recipes	list the kinds of information a recipe provides to a consumer. modify a recipe based on yield or accommodating a special diet.	11.3.9 F 11.3.9 f
Equipment	demonstrate the correct function for each kitchen tool.	11.3.9 F
Preparation methods	define the different types of methods used when preparing food. demonstrate and prepare various recipes using a variety of cooking methods.	11.3.9 F,G 11.3.12 G 11.3.9 F,G 11.2.9 C 11.2.12 B,C

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FOOD FOR TODAY	GRADE: 9-12
UNIT FOCUS: Food Handling	

Unit Content	Student Outcomes	Standards
Food borne illness	<p>The student will:</p> <p>evaluate the cause of food borne illnesses and how it can be prevented.</p> <p>discuss the role of government agencies in safeguarding our food supply.</p>	<p>11.3.9 B</p> <p>11.3.12 B</p>
Safe handling	<p>identify the cause, effect, and prevention of microbial contamination in food.</p> <p>label the danger zone with safe cooking temperatures for hot and cold foods.</p>	
Pathogens	<p>describe bacteria that cause food borne illness and where that bacteria can be found.</p>	

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FOOD FOR TODAY	GRADE: 9-12
UNIT FOCUS: Eating at Home	

Unit Content	Student Outcomes	Standards
Meal Planning	The student will: describe how to plan a healthy and appealing meal using menu planning principles and nutritional guidelines.	11.3.9 F 11.3.12 F ↓
Convenience foods	identify different types of convenience foods and their uses. demonstrate how to combine convenience foods with fresh foods to decrease preparation time.	11.3.9 A,F 11.3.12 A,C 11.1.12 F ↓
Healthy foods	demonstrate preparation of healthy breakfast, lunch, dinner, and snack foods. create a healthy meal that can be made in thirty minutes or less. suggest ways to improve eating habits at home.	11.3.9 F,G 11.3.12 G,F 11.2.9 C ↓

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FOOD FOR TODAY	GRADE: 9-12
UNIT FOCUS: Eating Out	

Unit Content	Student Outcomes	Standards
<p>Restaurants</p> <ul style="list-style-type: none"> ▪ full-service ▪ self serve ▪ fast food <p>Eating out healthfully</p>	<p>The student will:</p> <p>define the three main types of restaurants.</p> <p>compare the three main types of restaurants with regard to healthy food choices and nutrition.</p> <p>identify how to obtain nutritional information from various restaurants.</p> <p>create a menu with healthful food choices that are low in sodium, fat, and cholesterol.</p> <p>illustrate what a correct portion should look like on a dinner plate.</p> <p>prepare a healthy meal chosen from a restaurant menu and compare the cost of eating out versus home preparation.</p>	<p>11.3.9 A,C,E</p> <p>11.3.12 C,D,E</p> <p>11.3.12 C</p> <p>11.3.9 D 11.3.12 D</p> <p>11.3.9 C</p> <p>11.1 12 B,F</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FOOD FOR TODAY	GRADE: 9-12
UNIT FOCUS: Special Diets	

Unit Content	Student Outcomes	Standards
Vegetarianism	<p>The student will:</p> <p>prepare a vegetarian recipe that is part of a nutritious vegetarian eating plan.</p> <p>define all types of vegetarians and the foods that they consume.</p>	<p>11.3.9 D,F,G 11.3.12 D</p> <p>11.3.9 D 11.3.12 D</p>
<p>Health problems</p> <ul style="list-style-type: none"> ▪ diet deflects disease ▪ eating disorders 	<p>explain the role that nutrients and proper diet play in a healthy lifestyle.</p> <p>discuss nutrients that can prevent disease.</p> <p>compare the characteristics of eating disorders and the effect on one's health.</p>	<p>11.3.9 C,D,E 11.3.12 C,D,E</p> <p>11.3.9 D 11.3.12 D</p> <p>11.3.9 C</p>
Food allergies	<p>analyze ways to improve diet for nutritionally-related health conditions.</p> <p>prepare a recipe designed to accommodate a special diet.</p>	<p>11.3.12 D</p> <p>11.2.9 C</p>
Food and the life span	<p>identify the varying nutritional needs for each stage of the life cycle.</p>	<p>11.4.12 B</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: FOOD FOR TODAY	GRADE: 9-12
UNIT FOCUS: Food for Entertaining	

Unit Content	Student Outcomes	Standards
Herbs and spices	The student will: describe how to use a variety of seasonings with food.	11.3.9 F,G
	illustrate how to add seasonings to flavor foods in various world cuisines.	11.3.9 G,F
Entertaining	describe procedures for preparing and serving beverages.	11.3.9 F
	identify methods of planning a menu for informal and formal occasions.	11.3.9 F
Garnishing	exhibit ways to improve the appearance of foods with garnishes.	11.3.9 F
	perform garnishing techniques with vegetables to add appeal to a planned meal.	11.3.9 G 11.2.9 G

**FAMILY AND CONSUMER
SCIENCE
CURRICULUM**

**WORLD OF FOOD PREPARATION
GRADE 9-12**

WEST ALLEGHENY SCHOOL DISTRICT

Subject: **Family and Consumer Science**
 World of Food Preparation



Grade Level: **Grade 9-12**

ACADEMIC STANDARDS

11.2.9 C
11.3.9 A,B,C,D,E,F
11.1.12 B,F
11.2.12 B,C
11.3.12 A,B,C,D,E,F,G

COURSE DESCRIPTION:

This co-educational course has been developed to meet the needs of a variety of student ability levels. The basic study of food preparation including “hands on” activities will concentrate on recipe basics, measuring ingredients, preparation tasks, time management, and teamwork. Through varied lab experiences students will focus on nutrition, meal management, and specialty foods. **(No Prerequisite)**

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:


Food for Today, Glencoe
Current Magazines, Journals and Newspapers
Internet

ASSESSMENT:

- Test and quizzes
- Student projects
- Group work
- Experiments
- Notebooks
- Reading responses
- Essays

TECHNOLOGY USED:

- Power Point
- Internet
- Microsoft Word
- TV/DVD
- Digital camera
- Computers
- Kitchen appliances

	<p align="center">MAJOR FAMILY/CONSUMER SCIENCE CONCEPTS ADDRESSED IN EACH GRADE LEVEL/COURSE</p>
<p align="center">REPORTING CATEGORY</p>	<p>Course: World of Food Preparation Grade: 9-12</p>
<p align="center">FINANCIAL and RESOURCE MANAGEMENT</p>	<p>Food costs Consumer skills</p>
<p align="center">BALANCING FAMILY, WORK and COMMUNITY RESPONSIBILITY</p>	<p>Team building Action plans</p>
<p align="center">FOOD SCIENCE and NUTRITION</p>	<p>Basic preparation skills Grains Fruits and vegetables Dairy products Protein foods Baking World Cuisine</p>
<p align="center">CHILD DEVELOPMENT</p>	<p align="center">N/A</p>

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: WORLD of FOOD PREPARATION	GRADE: 9-12
UNIT FOCUS: Basic Preparation Skills	

Unit Content	Student Outcomes	Standards
Food supply	The student will: identify where food comes from.	11.3.9 A 11.3.12 A
Kitchen safety and sanitation	demonstrate safe food handling in the kitchen. identify safe kitchen practices.	11.3.9 B 11.3.12 B
Recipe comprehension	identify parts of a recipe.	11.3.9 F
Measuring techniques	demonstrate how to properly measure ingredients.	11.3.9 F
Equipment	describe uses of kitchen equipment.	11.3.9 F
Preparation techniques	define cooking terms. demonstrate proper food preparation techniques.	11.3.9 F 11.3.9 F,G 11.3.12 G 11.2.12 C

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STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: WORLD of FOOD PREPARATION	GRADE: 9-12
UNIT FOCUS: Grains	

Unit Content	Student Outcomes	Standards
Grain nutrition	The student will: identify the nutrients provided in grains and grain products.	11.3.9 E
	label the parts of a grain kernel.	11.3.9 G
	describe how to buy and store grains.	11.3.9 G
Quick breads	prepare a quick bread recipe.	11.3.9 G
Yeast breads	prepare yeast bread recipes.	11.3.9 F,G
Pasta preparation	prepare pasta recipes.	11.3.9 F,G 11.2.12 C

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STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: WORLD of FOOD PREPARATION	GRADE: 9-12
UNIT FOCUS: Fruits and Vegetables	

Unit Content	Student Outcomes	Standards
Nutrients	The student will: identify the nutrients found in vegetables and fruits.	11.3.9 E
Types of vegetables	classify the types of edible plant parts.	11.3.9 F
Types of fruits	classify the types of fruits.	11.3.9 F
Buying and storing produce	describe guidelines for buying and storing fresh produce.	11.3.12 G 11.1.12 B,F
Preparation	prepare nutritious vegetable and fruit recipes.	11.3.9 F 11.3.9 G 11.2.12 C

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STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: WORLD of FOOD PREPARATION	GRADE: 9-12
UNIT FOCUS: Dairy Products	

Unit Content	Student Outcomes	Standards
Nutrients	The student will: identify nutrients found in milk and other dairy foods.	11.3.9 E 11.3.12 D,E
Choosing diary foods	describe the types of dairy foods available. discuss guidelines for buying and storing dairy foods.	11.3.9 D,G 11.3.12 C,F 11.3.9 B,F 11.1.12 B,F
Preparation	prepare recipes with dairy products.	11.3.9 F,G 11.2.12 C

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STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: WORLD of FOOD PREPARATION	GRADE: 9-12
UNIT FOCUS: Protein Preparation	

Unit Content	Student Outcomes	Standards
Nutrients	The student will: identify the nutrients provided by consuming meat, poultry, fish, eggs, nuts, and dried beans.	11.3.9 E
Food sources	classify different types of foods that contain protein and where they come from. restate guidelines for comparing costs, selecting, and buying protein foods.	11.3.9 A 11.3.12 A 11.3.9 F 11.1.12 B,F
Preparation	prepare recipes from the meat food group using meats and protein preparation guidelines.	11.3.9 F,G 11.3.12 F 11.2.12 C

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STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: WORLD of FOOD PREPARATION	GRADE: 9-12
UNIT FOCUS: Baking	

Unit Content	Student Outcomes	Standards
Preparation techniques	The student will: compare and contrast conventional and microwave baking.	11.3.9 F,G 11.3.12 G
Ingredient functions	identify the basic ingredients in baking and the function of each.	
Cakes, cookies, pies	be able to describe types of cakes, cookies, and pies. illustrate proper preparation techniques of baking when preparing cakes, cookies, and pies. identify ways of reducing fat in baked goods to make them nutritious.	11.3.9 G 11.3.9 F,G 11.3.12 G 11.2.12 C 11.3.9 D 11.3.12 D,F

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STUDENT OUTCOME STATEMENTS- INDICATOR OF ACHIEVEMENT

COURSE: WORLD of FOOD PREPARATION	GRADE: 9-12
UNIT FOCUS: World Cuisine	

Unit Content	Student Outcomes	Standards
Latin America	The student will: describe food choices available in the various regions of Latin America.	11.3.12 A,C,G
Europe	identify foods commonly found in Western and Eastern Europe.	11.3.12 A,C,G
Asia and Pacific	examine common foods to the countries of Asia and the Pacific.	11.3.12 A,C,G
	identify the cultural influences on foods in Latin America, Europe, and Asia.	11.3.12 A,C,G
Meal planning	be able to create, plan, and prepare a chosen world cuisine meal cooperatively.	11.3.9 F,G 11.3.12 F 11.1.12 B,F 11.2.12 B,C 11.2.9 C