



EVESHAM TOWNSHIP SCHOOL DISTRICT

FAMILY AND CONSUMER SCIENCE

GRADES 6-8

ADOPTED: November 16, 2017

The mission of the Evesham Township School District is to promote excellence in an environment that engages students in meaningful learning experiences. In partnership with students, dedicated staff, families, and community, the district provides a strong educational foundation that will empower our students to:

- Achieve their unique potential
- Embrace self-directed, lifelong learning
- Develop the skills necessary for appropriate risk-taking and responsible decision-making
- Respect themselves and others
- Problem-solve individually and collaboratively
- Become contributing members of a diverse, global society

John Scavelli, Jr., Superintendent
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Making the world a better place,
one student at a time



FAMILY AND CONSUMER SCIENCE CURRICULUM COMMITTEE

The Family and Consumer Science (FCS) Revision Committee included both middle school teachers, as well as principal and subject area curriculum supervisors.

These members are listed below:

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Vision

The vision of the Family and Consumer Science Program is to prepare students to be competent, confident, and caring citizens who make responsible and responsive decisions to manage their personal, family, and career lives. This program empowers individuals to manage the challenges of living and working in a globally diverse society, with a unique focus on families, work, and their interrelationships.

The program is designed to develop the concepts and skills needed for students to be proactive and prosocial citizens. It encourages the growth of students both as an individual and a responsible member of the community. Emphasis is placed on educating the whole student in the realities of the world. After learning the prerequisite skills for decision-making, problem solving, and goal setting, students apply their knowledge to family life, work life, and careers in Family and Consumer Sciences.

Family and Consumer Science incorporates skills from other disciplines, such as math, science, social studies, and language arts. Students have opportunities to apply theory and learned skills in meaningful contexts, utilizing a reality based approach that immediately influences their lives. The responsive curriculum empowers students to solve emerging problems in families, the workplace, and community using a practical, problem-based, and process-oriented curriculum. The action-oriented curriculum facilitates a powerful, authentic learning environment, which encourages students to apply communicative, reflective, and technical skills to successfully negotiate the changing contexts of their lives.

Goals for Students:

- Apply critical thinking and problem-solving skills to make informed decisions at home, in the workplace and in the global community
- Communicate and collaborate effectively in a variety of professional and personal situations
- Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community and global)
- Make healthy lifestyle choices as consumers
- Manage finances and budgets responsibly
- Develop skills and technical proficiencies that transfer to family life and global career opportunities
- Consider, analyze and apply an awareness of self, identity and culture to identify skills and talents

Goals for Teachers:

- Facilitate an inquiry based approach to make informed decisions at home, in the workplace and in the global community, utilizing problem solving strategies
- Empower students to communicate and collaborate effectively in a variety of professional and personal situations
- Model strategies to manage multiple roles and responsibilities (individual, family, career, community and global) in authentic situations

- Engage students in simulations to facilitate their ability to make informed, healthy lifestyle choices as consumers
- Prepare students to negotiate the challenge of establishing and managing a personal and business budget
- Develop skills and technical proficiencies that transfer to family life and global career opportunities
- Assist students in utilizing various tools to analyze personal skills and talents

Program Description

All middle school students participate in the Family and Consumer Sciences program. The program focuses on the skills of decision-making, problem solving, and goal setting in real-life situations. Students are encouraged to become active in their community through class projects and individual volunteerism. In grade six, Family and Consumer Sciences is a required part of the related arts cycle. Students meet daily for one quintile (approximately thirty-six, 49 minute periods). The focus of instruction is nutrition and basic food preparation, with a unit titled Nutrition Toolbox.

In grades seven and eight, students have the opportunity to take Family and Consumer Science electives based on areas of interest. Each elective meets daily for one quintile. For example, in the seventh grade varied courses are offered, including Consumerism, where students act as members of a company and bring a product to market. In eighth grade, the Family and Consumer Sciences program offers several additional electives such as Fashion Flair and Learning Through Serving.

The Family and Consumer Sciences program is designed to facilitate connections across content areas. Although many of the 21st Century Life and Careers Student Learning Standards are specifically addressed through this outlined course of study, proficiencies will also be met in other content areas.

Classes are organized to include a heterogeneous mix of ability levels, providing for differentiated instruction that is scaffolded to meet students' diverse needs. The interactive, creative nature of the program addresses various learning styles and facilitates the success of all students, including those with special needs as well as students who demonstrate advanced skills.

Modifications for Special Populations

As all students are individuals it will be necessary to differentiate instruction daily to meet the needs of every learner. In all cases, teachers should be consistently gathering and utilizing formative assessment data to drive instruction. At times this will necessitate additional whole group lessons, flexible, small group instruction, individual conferring, and tiered assignments.

Students who are at risk for failure or are English Language learners should be seen in small groups as much as possible in order to ensure additional opportunities for differentiation, modeling, and guided practice prior to independent practice with concepts or skills. In addition, teachers may request observations from building specialists (ex. reading specialists, math coaches, etc.) or curriculum supervisors regarding feedback and/or recommendations for individuals. Teachers will utilize the I&RS process for students who are not identified for Special Education and who are not making sufficient progress in any subject area.

In certain cases, additional modifications are necessary to meet the needs of all students. Students who are identified through the Special Education process or the Tier III Gifted and Talented process will have additional individualized plans that may include adjusted materials or accommodations in order to access the curriculum and meet the standards. In these cases, teachers will consult IEPs or Tier III plans for specific guidelines regarding instruction and

materials.

Teachers with Special Education students who are not making sufficient progress shall request an observation with the Learning Consultant and Curriculum Supervisor in order to design individualized recommendations regarding additional instructional strategies, specialized programs or placement recommendations.

NEW JERSEY STUDENT LEARNING STANDARDS, FAMILY AND CONSUMER SCIENCE, GRADES 6-8

21st-Century Life & Careers: Standard 9.1 All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

21st-Century Life & Careers: Standard 9.2 All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Comprehensive Health and Physical Education: Standard 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

National Association of State Administrators of Family and Consumer Sciences

The *Family and Consumer Sciences National Standards* are integrated where applicable to enhance the district's program.

The FCS National Standards are based on knowledge and skills needed for home/personal and family life as well as those needed to succeed in related careers. These include the following sixteen areas of study:

- 1.0 Career, Community and Family Connections
- 2.0 Consumer and Family Resources
- 3.0 Consumer Services
- 4.0 Education and Early Childhood
- 5.0 Facilities and Property Management
- 6.0 Family
- 7.0 Family and Human Services
- 8.0 Food Production and Services
- 9.0 Food Science, Dietetics and Nutrition
- 10.0 Hospitality, Tourism and Recreation
- 11.0 Housing and Interior Design
- 12.0 Human Development
- 13.0 Interpersonal Relationships
- 14.0 Nutrition and Wellness
- 15.0 Parenting
- 16.0 Textiles, Fashion and Apparel

**STANDARDS AND ELABORATIONS,
FAMILY AND CONSUMER SCIENCE, GRADES 6-8**

**New Jersey Student Learning Standards
21st Century Life and Careers**

Standard	9.1 Personal Financial Literacy: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
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Strand A	Income and Careers	6	7	8	Resources
9.1.8.A.1	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.		X		Consumerism
9.1.8.A.2	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.		X	X	Consumerism, Design on a Dime, Culinary Creations, Embroidery, International Cooking, Fashion Flair, Event Planning
9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.		X	X	Consumerism, Culinary Creations, Fashion Flair, International Cooking, Design on a Dime, Event Planning, Learning Through Serving
9.1.8.A.5	Relate how the demand for certain skills determines an individual's earning power.		X	X	Design on a Dime, Embroidery, International Cooking, Fashion Flair
9.1.8.A.6	Explain how income affects spending decisions.		X	X	Design on a Dime, Fashion Flair
9.1.8.A.7	Explain the purpose of the payroll deduction process, taxable income, and employee benefits.		X		Consumerism

Strand B	Money Management	6	7	8	Resources
9.1.8.B.1	Distinguish among cash, check, credit card, and debit card.		X		Consumerism, Design on a Dime
9.1.8.B.2	Construct a simple personal savings and spending plan based on various sources of income.		X		Consumerism, Design on a Dime
9.1.8.B.3	Justify the concept of "paying yourself first" as a financial		X		Consumerism

	savings strategy.				
9.1.8.B.4	Relate the concept of deferred gratification to [investment], meeting financial goals, and building wealth.		X		Consumerism
9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.		X	X	Consumerism, Design on a Dime, Fashion Flair, Event Planning
9.1.8.B.7	Construct a budget to save for long-term, short-term, and charitable goals.		X	X	Consumerism, Design on a Dime, Fashion Flair, Event Planning
9.1.8.B.8	Develop a system for keeping and using financial records.		X	X	Consumerism, Design on a Dime, Fashion Flair, Event Planning
9.1.8.B.9	Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).		X		Consumerism
9.1.8.B.10	Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.		X		Consumerism
9.1.8.B.11	Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.		X		Consumerism

Strand D	Planning, Saving and Investing	6	7	8	Resources
9.1.8.D.4	Distinguish between income and investment growth.		X		Consumerism
9.1.8.D.5	Explain the economic principle of supply and demand.		X	X	Consumerism, Design on a Dime, Embroidery, Fashion Flair, Culinary Creations

Strand E	Becoming a Critical Consumer	6	7	8	Resources
9.1.8.E.1	Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions	X	X	X	All FACS Units
9.1.8.E.2	Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.		X		Consumerism
9.1.8.E.3	Compare and contrast product facts versus advertising claims.	X	X		Nutrition Toolbox, Consumerism
9.1.8.E.4	Prioritize personal wants and needs when making purchases	X	X	X	All FACS Units
9.1.8.E.5	Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.		X		Consumerism
9.1.8.E.6	Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	X	X	X	All FACS Units
9.1.8.E.8	Recognize the techniques and effects of deceptive advertising.	X	X	X	Nutrition Toolbox, Consumerism, Design on a Dime, Embroidery, Fashion Flair, Culinary Creations

Strand F	Civic Financial Responsibility	6	7	8	Resources
9.1.8.F.1	Explain how the economic system of production and consumption may be a means to achieve significant societal goals.			X	Learning Through Serving
9.1.8.F.2	Examine the implications of legal and ethical behaviors when making financial decisions.			X	Learning Through Serving
9.1.8.F.3	Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.			X	Learning Through Serving

Strand G	Insuring and Protecting	6	7	8	Resources
9.1.8.G.1	Explain why it is important to develop plans for protecting current and future personal assets against loss.		X		Consumerism
9.1.8.G.2	Determine criteria for deciding the amount of insurance protection needed.		X		Consumerism
9.1.8.G.3	Analyze the need for and value of different types of insurance and the impact of deductibles.		X		Consumerism

Standard	9.2 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
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Strand B	Career Exploration	6	7	8	Resources
9.2.8.B.1	Research careers within the 16 Career Clusters® and determine attributes of career success.	X	X	X	All FACS Units
9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.		X	X	Consumerism, Culinary Creations, Fashion Flair, International Cooking, Learning Through Serving
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	X	X	X	All FACS Units
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	X	X	X	All FACS Units
9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.		X		Consumerism (market trends)

9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.		X		Consumerism
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.	X	X	X	All FACS Units

**New Jersey Student Learning Standards
Comprehensive Health and Physical Education**

Standard	2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
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Strand B	Nutrition	6	7	8	Resources
2.1.6.B.1	Determine factors that influence food choices and eating patterns.	X	X	X	Nutrition Toolbox
2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.	X			Nutrition Toolbox
2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.	X			Nutrition Toolbox
2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.	X			Nutrition Toolbox
2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.	X		X	Nutrition Toolbox, Culinary Creations
2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.	X		X	Nutrition Toolbox, Culinary Creations

Strand C	Diseases and Health Conditions	6	7	8	Resources
2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.	X			Nutrition Toolbox

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary Connections

Interdisciplinary learning develops real-world, multi-faceted knowledge. Integration identifies logical connections between and among the content and learning experiences in all areas of the curriculum. Integrating and connecting various content areas improves learning outcomes and provides more authentic and relevant experiences for students. Interdisciplinary connections both enrich and extend learning. In Evesham, interdisciplinary connections are studies that cross the boundaries of two or more district disciplines such as mathematics and art or literature and science. By purposefully looking for “essential concepts” and “big ideas,” we purposefully design deliberate integration of the various content areas wherever appropriate. This includes, but is not limited to examining how curriculum themes, project-based learning, understanding by design, essential questions, inquiry approaches, curriculum mapping, and the standards merge, while always keeping students’ best interests at the heart of this work.

In the area of Family and Consumer Science, emphasis is placed on the Career Ready Practices as students engage in authentic experiences to apply skills learned across content areas. As students learn to make healthy lifestyle choices as consumers, they must analyze various text sources as well as the impact of advertising, including support for claims, on their decisions. When collaborating with peers and working as a member of a production team, the students practice engaging in conversations, building on other’s ideas, considering multiple viewpoints and expressing oneself clearly. While engaging in food preparation, students utilize various tools strategically and attend to precision with respect to following recipes and adjusting according to the quantity needed and dietary restrictions.

The following areas are integrated into all areas of the instructional program:

Anchor Standards for Reading

Key Ideas and Details

- NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Mathematics:

NJSLS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

NJSLS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

NJSLS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

NJSLS.MATH.PRACTICE.MP4 Model with mathematics.

NJSLS.MATH.PRACTICE.MP5 Use appropriate tools strategically.

NJSLS.MATH.PRACTICE.MP6 Attend to precision.

NJSLS.MATH.PRACTICE.MP7 Look for and make use of structure.

NJSLS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

Science and Engineering Practices:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating and communicating information

Social Studies:

Social Studies Standard 6.3: Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Technology:

Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Technology Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world, as they relate to the individual, global society, and the environment.

Comprehensive Health and P.E. (2.2.2-8.C1-3):

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		C. Character Development	
By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
4	Personal core ethical values impact the health of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
		2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
6	Personal core ethical values impact the behavior of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
		2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
		2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
8	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
		2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

The Career Ready Practices at Work: Family and Consumer Science Interdisciplinary Connection

*"With ordinary talent and extraordinary perseverance, all things are attainable."
-Thomas Foxwell Buxton*

Project-Based Learning Example:

A Family Consumer Science class is preparing for their Company Day presentation. Product presentations will be held during class, recorded and turned into a multimedia advertisement. As part of the presentation, each development team needs to select two design solutions based on a pre-determined rubric. The teams will have to select their top design solutions, and each student will have to write a justification saying why that solution is exemplary, using key ideas from the rubric (e.g. Constraints could include scientific, economic, and social considerations.) This will be done on a shared document. Students will take on different roles, such as VP Product Development, VP of Production, VP of Advertising, VP of Finance, and VP of Packaging. The final product will be available on the school news channel or on TeacherTube. Selected products will be sold to peers with a portion of proceeds donated to the non-profit charity of choice.

Applicable Standards:

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

English Language Arts

- NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.W Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Mathematics:

- NJSLS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.
- NJSLS.MATH.PRACTICE.MP4 Model with mathematics.
- NJSLS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
- NJSLS.MATH.PRACTICE.MP6 Attend to precision.

Science and Engineering Practices:

2. Developing and using models
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
8. Obtaining, evaluating and communicating information

Technology:

Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Technology Standard 8.2: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world, as they relate to the individual, global society, and the environment.

**PACING GUIDES AND OVERVIEW OF UNITS,
GRADE 6**

Introduction to Foods and Nutrition, Grade 6

Nutrition Toolbox

This unit provides students with the tools necessary to make healthy, informed food choices. Topics of study include dietary requirements, dietary guidelines, reading labels, nutrients (building blocks of nutrition), portion control, related diseases and media influence. The culminating project will be an individual dietary analysis.

Introduction & History of Food Plans	2 – 3 sessions
Dietary Requirements (Choose My Plate)	2 – 3 sessions
Portion Control & Labels	4 – 5 sessions
Dietary Guidelines & Nutrients	1 – 2 sessions
Diseases	1 – 2 sessions
Dietary Analysis	2 – 3 sessions
Total	12 – 18 sessions

Introduction to Foods

Through cooperative lab experiences, students learn and practice basic food preparation skills. Hands-on applications include selecting and using proper tools/equipment, measuring ingredients, and following recipes. Emphasis is also placed on time management, safety, and sanitation.

Introduction	1 – 2 sessions
Safety & Sanitation Procedures	2 sessions
Overview of Tools & Equipment	1 – 2 sessions
Lab Procedures	1 – 2 sessions
Following Directions/Recipes	1 – 2 sessions
Measuring Techniques	2 – 3 sessions
Food Preparation Labs	7 – 8 sessions
Total	15 – 21 sessions

GRADE 7 ELECTIVES

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Electives offered in each school may vary by quintile in order to accommodate student interest and staffing resources. Elective courses will be designed to meet the interests and needs of particular cohorts of students. Within each elective, teachers will design tasks and projects that serve to enhance the students' ability to consistently demonstrate the following skills at an advanced level.

Consumerism ("Company")

Curriculum Description:

In this elective, the students will participate in a simulated business project that integrates other related arts areas, including Computers and Applied Design and Technology. Students form a company, which develops, tests, and sells a product. Instruction focuses on developing a budget, writing checks and maintaining a budget, roles and responsibilities associated with being a member of a team, and marketing strategies. Additional cooking labs and demonstrations will be incorporated as time/resources allow.

Goals:

By the end of this elective, students will be able to:

- Collaborate and share varying areas of culinary expertise to bring a product to market
- Utilize budgeting and accounting strategies to enable mock companies to thrive and survive in a competitive workforce
- Collaborate with other disciplines (e.g. ADT, Technology, Art) to accomplish a shared goal

Proficiencies Addressed:

Technology: Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Technology: Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.
- 8.2.8.C.2 Explain the need for optimization in the design process.
- 8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.

21st-Century Life and Careers: Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits
- 9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.
- 9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.
- 9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.
- 9.1.8.B.4 Relate the concept of deferred gratification to [investment], meeting financial goals, and building wealth.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions
- 9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.
- 9.1.8.B.8 Develop a system for keeping and using financial records.
- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
- 9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
- 9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals
- 9.1.8.D.4 Distinguish between income and investment growth.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions
- 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases
- 9.1.8.E.5 Analyze interest rates and fees associated with financial services, credit cards, debit cards, and gift cards.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.
- 9.1.8.G.1 Explain why it is important to develop plans for protecting current and future personal assets against loss.
- 9.1.8.G.2 Determine criteria for deciding the amount of insurance protection

- 9.1.8.G.3 needed.
Analyze the need for and value of different types of insurance and the impact of deductibles.

Mathematics: Standard 7.RP (Ratios and Proportional Relationships): Analyze proportional relationships and use them to solve real-world and mathematical problems.

Mathematics: Standard 7.NS (The Number System) Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Mathematics: Standard 7.EE (Expressions and Equations) Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Science: MS- ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Science: MS- ETS1-2 . Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Design on a Dime

Curriculum Description:

This elective will focus on various elements of home design, which are of particular interest to teenage students. Students will learn to evaluate eco-friendly materials, balance a budget, utilize technology to produce a scale model/floor plan, and solve problems based on individual or societal needs. Design spaces may include bedrooms, game rooms, multi-media rooms, kitchens, and recreation areas.

*(*This elective has the potential to be interdisciplinary, if resources are available.)*

Goals:

By the end of this elective, students will be able to:

- Utilize tools and technology resources to design and to create a space
- Compare and contrast characteristics of materials, including cost, availability, and environmental impact in at least 3 different design options
- Communicate, analyze data, apply technology, and problem solve
- Apply mathematics skills in the drawing to scale a room (bedroom) via wall elevations and birds eye floor plan to ¼ inch scale
- Utilize principles of furniture placement to “outfit” a room
- Utilize technology to comparison shop for various aspect of interior design
- Present their room design to their peers using digital tools and resources
- Demonstrate financial responsibility by completing a room design with a \$1000.00 budget, hypothetically
- Explore career opportunities within the interior design field

Proficiencies Addressed:

Technology: Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results

Technology: Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- 8.2.8.C.3 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem

- 8.2.8.C.8 Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
- 8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.
- 8.2.8.D.2 Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
- 8.2.8.D.5 Explain the impact of resource selection and the production process in the development of a common or technological product or system.
- 8.2.8.D.6 Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

21st-Century Life and Careers: Standard 9.1 All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.A.6 Explain how income affects spending decisions.
- 9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.
- 9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

21st-Century Life and Careers: Standard 9.2 All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved

- 9.2.8.B.7 regionally, nationally, and globally.
Evaluate the impact of online activities and social media on employer decisions.

Science: MS-ETS 1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Mathematics: Standard 7.RP (Ratios and Proportional Relationships): Analyze proportional relationships and use them to solve real-world and mathematical problems.

Mathematics: Standard 7.G (Geometry) Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Embroidery Meets Computer-Assisted Design ("Stitch by Stitch")

Curriculum Description:

In this elective, students will apply their knowledge of basic stitching skills to learn more advanced hand-sewing techniques such as chain stitching, French knots, and satin stitch. The focus of instruction will then shift to include technology applications such as the use of sewing machines, embroidery machines, and computer-assisted design. As a culminating project, students will personalize an item, such as jeans, tote bags, or pillows, with a logo. Students may also replicate a sample according to specific guidelines.

Goals:

By the end of this elective, students will be able to:

- Explore and research career opportunities in fashion and design
- Describe the process of manufacturing a product
- Describe the impact of technology on design
- Generalize skills learned to design an original project

Proficiencies Addressed:

21st-Century Life and Careers: Standard 9.1 All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

21st-Century Life and Careers: Standard 9.2 All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved

- regionally, nationally, and globally.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology: Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Technology: Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (e.g., telephone for communication - smartphone for mobility needs).
- 8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.
- 8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2.8.C.7 Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
- 8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.
- 8.2.8.D.5 Explain the impact of resource selection and the production process in the development of a common or technological product or system.
- 8.2.8.D.6 Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.
- 8.2.8.G.1 Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

Mathematics: Standard 7.NS (The Number System) Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Mathematics: Standard 7.G (Geometry) Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Event Planning

Curriculum Description:

In this elective, students will collaborate to do what teenagers do best...party! Teams of students will research various non-profit charities to plan an event. Considerations may include, but are not limited to, food, decorations, publicity and invitations. Students will be responsible for presenting their proposal (e.g., Slides/Prezi, etc.), hosting the event for their peers and maintaining a budget. An admission fee will be charged and proceeds will be donated to the selected charity.

Goals:

By the end of this elective, students will be able to:

- Recognize and respond to individual and societal needs
- Compare and contrast needs versus wants
- Participate as a member of a team and contribute to a group effort
- Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the community
- Construct a budget
- Research and develop charitable goals

Proficiencies Addressed:

21st-Century Life and Careers: Standard 9.1 All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions
- 9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.
- 9.1.8.B.8 Develop a system for keeping and using financial records.

21st-Century Life and Careers: Standard 9.2 All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved

- 9.2.8.B.7 regionally, nationally, and globally.
Evaluate the impact of online activities and social media on employer decisions.

Technology: Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

GRADE 8 ELECTIVES

Culinary Creations	39
Fashion Flair	41
International Cooking	43
Learning Through Serving	45

Electives offered in each school may vary by quintile in order to accommodate student interest and staffing resources. Elective courses will be designed to meet the interests and needs of particular cohorts of students. Within each elective, teachers will design tasks and projects that serve to enhance the students' ability to consistently demonstrate the following skills at an advanced level.

Culinary Creations

Curriculum Description:

Students will explore foods and nutrition by going in depth into the food groups through a variety of methods and techniques. Students will keep a culinary journal to keep track of culinary terms, class notes, lab sheets, recipes, and assessments. The class will go beyond food preparation to develop a deep understanding of the food groups using specific recipes and presentations related to each group. Topics covered will include: lab safety and sanitation, culinary techniques and presentation, nutrition and dietary guidelines, menu planning, and food comparisons. Students will prepare and evaluate recipes related to each area of MyPlate. Projects may include a Muffin Bake Off, International Coffeehouse, and service learning projects, such as Angel Baskets. Throughout the course, the *Golden Spoon* is awarded to the group demonstrating culinary skills related to presentation, appearance, taste, and effort.

Goals:

By the end of this elective, students will be able to:

- Prepare food from scratch
- Develop an awareness for the process used to bring products to plate
- Locate and execute recipes to meet specified requirements
- Consider nutritional factors when planning meals and selecting ingredients
- Appreciate contributions of other cultures and the impact of technology

Proficiencies Addressed:

21st-Century Life and Careers: Standard 9.1 All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

21st-Century Life and Careers: Standard 9.2 All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes

- 9.2.8.B.3 of career success. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION: STANDARD 2.1

(Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- 2.1.8.B.1 Analyze how culture, health status, age and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

Technology: Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (e.g., telephone for communication - smartphone for mobility needs).
- 8.2.8.D.5 Explain the impact of resource selection and the production process in the development of a common or technological product or system.

Fashion Flair

Curriculum Description:

In Fashion Flair, students learn the basics of sewing machine operation. They become familiar with safety, machine parts and functions, reading a pattern and following directions, fabrics and garment construction. Students complete various projects to demonstrate skill application, including a pincushion, 4-square patchwork pillow, and pajama pants. When time permits, additional independent projects are also selected based on student interests such as stuffed animals, hats, and backpacks. A service learning project may also be completed when time allows. This includes, but is not limited to, Angel Baskets, quilts (Blankets for Linus), or pillow cases (Conquer Cancer).

Goals:

By the end of this elective, students will be able to:

- Select and use tools appropriately
- Follow written instructions and commercial patterns
- Evaluate problems encountered and exhaust troubleshooting options
- Think abstractly to visualize and plan an original project
- Generalize skills learned to various real world situations

Proficiencies Addressed:

21st-Century Life and Careers: Standard 9.1 All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.A.6 Explain how income affects spending decisions.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

21st-Century Life and Careers: Standard 9.2 All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology: Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- 8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (e.g., telephone for communication - smart phone for mobility needs).
- 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
- 8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
- 8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
- 8.2.8.B.7 Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.
- 8.2.8.C.2 Explain the need for optimization in a design process.
- 8.2.8.C.3 Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
- 8.2.8.C.7 Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
- 8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.
- 8.2.8.D.5 Explain the impact of resource selection and the production process in the development of a common or technological product or system.

Mathematics: Standard 8.G (Geometry) Understand congruence and similarity using physical models, transparencies, or geometry software.

International Cooking

Curriculum Description:

International Cooking will give students an opportunity to research the foods, customs, cultures and celebrations from countries around the world. Each week, students will be assigned a continent to research. Each group will select a country and a part of a meal to prepare: appetizer, soup, entrée, side dish or dessert. Students will create fact sheets, posters and table displays, as well as prepare their food. The day after the preparation, this elective will culminate with the class sharing the cuisine together.

Goals:

By the end of this elective, students will be able to:

- Research various cultures and develop an appreciation for different customs through the exploration of nutrition and food preparation
- Critique the food preparation techniques and completed products of self and peers

Proficiencies Addressed:

21st-Century Life and Careers: Standard 9.1 All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.

21st-Century Life and Careers: Standard 9.2 All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Comprehensive Health and Physical Education: Standard 2.1 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- 2.1.8.B.1 Analyze how culture, health status, age and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

Technology: Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- 8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.
- 8.2.8.C.7 Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

Learning Through Serving ("Cooking with a Cause, Helping Hands")

Curriculum Description:

This elective will apply the sewing and culinary skills learned in prior grades to satisfy a need students recognize in their communities. Students will establish a collaborative relationship with a community organization such as the food pantry, soup kitchen, extended care facility, Special Olympics, or Ronald McDonald House in an effort to benefit others through the completion of a service-learning project. A conscious effort will be made to invite volunteer speakers from various organizations, as well as to facilitate student visits and active involvement in the actual community organization (e.g. visit the soup kitchen, food pantry, RMDH.) Projects may include preparing soups or casseroles, designing functional accessories, hosting a fundraising event (e.g. Empty Bowls) or even crafting medals or banners for community events. Additionally, the students will work collaboratively to prepare Angel Baskets for distribution to needy families in their own community.

Special Note: This elective should be offered at least once a year during the second quintile.

Goals:

By the end of this elective, students will be able to:

- Recognize and respond to individual and societal needs
- Compare and contrast needs versus wants
- Participate as a member of a team and contribute to a group effort
- Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the community

Proficiencies Addressed:

Technology: Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- 8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.
- 8.2.8.C.7 Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION: STANDARD 2.1
(Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- 2.1.8.B.1 Analyze how culture, health status, age and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

21st-Century Life and Careers: Standard 9.1 All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
- 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

21st-Century Life and Careers: Standard 9.2 All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

INSTRUCTIONAL STRATEGIES

Instructional Strategies

In order to achieve the goals of our Family and Consumer Science curriculum and address the various learning styles and multiple intelligences of all our students, teachers must maintain a repertoire of appropriate, effective, and flexible strategies and resources. Students learn best through personal hands-on experiences, real-world applications, and by connecting new information to what they already know.

In Family and Consumer Science, students are actively involved utilizing an inquiry based approach. Students participate in hands-on experiences involving simulations, tasks, and problem solving related to becoming self-sufficient members of the family and community. The projects at each grade level afford students the opportunity to experience these roles in meaningful contexts, challenging them to apply their skills to solve problems in authentic, real-life contexts. By employing varied strategies appropriately, teachers assist students in applying the skills learned to their everyday lives. This model ultimately leads to self-discovery and an appreciation for learning new content.

Within the Family and Consumer Science classroom, teachers will have a variety of types of learners. These students will range from accelerated learners to reluctant or struggling learners. Family and Consumer Science teachers will hold high expectations for all students regardless of their aptitude for learning. In order for all children to perform at their personal best, differentiation of instruction is essential. This may include, but is not limited to the following strategies:

- Providing multiple assignments within each unit, tailored for students of different levels of achievement.
- Allowing students to choose, with the teacher's guidance, ways to learn and how to demonstrate what they have learned.
- Cultivating an environment that values inquiry, problem-solving and student driven exploration.
- Providing students with opportunities to explore topics in which they have strong interest and find personal meaning.

Whether teachers differentiate content, process, or product, responding to the unique needs of learners is a paramount part of implementing the Family and Consumer Science curriculum at all grade levels.

The regular use of cooperative learning affords all students the opportunity to become active participants in their learning process. Integrating Family and Consumer Science with other disciplines encourages students to make connections between content areas and makes learning more meaningful.

The following instructional strategies table incorporates strategies and suggestions from professional literature, Internet resources, NJSLs, and Evesham professionals.

INSTRUCTIONAL STRATEGIES

Resource	Description	Suggestions for Application
Brainstorming	Gathering and recording all ideas about a topic in order to create a broad creative pool that will later be organized.	Brainstorming should: <ul style="list-style-type: none"> ● allow for all students to collaborate in order to foster ownership and engagement; ● represent diverse student-generated ideas about the topic; ● allow students time to activate prior knowledge, make connections and explore new relationships.
Bulletin Board	An interactive visual that provides students an opportunity to explore a particular concept in greater depth.	<ul style="list-style-type: none"> ● Students use the board to share and report about a concept ● Teachers post questions for investigation and reflection
Carouseling	A brainstorming activity where learners travel from station to station in a carousel motion sharing, recording, and reporting ideas or participating in activities.	<ul style="list-style-type: none"> ● At each station, the learners will record a response to a specific teacher-guided prompt ● Students can use carouseling to elaborate on a topic and add details to writing
Cooperative Learning	Small heterogeneous groups of learners working together to achieve a common goal.	Suggested structures: <ul style="list-style-type: none"> ● Think – Pair – Share ● Investigation ● Partner quiz ● Team interview ● Peer discussion

Differentiated Instruction	Differentiated Instruction is "responsive teaching" that considers the variance in student readiness, interests, and learning profile rather than "one-size-fits-all". A teacher proactively plans varied approaches to what students need to learn (content), how they will learn it (process), and/or how they can express what they have learned (product) in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.	<ul style="list-style-type: none"> ● Tiered-Assignments ● Choice
Flexible Grouping	Utilization of a variety of grouping options, including cooperative groups, whole class, small group, partners and individuals, to achieve goals and concepts.	<p>Flexible grouping should:</p> <ul style="list-style-type: none"> ● Consider student learning styles ● Meet the needs of individual students ● Facilitate participation in several different grouping options in order to analyze, synthesize, investigate, and challenge technology concepts ● Motivate and challenge students
Graphic Organizers	Visual illustration of verbal and/or written statements; they help the learner organize, comprehend, summarize, and synthesize information.	<ul style="list-style-type: none"> ● Timeline ● Problem/solution outline ● Network ● Herringbone map ● Cycle ● Venn diagram ● Tree diagram ● Mindmap ● Web ● Ranking ladder ● K-W-L chart

Graphic Representations	Information organized and presented graphically; pictorial device demonstrating literacy concepts. Examples: charts, graphs, tables, diagrams, flowcharts, maps.	<ul style="list-style-type: none"> ● Extrapolate data ● Classify and organize information ● Evaluate/record information ● Utilize appropriate format (chart, graph, etc.) ● Summarize/synthesize information
Inquiry-Based Teaching	<p>Students use inquiry to conduct investigations:</p> <ul style="list-style-type: none"> ● Structured inquiry (students follow precise instructions and answer specific questions in a teacher-directed investigation) ● Guided inquiry (students generate procedure to follow in a teacher-directed investigation) ● Student-directed inquiry (students generate their own procedures in a student-directed investigation) 	<ul style="list-style-type: none"> ● Exploration of recipes/menus ● Word sorts
Jigsawing	Each student in turn becomes the "expert" on one topic by working with members from other teams. Upon returning to their team, each "expert" teaches the home group.	<p><u>May be used for the following:</u></p> <ul style="list-style-type: none"> ● Acquiring new concepts ● Reviewing concepts learned ● Learning and sharing different points of view
Journaling & Reflection	Thinking about and organizing information and feelings related to experiences	<ul style="list-style-type: none"> ● Consider individual and group goals ● Provide time to think ● Encourage dialogue ● Food logs, notes, self-assessment
Modeling	The act of demonstrating the strategy, skill or behavior which is to be performed by the students.	<ul style="list-style-type: none"> ● Teacher models (cooking demonstration) ● Student models ● Mentor texts

<p>Problem Based Learning</p>	<p>Posing authentic (real-world) problems using inductive teaching where students work out basic principles for themselves</p>	<p>Problem based learning should:</p> <ul style="list-style-type: none"> • be meaningful to the students • foster higher level thinking • allow for collaboration • consider divergent perspectives • present skills/content in context
<p>Questioning</p>	<p>Purposeful questions require students to use thinking skills; questions can be organized according to Bloom’s Taxonomy, higher and lower level, open and closed.</p> <ul style="list-style-type: none"> • Know goal; select context • Plan questions • Phrase questions clearly • Allow flexibility • Avoid yes/no questions • Allow wait time (at least 3 seconds) • Avoid saying learner’s name before the questions • Select learners randomly • Use positive feeling tone • Respond positively to all answers • Use probing techniques to elicit more thorough responses • Redirect and rephrase • Use learner’s questions for instruction 	<ul style="list-style-type: none"> • Ask higher-level, open-ended questions (How & Why) • Allow students to react to and rephrase other responses
<p>Researching</p>	<p>Use of various materials and methods to answer questions about a topic.</p>	<ul style="list-style-type: none"> • Extends knowledge of a specific topic • Utilize reference materials to learn about areas of interest or need • Present new information to whole class
<p>Scaffolding</p>	<p>Providing temporary support until help is no longer needed</p>	<p>Scaffolding should:</p> <ul style="list-style-type: none"> • build on the students’ existing knowledge • come in various forms (examples, explanations, models, organizers, templates, etc.) • consider individual needs • be gradually removed to encourage

		<p>independence</p> <ul style="list-style-type: none"> ● build confidence
Service Learning	A student or teacher selected activity that provides an opportunity for students to learn and practice skills, while also helping to meet identified needs in the community	<p>Examples of service learning projects include:</p> <ul style="list-style-type: none"> ● Angel Baskets ● Patchwork blankets ● Soup Kitchen
Simulations (Role Play)	Simulating events or situations to enable students to experiment with concepts or materials	<p>Simulations should:</p> <ul style="list-style-type: none"> ● provide students with relevant examples ● encourage generalization and application of skills/concepts learned to the real world ● provide for individual creativity ● promote reflection
Stations	Different areas of the classroom where students work on various tasks simultaneously.	At each station, students explore materials, conduct investigations, analyze data, conduct research, synthesize learning, etc.
Surveys/ Interviews	Students conduct surveys or interviews to practice themes/concepts, as well as career related skills	<ul style="list-style-type: none"> ● Generate interview questions ● Create design based on interview/survey responses ● Evaluate individual, group, or societal progress and trends
Thinking Aloud	Verbalizing "inner dialogue" or thought processes used in creation or analysis of work	<p>Thinking aloud should provide students with a strategy for:</p> <ul style="list-style-type: none"> ● problem-solving; ● decision-making; ● evaluating resources; ● implementing the creative process; ● effectively communicating ideas.

Utilizing & Evaluating Media	Students integrate and evaluate information that brings the real world into the classroom.	<ul style="list-style-type: none"> ● Digital devices ● Videos ● Recipe (books) & databases ● Centers/stations ● Internet ● United Streaming ● Interactive Whiteboards
Utilizing Tools and Manipulatives	Concrete materials such as food, utensils, sewing equipment, etc.	<ul style="list-style-type: none"> ● Use tools like the word wall to make connections ● Utilize materials to facilitate hands-on learning

ASSESSMENT

Assessment

Student assessment is useful to observe and describe performance, diagnose instructional needs, assess progress toward conceptual understanding, plan instruction and communicate progress to others.

A variety of assessment strategies are used to effectively monitor and evaluate individual children's development of concepts and processes. Assessment strategies and tools should closely match instructional strategies and activities, both in format and design.

Assessment should be ongoing and formative, both informing instruction and evaluating progress. Feedback from assessment tasks assists students in setting goals and becoming independent learners. Effective assessment holds students accountable for their learning. Toward this end, assessment needs to be meaningful to both the students and science teachers, and connect to instruction. Authentic, multi-dimensional assessment must be part of the evaluation process. Family and Consumer Science teachers using authentic assessment effectively involve students in meaningful tasks that allow them to generalize skills learned to various contexts.

District-wide assessments, also referred to as common assessments, are utilized in all subject areas to both inform instruction, as well as determine proficiency of skills in particular subject areas. These assessments provide consistency across classrooms and grade level/departments. They may take the form of traditional assessments or performance tasks, but more commonly use standardized administration and scoring procedures to help maintain validity, reliability, and fairness. Typically, teachers administer common assessments to all students in the same course and grade level in the district at prescribed intervals, which vary by subject area. Common assessment instruments measure proficiency on subsets of standards and might include writing samples, literary responses, end-of-unit assessments, open-ended problems/questions, laboratory investigations, and projects.

The following table incorporates assessment tools and strategies that will be utilized in assessing students. Several rubrics have also been included that may be utilized to evaluate student progress.

Assessment Resources and Strategies

Resource	Description	Strategy/ Example
Anecdotal Notes	Teacher documents observations of student/class performance, strengths, needs and interactions, including affective response.	Teachers may document each individual student's progress toward learning goals and include this record in a student conference folder. Teacher may record on post it notes, checklist, and/or in a notebook. These notes are used to inform instruction.
Checklist	Allows teachers to record students' progress toward specific learning goals.	Teachers use this tool as they observe and assess the class at work to document progress of each student toward learning goals for a given month, marking period, or set time period. This gives a snapshot of the status of the class at large.
Cooperative Problem Solving	Teacher assigns small groups of students to work together to achieve a common goal or solve a problem.	In cooperative work, the group is confronted with a situation that challenges everyone. The group must work together to understand the problem, construct a plan, implement the plan, make revisions, and verify solutions.
Effective Questioning	The teacher asks carefully-framed questions to elicit student explanations and evaluate students' thinking and reasoning. The questions must require students to think about mathematics and provide opportunities to discover and validate ideas.	<p><u>Sample questions:</u></p> <ul style="list-style-type: none"> • What do you notice? What do you wonder? • Why did you choose to solve the problem that way? • How did you get your answer? • How could you solve this problem a different way? • Explain the strategies you would use to solve this problem. • How is one strategy similar or different from another strategy?

Exit Slips/Ticket Out the Door	Student responses to open-ended questions completed at the close of a lesson or unit.	Teachers may use the Exit slip/Ticket out the Door master or a similar document to gauge students' ability to solve a problem, produce an example, or respond to an open-ended question at the end of a lesson or unit.
Interviews	The teacher and student engage in a dialogue to give insight into the individual's understanding about concepts, applications, ideas, etc.	Teachers may interview group members to determine the best product to research, as well as team roles.
Individual Conferences (Structured and Flexible)	The teacher and student interact in a dialogue about the concept being explored.	Teachers may use conferring to assess students' conceptual understanding of a particular problem/task or discuss a piece of student work.
Models	Students will build a representation of a concept or problem solution from materials or manipulatives, individually or cooperatively.	Students may be asked to use materials to construct a package for a product or modified recipe.
Observation	The teacher observes students in a learning situation, checks for evidence of understanding, and processes the information so that instructional decisions can be made.	While informal observation is invaluable to teachers to reflect on and make changes to instruction, it is often best to document observations when they are used to assess student progress. (see Status of the Class).

<p>Performance-based Tasks</p>	<p>Tasks that require students to undertake an action or create a product that demonstrates their knowledge or skills. Effective performance assessment requires the student to produce and explain an answer rather than select one from given choices.</p>	<p>Performance assessment tasks include conducting cooking labs, completing projects, making presentations, or assembling a portfolio of representative work.</p>
<p>Presentations or Demonstrations</p>	<p>Formal or informal presentations by students that focus on a learned concept, process, or problem-solving situation</p>	<p>For example, a teacher assigns each student or small group a different regional cuisine to study. . Alternate forms of presentations are encouraged including the creation of a screencast, slideshow, or other electronic format.</p>
<p>Quizzes</p>	<p>Short assessments that involve evaluating student work, presented in reflections, workbook pages, and any other tasks which represent a student's understanding.</p>	<p>Teachers use this assessment informally at various times throughout the unit to both inform instruction as well as demonstrate mastery of concepts.</p>
<p>Rubrics</p>	<p>Rubrics may be used to assess progress towards a standard, learning goal, or career ready practice. Rubrics reflect multiple levels of performance based on content, reasoning and modeling.</p>	<p>A teacher may use a rubric to assess students' progress on variety of assessment tools including notebooks, tests, quizzes, problems/tasks, and projects. While use of a standard or general record is appropriate for many periodic or standardized assessments, teachers should tailor rubric criteria for most projects, notebooks, and similar product assessment tools.</p>

Self-Assessment	A reflective tool completed at the culmination of each unit that asks students to summarize their learning and explain their contributions to the class.	Self-assessment provides students the opportunity to develop their communication. It enables teachers to examine students' metacognition.
Student Portfolios	Collections of representative pieces of student work to document and assess progress over the course of an established period of time.	Portfolio work samples may include long-term projects, daily notes, journal entries, charts, graphs, drawings, assessments, and/or homework. Contents should represent content and effort and may document a period ranging from one unit to one year.
Tests	Generally teacher made, designed to check for understanding of knowledge and/or skills; May be summative/formative.	Use of this periodic assessment tool should be balanced with ongoing, product, and teacher-created periodic assessment tools when assessing students' abilities and understanding. Safety assessments are included in this category; Students must pass safety test(s) with an 80% or above.

APPENDICES

- Appendix A: 21st Century Life and Career Skills
- Appendix B: Instructional Resources
- Appendix C: Reference Articles

APPENDIX A: 21ST CENTURY LIFE AND CAREER SKILLS

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

In Evesham, 21st century life and career skills focus on enabling student to make informed decisions that will prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. Therefore, these life and career skills are integrated across the K-8 curriculum in various subject areas, where appropriate. It is our goal to build a solid foundation for the high school that foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1 and 9.2 which are outlined below:

Career Ready Practices

These following practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

- o CRP1. Act as a responsible and contributing citizen and employee.
- o CRP2. Apply appropriate academic and technical skills.
- o CRP3. Attend to personal health and financial well-being.
- o CRP4. Communicate clearly and effectively and with reason.
- o CRP5. Consider the environmental, social and economic impacts of decisions.
- o CRP6. Demonstrate creativity and innovation.
- o CRP7. Employ valid and reliable research strategies.
- o CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- o CRP9. Model integrity, ethical leadership and effective management.
- o CRP10. Plan education and career paths aligned to personal goals.

- o CRP11. Use technology to enhance productivity.
- o CRP12. Work productively in teams while using cultural global competence

9.1 Personal Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

APPENDIX B: INSTRUCTIONAL RESOURCES

Consumer Resources:

- www.consumerreports.org Consumer info
- www.pueblo.gsa.gov Federal Citizen Information Center
- www.ftc.gov Federal Trade Commission
- www.consumer.gov US consumer gateway
- www.usda.gov US Dept. of Agriculture
- www.consumerjungle.org Young adult consumer education

Dietary/Nutrition Resources:

- www.choosemyplate.gov U.S. Department of Agriculture, resources to provide dietary guidance, applied research and analysis
- www.fda.gov Food & Drug Administration
- www.fda.gov/food/default.htm Center for Food Safety & Applied Nutrition
- www.foodsafety.gov US government food safety info
- www.fueluptoplay60.com National Dairy Council and NFL collaboration to promote healthy lifestyle choices
- www.nationaldairyCouncil.org/ National Dairy Council
- www.nourishinteractive.com Nourish Interactive- various nutrition resources
- www.recipeland.com
- www.usda.gov US Dept. of Agriculture

Sewing Resources:

- www.butterick.com Butterick Pattern Co.
- www.sewing.org Home Sewing Assoc.
- www.mccall.com McCall Pattern Co.
- www.sewcoolinschool.com Patterns
- www.simplicity.com Simplicity Pattern Co.
- www.nationalsewingcircle.com

Why Is It Important to Eat Healthy Food Instead of Junk Food?

by **SARA IPATENCO** Last Updated: Sep 17, 2011

Obtained from: <http://www.livestrong.com/article/356513-why-is-it-important-to-eat-healthy-food-instead-of-junk-food/>



Choosing healthy foods is not always easy. Many foods are high in fat, calories and sugar, but end up as regular parts of your diet because they taste good. There are multiple reasons for choosing healthy foods instead of junk food, and knowing the most important ones may help you pass on foods with no nutrition and make wiser eating choices instead. Making the right choices now will help prevent problems in the future.

Prevents Weight Gain

Most junk food contains no nutrition and too many calories and fat. Walter Willett, author of "Eat, Drink and Be Healthy: The Harvard Medical School Guide to Healthy Eating," believes that eating these foods is the primary reason why so many people are overweight or obese. Filling your diet with foods that are empty of nutrition leaves less room for nutrient-filled foods.

Opt for fruits, vegetables and skim milk, because they are lower in calories and fat and higher in nutrients, which may help prevent unhealthy weight gain.

Improves Your Appearance

A diet that is filled with fast food, packaged foods and sweets leaves out fruits, vegetables and other nutrient-dense foods. The book "Dr. Perricone's 7 Secrets to Beauty, Health, and Longevity" notes that the foods you choose can influence your appearance. Fatty, greasy and sugary foods can cause dry skin, brittle nails and dull hair, while more nutritious foods can give you a youthful glow and keep you looking younger. Eating foods like olive oil, salmon, nuts, leafy greens and brightly hued produce will keep your skin, hair and nails looking healthy.

Improves Health and Prevents Disease

Junk food has little to no nutrition, and if you fill up on it, your health may suffer. Your body relies on vitamins and minerals to work properly; if you do not provide a constant stream of those nutrients, your health may decline. Eating brightly colored fruits and vegetables, whole grains and low-fat dairy will help provide your body with exactly what it needs to maintain health. Eating foods high in fiber, such as oatmeal, apples and nuts, can also protect your body from damage as well. The book "Healthy Foods: Fact Versus Fiction" reports that certain foods, including almonds, blueberries and broccoli, may prevent many types of cancer.

Improves Your Mental Health

Junk food can impact your mental health because it contains little of what your brain needs to produce the chemicals responsible for happiness and productivity. Gary Null reports in his book, "The Food-Mood-Body Connection: Nutrition-Based and Environmental Approaches to Mental Health and Physical Well-Being," that the foods you eat impact how good you feel as well as your outlook on life. The antioxidants and nutrients in fresh fruits and vegetables can influence the hormones responsible for mental health. The omega-3 fatty acids in foods like salmon and walnuts also impact the health of your brain and your mental well-being. Junk food does the opposite, Null notes, by robbing your brain of the nutrients it needs to work properly.

Advantages & Disadvantages of Healthy Food Vs. Junk Food

by **CLAY MCNIGHT** Last Updated: Apr 18, 2015

Obtained from: <http://www.livestrong.com/article/410164-advantages-disadvantages-of-healthy-food-vs-junk-food/>



Whole foods provide a variety of benefits, most notably substantially better nutrition, when compared to junk foods. A common misconception is that healthy food is more expensive than junk food; however, research shows that healthy foods can actually be cheaper options than junk foods. The single disadvantage of health foods is their lack of convenience when compared to fast foods and prepackaged junk foods in grocery stores.

Empty Calories Versus Nutrient-rich Foods

A diet rich in fruits and vegetables can help reduce your risk of a variety of diseases, including

heart attack and stroke. ChooseMyPlate.gov also notes that eating produce regularly can protect against certain cancers and decrease the risk of obesity and Type 2 diabetes. In addition, most vegetables are low-calorie foods that contain high levels of many vitamins and minerals and fiber, all of which can improve overall health. Junk foods are often the exact opposite of healthy foods -- they are high in calories and low in nutrients.

Dangerous Ingredients

Junk foods not only lack nutrients, but they often contain ingredients that can damage your health. Trans fats are often used in many fast food restaurants and in many prepackaged foods such as cookies, margarine, cakes and crackers. These man-made fats raise bad cholesterol while simultaneously lowering good cholesterol. According to the American Heart Association, eating trans fats can increase your chances of developing heart disease and stroke. Because healthy foods are often left in their whole unprocessed form, they very rarely contain any of the processed ingredients that have damaging health effects.

Pricey Fast Food

A paper published in 2010 in "Society of Teachers of Family Medicine" studied the costs of a diet based on fast foods versus a whole-foods based diet. The study found that the average daily cost for healthy food was \$7.48, while unhealthy fast foods came in at \$15.30 per day. By shopping at grocery stores and choosing whole foods, including dairy, lean meats, fruits, vegetables and grains, total monthly food costs were less than half of a diet composed of fast foods.

Saving on Grocery Store Junk Foods

While eating out is usually more expensive than buying healthy foods, another type of junk food is actually cheaper -- processed and packaged grocery store foods. Barry Popkin, nutritionist and economist at the University of North Carolina, explained on NPR radio that the reason you end up paying more for fruits or vegetables than for a product like macaroni and cheese, is because the food industry prioritizes processed and packaged foods and therefore produces them more efficiently, which brings costs down for consumers. In addition, the transport of fresh foods is more expensive than packaged foods, which use preservatives that allow them to travel without refrigeration or urgency.

The Convenience Factor

Junk foods sold at grocery stores are often in their ready-to-eat state, while fast foods can be purchased on the go for families or individuals with little time to spare on cooking or preparing foods. In addition, according to a 2001 paper published in the "Journal of Agricultural and Resource Economics," fast food chains have found ways to make their products more accessible. According to the authors, increases in fast food restaurants directly increases the amount of fast food consumed. As fast food companies continue to increase the availability of their products, fast food consumption is expected to steadily rise.

The Psychology of Eating

THE PSYCHOLOGY OF EATING

What we eat affects how we feel. Food should make us feel good. It tastes great and nourishes our bodies. If you eat too little or eat too much, however, your health and quality of life could be affected. This can result in negative feelings toward food.

By learning how to make healthier and more mindful choices, you may be able to control compulsive eating, bingeing, and weight gain. By taking charge of your appetite, you may also gain a feeling of calm, high energy levels, and alertness from the foods you eat.

Overall, there are many benefits to changing deep-seated, unhealthy eating habits, such as:

- An increase in energy level and alertness
- A more positive relationship with food
- Improved health
- Easier movement, and
- Improved body image.

While we often have the best intentions to eat healthier, this is often a challenging task.

What factors influence our eating behaviors?

Experts believe many factors can influence our feelings about food and our eating behaviors. These factors include:

- Cultural
- Evolutionary
- Social
- Family
- Individual
- Economic status
- Psychological

Many people use food as a coping mechanism to deal with such feelings as stress, boredom, or anxiety, or even to prolong feelings of joy. While this may help in the short term, eating to soothe and ease your feelings often leads to regret and guilt, and can even increase the negative feelings. You aren't actually coping with the problem causing the stress. Further, your self-image may suffer as you gain weight.

What role does psychology play in weight management?

Psychology is the science of behavior. It is the study of how and why people do what they do. For people trying to manage their weight, psychology addresses:

- **Behavior** – Treatment involves identifying the person's eating patterns and finding ways to change eating behaviors.
- **Cognition (thinking)** – Therapy focuses on identifying self-defeating thinking patterns that contribute to weight management problems.

What treatments are used for weight management?

Cognitive behavioral treatment is the approach most often used because it deals with both thinking patterns and behavior. Some areas that are addressed through cognitive behavioral treatment include:

- **Determining the person's "readiness for change"** – This involves an awareness of what needs to be done to achieve your goals and then making a commitment to do it.
- **Learning how to self-monitor** – Self-monitoring helps you become more aware of what triggers you to eat in the moment, and more mindful of your food choices and portions. It also helps you stay focused on achieving long-term progress.
- **Breaking linkages** – The focus here is on stimulus control, such as not eating in particular settings, and not keeping unhealthy food choices in your home. Cognitive behavioral treatment also teaches distraction--replacing eating with healthier alternatives--as a skill for coping with stress. Positive reinforcement, rehearsal/problem-solving, finding social support, and changing eating habits are specific techniques used to break linkages.

What does cognitive behavioral treatment involve?

Cognitive therapy addresses how you think about food. It helps you recognize self-defeating patterns of thinking that can undermine your success at eating healthier and managing your weight/weight loss. It also helps you learn and practice using positive coping self-statements.

Examples of **self-defeating thoughts** include:

- "This is too hard. I can't do it"
- "If I don't make it to my target weight, I've failed."
- "Now that I've lost weight, I can go back to eating any way I want."

Examples of **positive coping self-statements** include:

- "I realize that I am overeating. I need to think about how I can stop this pattern of behavior."
- "I need to understand what triggered my overeating, so I can create a plan to cope with it if I encounter the trigger again."
- "Am I really hungry or is this just a craving? I will wait to see if this feeling passes."

What strategies will help me manage my weight?

To lose weight, it's helpful to change your thinking. Weight management is about making a lifestyle change. It's not going to happen if you rely on short-term diet after diet to lose weight.

To be successful, be aware of the role that eating plays in your life, and learn how to use positive thinking and behavioral coping strategies to manage your eating and your weight.

To help get you started, here are a few tips:

Things to "do" for healthy eating

- **Don't** skip meals.
- **Do** keep track of your eating habits. (See "food diary" below.)
- **Do** limit night eating.
- **Do** drink plenty of water.
- **Do** delay/distract yourself.
- **Do** exercise instead of eating when you are bored.
- **Do be attentive when you eat.** Don't eat while watching TV, working, driving.
- **Do** only eat in certain settings (kitchen table).
- **Do** watch your portion sizes.
- **Do allow yourself to eat a range of food** without forbidding yourself a particular food.
- **Do** give yourself encouragement.
- **Do be gentle with yourself!** Try not to beat yourself up when you lapse.
- **Do** think of eating as a lifestyle change.
- **Do use the scale mindfully.** Weigh yourself no more than once a week.
- **Do** make healthy food choices.

The food diary

A food diary is a tool to record in detail:

- What food you eat
- When you eat

- How you feel when you're eating, and
- What you are doing (if anything) while you are eating.

The diary can help you get a better understanding of what you eat and why you eat it. It also can help your doctor, therapist, or dietitian work with you to make the necessary changes for successful weight management.

References

- National Heart, Lung, and Blood Institute. [Guide to Behavior Change: Your Weight Is Important](http://www.nhlbi.nih.gov/health/educational/lose_wt/behavior.htm) (http://www.nhlbi.nih.gov/health/educational/lose_wt/behavior.htm) Accessed 4/21/2016.
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