



FAMILY & CONSUMER SCIENCES CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

Born On Date: October 17, 2019

Unit of Study: (Title, timeframe, description)	Foods and Nutrition Weeks 1-16 (16 Weeks)	Money Management and Consumerism (including housing) Weeks 17-25 (9 Weeks)
STAGE 1 DESIRED RESULT		
<p>Established Goals: NJSLS:</p> <p>21st Century Life and Career</p> <p>English- Writing/Language Arts</p> <p>Comprehensive Health and Physical Education</p>	<p><i>21st Century Life and Careers</i></p> <p>9.1.12.A.1 9.1.12.F.2 9.3.HT-RFB.9 9.3.12.AG-FD.1 9.3.12.AG-FD.2 9.3.12.AG-FD.3 9.3 HT-RFB.4 9.4.12.J.1 9.4.12.J.2 9.4.12.J.15 9.4.12.J.56</p> <p><i>English – Writing/Language Arts</i> W.11-12.4 RI.11-12.4</p> <p><i>Comprehensive Health and Physical Education</i> 2.1.12.B.1 2.1.12.B.3 2.6.8.A.4</p>	<p><i>21st Century Life and Careers</i></p> <p>9.1.12.A.1 9.1.12.A.4 9.1.12.B.4 9.1.12.B.6 9.1.12.B.7 9.1.12.D.4 9.1.12.F.2 9.1.12.G.5 9.3.HT-RFB.4 9.4.12.J.1 9.4.12.J.2 9.4.12.J.15 9.4.12.J.56</p> <p><i>English - Writing/Language Arts</i> W.11-12.4 RI.11-12.4</p>
<p>Enduring Understandings: (students will understand..) foster inquiry, understanding, and transfer of learning?)</p>	<p>Students will understand:</p> <ol style="list-style-type: none"> 1. Food borne illness can be prevented by proper sanitation. 2. Common kitchen accidents such as fire, burn, cut, shock, falls, choking, chemical poisoning can be easily prevented. 3. Measuring solid, liquid and dry ingredients properly require certain steps and equipment be used for each kind of ingredient. 	<p>Students will understand:</p> <ol style="list-style-type: none"> 1. How to obtain and maintain a job. 2. The purpose and importance of a resume and cover letter. 3. The importance of having solid references. 4. How to prepare for an interview. The do's and don'ts of interviewing etiquette. 5. How to calculate a monthly income using hourly pay and deducting taxes.

	<ol style="list-style-type: none"> 4. Kitchen equipment needs to be used, cleaned and stored properly. 5. Working in teams requires communication, planning, cooperation, and time management. 6. A work plan will need to be created by group members for each recipe that will be prepared. 7. There is a relationship between nutrition and health. 8. There are six food groups. 9. There are six nutrient groups; each group offers benefits to our bodies. 10. There are six aspects to consider when creating a meal plan from appetizer to dessert. 	<ol style="list-style-type: none"> 6. The difference between gross pay and net pay. 7. Develop and follow a spending plan. 8. Fixed expenses versus flexible expenses. 9. Employability skills. 10. How to search for a rental property. 11. How to keep an accurate check register. 12. How to reconcile a checkbook using a bank statement. 13. How to read/pay bills. 14. Problems arise between roommates; good communication is vital to develop mature solutions.
<p>Essential (Guiding) Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)</p>	<ol style="list-style-type: none"> 1. What actions can you take to prevent food borne illness? 2. What actions can you take to prevent common kitchen accidents such as fire, burn, cut, choking, shock, chemical poisoning? 3. What procedures need to be followed when measuring both large and small amounts of solid, liquid, and dry ingredients? 4. What are the names, functions, location of each piece of kitchen equipment? 5. What is each person's role during team work to complete a recipe? 6. How do I take a recipe and create a work plan to be used by a team within a limited amount of time? 7. How do my food habits affect my wellness? 8. What are the six food groups and what are examples of foods that belong in each food group? 9. What are the six nutrient groups and how does each nutrient group benefit the body? 10. What are the six aspects to consider when planning a meal from appetizer to dessert? 	<ol style="list-style-type: none"> 1. What would be the first few steps to take when looking for and applying for a job? 2. What strengths/positive character traits are employers looking for in employees? 3. What is your idea of good work ethic? 4. What information should be included on a resume? What is the purpose of a resume? 5. What information should be included in a cover letter? What is the purpose of a cover letter? 6. Who would qualify as a reference? Why do you need references? 7. What are some do's and don'ts to follow during the interview process? 8. How do you calculate potential income using hourly wage, hours worked and subtracting taxes? 9. What are some deductions other than taxes? 10. What is the difference between gross and net pay? 11. What is a spending plan? Why is having and following a spending plan important? 12. What is a financial goal that you have for

		<p>yourself?</p> <p>13. How would you find a rental property? What is a lease?</p> <p>14. Why is it important to keep an accurate check register?</p> <p>15. What information will be included on a bank statement?</p> <p>16. How do you reconcile your check register with your bank statement?</p> <p>17. What could happen if you do not keep an accurate check register?</p> <p>18. What steps should you follow when paying bills?</p> <p>19. What are some problems that may arise between roommates? How could these problems be solved in a mature manner?</p>
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STAGE 2 EVIDENCE

<p>Assessments & Evidence: (Through what authentic performance tasks will students demonstrate the desired understandings?)</p> <p>(By what criteria will performance of understanding be judged?)</p>	<p><i>Formative Assessments</i> Practice in the form of labs Teacher Observation Open-ended responses Class discussions/Class participation Writing assignments Classwork/Homework Cooperative Group/Pair activities Study Guides</p> <p><i>Summative Assessments</i> Written assessments Projects Presentations Unit tests</p>	<p><i>Formative Assessments</i> Practice: job application, interview practice Writing assignments: cover letter Practice: writing checks, paying bills, keeping a check register, reconciling checkbook Teacher Observation Open-ended responses Class discussion/Class participation Classwork/Homework Cooperative Group/Pair activities</p> <p><i>Summative Assessments</i> Written assessments Interview/evaluation by staff members Simulation Project Final Notebook as unit assessment</p>
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STAGE 3 LEARNING PLAN

<p>Learning Activities: (What specific activities will students do and what skills will students know as a result of the unit?)</p>	<ol style="list-style-type: none"> 1. Hands on food preparation labs (safety, sanitation, food preparation skills, measuring, proper equipment use, time management, organization, following procedures, self-evaluation.) 2. Reading and following a recipe in a limited amount of time, sharing work equally with team members. 3. Nutrient project (benefits, food sources, examples, presentations.) 4. Complete food diary, food diary analysis and goal setting. 5. Work with team members to create a meal plan, evaluating each food for flavor, texture, color, temperature, nutrient content, and aesthetic appeal. 	<ol style="list-style-type: none"> 1. Job application, resume, cover letter. 2. Job interview with high school staff member with written evaluation by interviewer and self-evaluation. 3. Working for three weeks in the job for which they are hired. Creating and using a record keeping system. 4. Receiving a paycheck and paying bills and unexpected expenses. 5. Maintaining a check register. 6. Reconciling check register using bank statement. 7. Working with a roommate to pay bills and solve problems that arise. Creating and using a filing system for bills. 8. Balancing work and personal life – time management.
<p>Resources:</p>	<ol style="list-style-type: none"> 1. Textbook: Guide to Good Food, Nutrition and Food Preparation (Goodheart-Willcox) 2. Kitchens, equipment, ingredients 3. Recipe books, Internet 4. Computer Lab, cronometer website 5. Video: Baking Math 	<ol style="list-style-type: none"> 1. Reality Check Binder 2. Real Estate Ads (Internet, Newspaper, Shoppee) 3. High School Staff Members for interviews/evaluations 4. Checkbooks 5. Calculators 6. Smartboard 7. You Tube
<p>Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)</p>	<ul style="list-style-type: none"> ◇ <i>Project based learning</i> ◇ <i>Presentations</i> ◇ <i>Hands on labs</i> <p><u><i>(ELA)</i></u></p> <ul style="list-style-type: none"> ● CCRA.L.6-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; 	<ul style="list-style-type: none"> ◇ <i>Project based learning</i> ◇ <i>Real Life Simulation Project</i> ◇ <i>Interviews</i> <p><u><i>(ELA)</i></u></p> <ul style="list-style-type: none"> ● CCRA.L.6-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;

	<p>demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <ul style="list-style-type: none"> ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. <p><u><i>(Writing)</i></u></p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific 	<p>demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <ul style="list-style-type: none"> ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. <p><u><i>(Writing)</i></u></p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ● WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific
<p>Differentiation: (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)</p>	<p><u><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></u></p> <p><i>Individualized Education Plans (IEPs):</i></p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework ⇒ Differentiated pre-written class notes 	<p><u><i>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</i></u></p> <p><i>Individualized Education Plans (IEPs):</i></p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Modified homework ⇒ Differentiated pre-written class notes

	<p><i>Advanced/Gifted Students:</i></p> <ul style="list-style-type: none">⇒ Open-ended responses⇒ Curriculum Compacting⇒ Advanced problems to extend the critical thinking skills of advanced learner⇒ Supplemental material⇒ Flexible grouping⇒ Tiered assignments⇒ Topic selection by interest	<p><i>Advanced/Gifted Students:</i></p> <ul style="list-style-type: none">⇒ Open-ended responses⇒ Curriculum Compacting⇒ Advanced problems to extend the critical thinking skills of advanced learner⇒ Supplemental material⇒ Flexible grouping⇒ Tiered assignments⇒ Topic selection by interest
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Unit of Study: (Title, timeframe, description)	Clothing Care & Sewing Weeks 26-36 (10 Weeks)	Human Growth & Development Weeks 37-39 (3 Weeks)
STAGE 1 DESIRED RESULT		
<p>Established Goals: NJSLS:</p> <p>21st Century Life and Career</p> <p>English-Writing/Language Arts</p>	<p><i>21st Century Life and Careers</i></p> <p>9.1.12.A.1 9.1.12.F.2 9.3.HT-RFB.4 9.4.12.J.1 9.4.12.J.2 9.4.12.J.15 9.4.12.J.56</p> <p><i>English – Writing/Language Arts</i></p> <p>W.11-12.4 RI.11-12.4</p>	<p><i>21st Century Life and Careers</i></p> <p>9.1.12.A.1 9.1.12.F.2 9.3.HT-RFB.4 9.4.12.J.1 9.4.12.J.15 9.4.12.J.56</p> <p><i>English – Writing/Language Arts</i></p> <p>W.11-12.4 RI.11-12.4</p>
<p>Enduring Understandings: (students will understand foster inquiry, understanding, and transfer of learning?)</p>	<p>Students will understand:</p> <ol style="list-style-type: none"> 1. The importance of reading clothing care label. 2. How to launder clothing appropriately. 3. How to remove various types of stains from clothing. 4. How to sew a button on. 5. Basic hand sewing skills. 6. How to use basic sewing tools and equipment. 7. Sewing terms and definitions. 8. How to thread and use a sewing machine. 9. How to wind a bobbin. 10. The names and functions of sewing machine parts. 11. Basic sewing skills using a sewing machine. 12. Written sewing directions. 13. The purpose of using a pattern. 14. How to determine which pattern pieces need to be cut out. 15. How to use a pattern to cut and mark fabric. 	<p>Students will understand:</p> <ol style="list-style-type: none"> 1. The four areas of human growth and development. 2. Examples of development in each of the four areas. 3. How they have grown and developed in each of the four areas. 4. Self-assessments and how they can promote growth and goal setting. 5. The benefit and purpose of goal setting. 6. Aspects that have influenced their own growth and development. 7. How to describe themselves in each of the four areas of growth and development.

	<p>16. The meaning of pattern symbols.</p> <p>17. What a serger does and how it is different from a sewing machine.</p>	
<p>Essential (Guiding) Questions: (What provocative questions will foster inquiry, understanding, and transfer of learning?)</p>	<ol style="list-style-type: none"> 1. What important information is found on a clothing care label? 2. What are the basic steps to follow when laundering clothing? 3. Before washing clothing, what categories should they be separated into? 4. What is the best temperature water to use for each color of clothing? 5. How do you remove stains from clothing (ink, blood, grass, mustard, sauce, etc.) 6. How do you prepare a thread and needle for hand sewing? 7. How do you sew on a button? 8. What is a basic handing technique? 9. What are the names and functions of basic sewing tools? 10. What sewing tool would you use to trace marks onto your fabric? 11. Why would you need to place marks on your fabric? 12. How and why would you backstitch? 13. What is the standard measurement used when sewing? 14. Should you sew with the “right” sides together or the “wrong” sides together? 15. How do you thread a sewing machine properly? How do you check to see if the machine is threaded properly? 16. How do you wind a bobbin? 17. What does the take up lever do and why is it important? 18. What does the tension do and why is it important? 	<ol style="list-style-type: none"> 1. What are the four areas of human growth and development? 2. What are some characteristics that would fit in each of the four areas? 3. How would you describe yourself in each of the four areas of human growth and development? 4. What factors have influenced the person you have grown and developed into up to this point? 5. How would you like to grow/improve/develop in each of the four areas of human growth and development? 6. What are some practical steps you can take to grow/improve/develop further?

	<p>19. What is a pattern and why do you need to use one?</p> <p>20. What does the triangle on the pattern represent?</p> <p>21. What does the broken line on the pattern represent?</p> <p>22. What are the steps to follow when using the serger?</p> <p>23. How is the serger different from the sewing machine?</p> <p>24. What is the most dangerous part of the sewing machine?</p> <p>25. What is the most dangerous part of the serger?</p>	
STAGE 2 EVIDENCE		
<p>Assessments & Evidence: (Through what authentic performance tasks will students demonstrate the desired understandings?)</p> <p>(By what criteria will performance of understanding be judged?)</p>	<p><i>Formative Assessments</i> Open-ended responses Classwork Class participation Practice in the form of sewing papers and hands on projects Teacher observation Sewing Machine Drills Study guide</p> <p><i>Summative Assessments</i> Written assessment Projects</p>	<p><i>Formative Assessments</i> Open-ended responses Self-assessments Classwork Class participation Study guide</p> <p><i>Summative Assessments</i> Written assessment Project Booklet</p>
STAGE 3 LEARNING PLAN		
<p>Learning Activities: (What specific activities will students do and what skills will students know as</p>	<p>1. Lesson reviews</p> <p>2. Study guide</p> <p>3. Do a load of laundry at home, practicing the procedures discussed in class, including stain</p>	<p>1. Complete a variety of self-assessments.</p> <p>2. Create a poster all about the person they have developed into in each area of growth and development.</p>

<p>a result of the unit?)</p>	<p>removal.</p> <ol style="list-style-type: none"> 4. Sew on a button. 5. Thread the sewing machine and check for proper threading. 6. Complete basic sewing machine skills on paper. 7. Construct a small sewing project using hand sewing, sewing machine, serger and basic sewing tools. 8. Construct sewing project of choice. 	<ol style="list-style-type: none"> 3. Create a booklet describing self and representing goals for the future.
<p>Resources:</p>	<ol style="list-style-type: none"> 1. Smart board for machine threading 2. Sewing Machines 3. Sewing tools 4. Sergers 5. Irons, ironing boards 6. Fabric, thread, other sewing supplies 	<ol style="list-style-type: none"> 1. Self-assessments 2. Magazines
<p>Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)</p>	<ul style="list-style-type: none"> ◇ <i>Project based learning</i> ◇ <i>Hands on projects</i> <p><u>(ELA)</u></p> <ul style="list-style-type: none"> ● CCRA.L.6-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. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. <p><u>(Writing)</u></p> <ul style="list-style-type: none"> ● WHST.11-12.2 - Write informative/explanatory 	<ul style="list-style-type: none"> ◇ <i>Project based learning</i> ◇ <i>Hands on projects</i> <p><u>(ELA)</u></p> <ul style="list-style-type: none"> ● CCRA.L.6-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. ● CCRA.SL.1-Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively. <p><u>(Writing)</u></p>

	<p>texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	<p>● WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
<p>Differentiation: (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)</p>	<p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p><i>Individualized Education Plans (IEPs):</i></p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Multi-media presentations Consultation with ESL teachers ⇒ Manipulatives ⇒ Tiered/Scaffolded Lessons ⇒ Mnemonic devices ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guides ⇒ Pre-written class notes <p><i>Advanced/Gifted Students:</i></p> <ul style="list-style-type: none"> ⇒ Sewing project of choice ⇒ Opportunity for more than one project ⇒ Topic selection by interest ⇒ Opportunities to share knowledge with peers 	<p><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></p> <p><i>Individualized Education Plans (IEPs):</i></p> <ul style="list-style-type: none"> ⇒ Exemplars of varied performance levels ⇒ Visual aids ⇒ Modeling ⇒ Guided note-taking ⇒ Study Guide ⇒ Differentiated pre-written class notes and example problems <p><i>Advanced/Gifted Students:</i></p> <ul style="list-style-type: none"> ⇒ Open-ended responses ⇒ Supplemental reading material for independent study ⇒ Tiered assignments