

Family and Consumer Science Planned Course: Everyday Living

Grades 10 - 12

Unit: **Healthy Eating**

Content Standard: **Identify the basics of good nutrition and apply the basics to the selection of wise food choices.**

State Curriculum Standard: **11.3.9E Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.**

11.3.12C Evaluate the sources of food and nutrition information.

PSSA Reading Anchors: **R11.B.3 Interpret, describe, and analyze concepts and organization of nonfiction text.**

Course Content	Student Performance	Resources	Assessments
<p>A. The Science of Nutrition Allows You to Understand Your Body's Needs and Choose Foods Important to Your Health</p>	<ul style="list-style-type: none"> Define nutrition and identify the six basic nutrients <ul style="list-style-type: none"> Protein Carbohydrates Fats Vitamins Minerals Water 	<ul style="list-style-type: none"> <u>Goals for Living</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Study guide Portfolio
<p>B. Your Body Uses Nutrients for:</p> <ul style="list-style-type: none"> Building and maintaining physical structure Controlling and coordinating body processes Providing energy for activity and warmth 	<ul style="list-style-type: none"> Identify processes that occur within the body 		
<p>C. MyPyramid is Part of a Food Guidance System that Emphasizes a More Individualized Approach to Improving Diet and Lifestyle Food Choices</p>	<ul style="list-style-type: none"> Identify the basic food groups and the nutrients found in each group 	<ul style="list-style-type: none"> MyPyramid handout(s) (www.mypyramid.gov) Video 	

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<p>D. There are Certain Crucial Periods in Life When Nutrient Needs are Higher than Normal</p> <ul style="list-style-type: none"> • People with special needs <ul style="list-style-type: none"> • Pregnant women • Breastfeeding women • Infants • Children • Adolescents • Older adults • Athletes 	<ul style="list-style-type: none"> • Analyze their diet by recording their food intake for a 24-hour period <ul style="list-style-type: none"> • Determine any missed servings • List foods that could be added to the diet for a better balance • Read and discuss the different nutritional needs for each group of people • Write a reflection paper of the changes students should make in their diet based on the information they received from the diet analysis 	<ul style="list-style-type: none"> • Teacher-made worksheet(s) • Online diet analysis (www.MyPyramid.gov) 	<ul style="list-style-type: none"> • Analysis of diet • Printouts from diet analysis • Completion of food label assignment • Exam

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Course Content	Student Performance	Resources	Assessments
E. Nutritional Labeling and Product Dating are Resources that Help to Make Wise Choices when Selecting Foods	<ul style="list-style-type: none"> Identify the guidelines for selecting nutritious foods Demonstrate recognition of brand name logos View and discuss video Compare nutrition labels from two similar foods and select the more nutritious of the two Identify information found on food labels Create a new food product and design a food label for the product 	<ul style="list-style-type: none"> <u>Goals for Living</u> (Goodheart/Willcox, 2006) Handouts Food labels Teacher made handout(s) 	<p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

Family and Consumer Science Planned Course: Everyday Living Grades 10 - 12

Unit: **Kitchen Skills**

Content Standard: **Demonstrate knowledge of basic kitchen skills including reading recipes, measuring, safety, sanitation, and proper use of equipment.**

State Curriculum Standard: **11.3.9B Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.**
11.3.9F Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).

PSSA Math Anchors: **M11.A.1.2 Apply number theory concepts to show relationships between real numbers in problem solving settings.**
M11.A.2.1 Apply ratio and/or proportion in problem-solving situations.
M11.B.1 Apply appropriate techniques, tools, and formulas to determine measurements.

Course Content	Student Performance	Resources	Assessments
A. Recipes are Written Directions for Preparing Food	<ul style="list-style-type: none"> Read and discuss the parts of a recipe and analyze guidelines for following the directions correctly Demonstrate the ability to read and follow recipes 	<ul style="list-style-type: none"> Teacher-made handout(s) 	<ul style="list-style-type: none"> Worksheets
B. Accurate and Proper Measuring Techniques are Essential Kitchen Skills	<ul style="list-style-type: none"> Read handout on basic measurements including abbreviations, measuring tools and equivalents Summarize measuring information by completing a measurement worksheet Demonstrate correct measuring techniques in food lab 	<ul style="list-style-type: none"> Teacher-made handout(s) 	<ul style="list-style-type: none"> Portfolio
C. Kitchen Safety Helps Insure a Safe Work Area	<ul style="list-style-type: none"> Analyze a hazardous kitchen setting and explain how to correct the hazards 	<ul style="list-style-type: none"> Teacher-made handout(s) 	

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Course Content	Student Performance	Resources	Assessments
<p>D. Food-Borne Illnesses Can be Prevented by Following Safe Food Handling Practices</p> <p>E. Using Proper Cooking Equipment for the Job Makes the Job Easier.</p>	<ul style="list-style-type: none"> Read and discuss background information about food-borne illnesses Demonstrate safe work habits Identify, discuss and demonstrate good sanitation habits Identify names and uses of kitchen equipment Demonstrate proper use of kitchen equipment 	<ul style="list-style-type: none"> Food for Today Food lab Glo-Germ activity Teacher made handout(s) Food lab 	<ul style="list-style-type: none"> Lab Analysis of the Glo-Germ activity Lab Unit test <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

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Unit: **Meal Preparation**

Content Standard: **Identify the factors that contribute to a well-planned meal.**

State Curriculum Standard: **11.3.9F Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).**

Course Content	Student Performance	Resources	Assessments
<p>A. Develop Certain Skills to Help Manage Meal Preparation Time</p> <ul style="list-style-type: none"> Organizing the kitchen work area Planning the time use Simplifying procedure 	<ul style="list-style-type: none"> Discuss the work centers in the kitchen and storage for equipment 	<ul style="list-style-type: none"> <u>Goals for Living</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Portfolio
<p>B. Simple Procedures Reduce the Loss of Nutrients and Result in a More Nutritious Food Product</p>	<ul style="list-style-type: none"> Identify cooking techniques that help retain water when cooking 	<ul style="list-style-type: none"> Study guide 	<ul style="list-style-type: none"> Notebook quiz
<p>C. Most Changes that Take Place in Cooking Involve Heat</p> <ul style="list-style-type: none"> Conduction Radiation Convection Microwave 	<ul style="list-style-type: none"> Define the four methods of cooking that include heat. 		
<p>D. Common Cooking Problems can Usually be Identified With a Specific Food Group</p>	<ul style="list-style-type: none"> Identify the different food groups and the problems associated with each group List the specific problems and how to solve each problem 		

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Course Content	Student Performance	Resources	Assessments
<p>E. Milk Contains High Percentage of Water</p> <ul style="list-style-type: none"> Problems that can occur when using in a recipe <ul style="list-style-type: none"> Film develops Sticking to pan Curdling 	<ul style="list-style-type: none"> Explain why each problem occurs and identify ways to prevent it 	<ul style="list-style-type: none"> Teacher demonstration 	<ul style="list-style-type: none"> Completion of handout Exam <u>Remediation/Enrichment</u> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities
<p>F. Tender Cuts of Meat are Best Cooked Using:</p> <ul style="list-style-type: none"> Dry heat methods Moist heat methods 	<ul style="list-style-type: none"> Identify dry heat methods and moist heat methods Discuss the differences of each cooking method 		
<p>G. Two Common Problems in Cooking With Grain Products</p> <ul style="list-style-type: none"> Pasty Lumpy 	<ul style="list-style-type: none"> Identify techniques of how to prevent problems with cooking grains 	<ul style="list-style-type: none"> Teacher lecture and demonstration 	
<p>H. Potential Problems that can Occur During the Cooking Process</p> <ul style="list-style-type: none"> Cheese Eggs Fruits Vegetables 	<ul style="list-style-type: none"> Given a recipe, students will <ul style="list-style-type: none"> Identify the ingredient that may cause a problem How to prevent the problem How to fix the problem if it occurs 	<ul style="list-style-type: none"> Different recipes and cookbooks Teacher-made handout(s) 	

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Unit: **Meal Management and Planning**

Content Standard: **Identify the skills necessary to successfully plan and manage the meals within a family.**

State Curriculum Standard: **11.3.9F Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, and nutrition.**

Course Content	Student Performance	Resources	Assessments
A. Efficient Meal Management <ul style="list-style-type: none"> Planning ahead Using time management skills 	<ul style="list-style-type: none"> Identify the guidelines in meal planning 	<ul style="list-style-type: none"> <u>Goals for Living</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Study guide
B. Plan Meals Efficiently for a Certain Period of Time <ul style="list-style-type: none"> A week in advance 	<ul style="list-style-type: none"> Discuss the resources that are available to help you plan meals more efficiently 		<ul style="list-style-type: none"> Portfolio
C. Good Shopping Habits are Important to Limit Money Spent on Food	<ul style="list-style-type: none"> Identify the guidelines for food shopping 	<ul style="list-style-type: none"> Video 	
D. Avoiding Waste Saves Money	<ul style="list-style-type: none"> Discuss methods to reduce waste 		
E. Meal Planning <ul style="list-style-type: none"> Budgeting Planning Organizing 	<ul style="list-style-type: none"> Identify and discuss the different guidelines to meal planning Identify the different options for saving money when grocery shopping Identify the different ways of saving time when planning and preparing meals. Read and discuss information on basic types of food stores and identify local examples 	<ul style="list-style-type: none"> Handout(s) 	<ul style="list-style-type: none"> Exam
			<u>Remediation/Enrichment</u> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

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Unit: **Food Shopping and Label Reading**

Content Standard: **Demonstrate basic knowledge of food shopping and label reading skills.**

State Curriculum Standard: **11.1.9F Evaluate different strategies to obtain consumer goods and services.**

Course Content	Student Performance	Resources	Assessments
<p>A. Basic Types of Food Stores Available</p> <ul style="list-style-type: none"> • Supermarket • Independent grocers • Specialty stores • Convenience stores • Farmers market • Internet 	<ul style="list-style-type: none"> • Read and discuss information on basic types of food stores and identify local examples 	<ul style="list-style-type: none"> • <u>Goals for Living</u> (Goodhart/Willcox, 2006) • Study guide 	<ul style="list-style-type: none"> • Portfolio
<p>B. There are advantages and disadvantages to shopping at each type of store.</p>	<ul style="list-style-type: none"> • List advantages and disadvantages of each of the basic types of food stores • Identify characteristics of food stores that are important to individual students • Identify services other than selling food which local food stores provide 	<ul style="list-style-type: none"> • Teacher-made handout(s) • Video • Handout(s) 	
<p>C. Food Labels Provide Basic Consumer Information</p> <ul style="list-style-type: none"> • Name of product • Nutrition labeling • Net weight • List of ingredients • Name and address of manufacturer 	<ul style="list-style-type: none"> • Demonstrate recognition of brand name logos. • View and discuss video • Compare ingredients from two similar foods and select the more nutritious 	<ul style="list-style-type: none"> • Video 	

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Create a new food product and design a food label for the product • Choose a preservative from a food label <ul style="list-style-type: none"> • Research the uses, possible harms, benefits, and main purpose of the preservative 	<ul style="list-style-type: none"> • Teacher-made handout(s) • Library 	<ul style="list-style-type: none"> • Food label activity • Exam <u>Remediation/Enrichment</u> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

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Unit: **Sandwiches**

Content Standard: **Identify the different types of sandwiches and demonstrate the successful preparation of sandwiches and pizza's in the food lab.**

State Curriculum Standard: **11.3.9F Hypothesize the effectiveness of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).**

Course Content	Student Performance	Resources	Assessments
<p>A. A Basic Sandwich</p> <p>B. Types of Sandwiches</p> <ul style="list-style-type: none"> • Club sandwich • Open-face sandwich • Hero's • Wraps • Hot sandwiches • Tea sandwiches <p>C. Pizza is an Oversized, Baked Sandwich With a Yeast-Bread Base, Usually Served Open-Faced With a Variety of Toppings</p>	<ul style="list-style-type: none"> • Identify the basic guidelines for making a successful sandwich • Discuss the differences between each type of sandwich • Review facts on sandwich making skills by completing follow-up worksheets • Prepare three different sandwiches in three different food labs • Prepare a pizza or calzone following the definition given in the text 	<ul style="list-style-type: none"> • <u>Food for Today</u> (Glencoe, 2006) • Teacher-made handout(s) • Sandwich lab • Pizza lab 	<ul style="list-style-type: none"> • Portfolio • Labs • Lab • Exam

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Unit: **Salads and Dressings**

Content Standard: **Identify the different kinds of salads and demonstrate the successful preparation of selected salads in the food lab.**

State Curriculum Standard: **11.3.9. F Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).**

Course Content	Student Performance	Resources	Assessments
<p>A. A Salad is a Mixture of Raw or Cooked Vegetables and Other Ready-to-Eat Foods Often Served With a Dressing</p> <p>B. There are a Number of Different Greens that can be Used in a Salad</p> <p>C. A Homemade Dressing Gives you More Control Over the Flavor and Ingredients</p>	<ul style="list-style-type: none"> Discuss the different types of salads <ul style="list-style-type: none"> Vegetable salad Fruit salad Cooked grain Cooked meat, poultry, fish, and egg salads Combination salads Molded salads Taste different salad greens and rate each by using the teacher made rubric Discuss the preparation of different dressings. Complete the food science activity of making emulsions. Demonstrate the successful preparation and evaluation of selected salads and dressings in a food lab. 	<ul style="list-style-type: none"> <u>Food for Today</u> (Glencoe, 2006) Teacher-made rubric <u>Food for Today</u> (Glencoe, 2006) Salad food lab 	<ul style="list-style-type: none"> Portfolio Study guide Quiz on greens Analysis of emulsion experiment Lab Exam <u>Remediation/Enrichment</u> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

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Unit: **Stir-Fries and Casseroles**

Content Standard: **Identify the different types of stir-fries and casseroles and demonstrate the successful preparation of each in the food lab.**

State Curriculum Standard: **11.3.9F Hypothesize the effectiveness of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).**

Course Content	Student Performance	Resources	Assessments
<p>A. A Stir-Fry is a Combination Dish of Bite-Size Pieces of Food</p> <ul style="list-style-type: none"> Stir constantly while frying in a small amount of oil over high heat 	<ul style="list-style-type: none"> Identify the basic guidelines for making a successful stir-fry 	<ul style="list-style-type: none"> <u>Food for Today</u> (Glencoe, 2006) 	<ul style="list-style-type: none"> Portfolio
<p>B. Tasks to be Completed Prior to Starting Stir-Fry</p> <ul style="list-style-type: none"> Cooking the grain Preparing the vegetables Preparing protein foods Mixing the sauce 	<ul style="list-style-type: none"> Read and discuss the process of preparing a stir-fry 		<ul style="list-style-type: none"> Study guide
<p>C. A Stir-Fry is Usually Prepared in a Roomy Well-Shaped Pan Called a Wok</p>	<ul style="list-style-type: none"> Identify a wok and the uses of this kitchen small appliance 	<ul style="list-style-type: none"> Teacher-made handout(s) 	
<p>D. Basic Steps in Preparing a Stir-Fry</p>	<ul style="list-style-type: none"> Read and identify the different steps in preparing a stir-fry Demonstrate and evaluate the successful preparation of a stir-fry 	<ul style="list-style-type: none"> <u>Food for Today</u> (Glencoe, 2006) Teacher-made handout(s) Stir-fry food lab 	

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Course Content	Student Performance	Resources	Assessments
<p>E. A Casserole is a Flavorful Combination of Precooked or Quick-Cooking Foods in a One-Dish Meal</p> <p>F. The Main Ingredient in a Casserole Provides the Dominant Flavor</p> <ul style="list-style-type: none"> • Meat or poultry • Canned fish or shellfish • Tofu • Vegetables • Grains • Legumes <p>G. Six Main Parts of a Casserole</p> <ul style="list-style-type: none"> • Main ingredient • Vegetables • Starches • Binders • Seasonings • Topping 	<ul style="list-style-type: none"> • Discuss the importance of casseroles • Discuss the different combinations that can be included in a casserole • Identify the six main parts of the casserole • Demonstrate and evaluate the successful preparation of a casserole 	<ul style="list-style-type: none"> • <u>Food for Today</u> (Glencoe, 2006) • Teacher-made handout(s) • Casserole food lab 	<ul style="list-style-type: none"> • Lab • Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

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Unit: **All About You**

Content Standard: **Identify skills needed to manage one's life successfully.**

State Curriculum Standard: **11.2.9A Solve dilemmas using a practical reasoning approach (e.g., identify situation, identify reliable information, list choices and examine the consequences of each, develop a plan of action, draw conclusions, and reflect on decisions).**

11.2.9H Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.

11.2.12B Evaluate the effectiveness of action plans that integrate persona, work, family and community responsibilities.

Course Content	Student Performance	Resources	Assessments
A. Decisions Made are Very Important and Require a Lot of Thought	<ul style="list-style-type: none"> Discuss and identify the effects of making a decision 	<ul style="list-style-type: none"> <u>Goals for Living</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Portfolio Study guide
B. Decision-Making is the Process of Selecting Two or More Choices	<ul style="list-style-type: none"> View video 	<ul style="list-style-type: none"> Video 	
C. There are Five Steps in the Decision-Making Process	<ul style="list-style-type: none"> Define the steps in the decision-making process Given problematic scenarios, students will use the decision-making process to solve scenario 	<ul style="list-style-type: none"> Handout(s) <u>Goals for Living</u> (Goodheart/Willcox, 2006) Teacher-made scenarios 	<ul style="list-style-type: none"> Group completion of scenarios
D. A Value is Something You Believe is Important	<ul style="list-style-type: none"> Define values 		
E. Higher Values Fit Into Three Categories <ul style="list-style-type: none"> Moral Human need Aesthetic 	<ul style="list-style-type: none"> Define and discuss the three kinds of values 		

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Course Content	Student Performance	Resources	Assessments
<p>F. A Goal is Something you Desire to Have and Achieve at a Given Point</p> <p>G. Two Types of Goals</p> <ul style="list-style-type: none"> Long term Short term <p>H. Standards are Certain Measures or Cues that Help You Reach your Goals</p> <ul style="list-style-type: none"> Subjective Objective 	<ul style="list-style-type: none"> Discuss the purpose of goals Define a long-term and short-term goal Discuss the difference between objective and subjective standards 	<ul style="list-style-type: none"> Handout(s) <u>Goals for Living</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

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Unit: **Financial Management**

Content Standard: **Identify and demonstrate the basic money management concepts.**

State Curriculum Standard: **11.1.9.B Explain responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments, insurance.**

11.1.9F Compare the influences of income and fringe benefits to make decisions about work.

PSSA Math Anchors: **M11.A.1.2 Apply number theory concepts to show relationships between real numbers in problem solving settings.**

M11.A.2.1 Apply ratio and/or proportion in problem-solving situations.

Course Content	Student Performance	Resources	Assessments
A. Financial Management is Necessary to Help Reach your Desired Goals B. Your Paycheck Influences Your Financial Plans C. Types of Banking <ul style="list-style-type: none"> • Checking accounts • Savings accounts • Money market accounts • Certificates of deposit • Loans • Credit loans D. Electronic banking is an Advanced Form of Banking E. A Budget is a Spending Plan	<ul style="list-style-type: none"> • Identifying financial problems and opportunities people face through certain ages • Define the deductions found in a paycheck • Discuss the different types of checking accounts • Perform simple checking account operations <ul style="list-style-type: none"> • Writing a check • Balancing a checkbook • Discuss the aspects of electronic banking • Develop a personal budget <ul style="list-style-type: none"> • Income • Expenditures • Goals 	<ul style="list-style-type: none"> • <u>Goals for Living</u> (Goodheart/Willcox, 2006) • Teacher-made handout(s) <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities 	<ul style="list-style-type: none"> • Portfolio • Proper completion of a check and checkbook • Proper completion of personal budget • Exam

Family and Consumer Science Planned Course: Everyday Living Grades 10 - 12

Unit: **Careers**

Content Standard: **Identify reasons why people work and skills necessary for finding and keeping a job.**

State Curriculum Standard: **11.2.12B Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.**

Course Content	Student Performance	Resources	Assessments
<p>A. Ideas About Careers in the Mid-Teens</p> <ul style="list-style-type: none"> Serious concern Plans become more realistic 	<ul style="list-style-type: none"> Discuss career choices and their plans for pursuing a career 	<ul style="list-style-type: none"> <u>Goals for Living</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Study guide Portfolio
<p>B. Job Leads May Come from Many Different Sources</p>	<ul style="list-style-type: none"> Identify the different resources available for finding a job 		
<p>C. A Cover Letter to a Company States Your Interest in an Interview</p>	<ul style="list-style-type: none"> Create personal cover letter 	<ul style="list-style-type: none"> Sample cover letters 	<ul style="list-style-type: none"> Completed cover letter
<p>D. A Resume is a Concise Summary of Your Qualifications Documented by Past Accomplishments</p>	<ul style="list-style-type: none"> Create personal resume 	<ul style="list-style-type: none"> Sample resumes 	<ul style="list-style-type: none"> Completed resume
<p>E. Job Interviews Give the Employer and Prospective Employee a Chance to Ask Questions</p>	<ul style="list-style-type: none"> Field job interview questions by participating in a mock job interview 	<ul style="list-style-type: none"> Sample job interview questions Video 	
<p>F. Most Employers Expect Certain Traits of their Employees.</p> <ul style="list-style-type: none"> Attitude Capability Initiative Honesty Dependability 	<ul style="list-style-type: none"> Identify traits employers look for in workers 	<ul style="list-style-type: none"> <u>Goals for Living</u> (Goodheart/Willcox, 2006) 	<ul style="list-style-type: none"> Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> Special Education recommendations Extra projects and/or activities

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Unit: **Clothing Care**

Content Standard: **Identify the importance of caring for clothing properly.**

State Curriculum Standard: **Level 4 Benchmark BD Knows clothing care procedures (e.g., clothing care labels, laundry procedures, practices for packing and storage apparel, care procedures for various fabrics).**

Level 4 Benchmark BD Knows fiber and textile materials and the effects of their characteristics on design, construction, care and use, and maintenance of products.

Course Content	Student Performance	Resources	Assessments
A. Fabric in your Clothing Begins as Fibers Twisted Together to Make Yarns	<ul style="list-style-type: none"> Identify the differences between fibers and yarns 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) 	<ul style="list-style-type: none"> Portfolio
B. Fibers are Grouped into Two Categories <ul style="list-style-type: none"> Natural Manufactured 	<ul style="list-style-type: none"> Identify the differences of natural and manufactured fibers 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) 	<ul style="list-style-type: none"> Study guide
C. Natural Fibers Come from Plant or Animal Sources <ul style="list-style-type: none"> Silk Wool Linen Cotton 	<ul style="list-style-type: none"> Name four natural fibers, their sources and examine samples of each 		
D. Manufactured Fibers are Made from Chemicals <ul style="list-style-type: none"> Polyester Nylon Acrylic Acetate Spandex 	<ul style="list-style-type: none"> Identify synthetic fibers and examine each sample 	<ul style="list-style-type: none"> Fiber samples 	

Family and Consumer Science Planned Course: Everyday Living

Grades 10 - 12

Unit: **Clothing Care**

Content Standard: **Identify the importance of caring for clothing properly.**

State Curriculum Standard: **Level 4 Benchmark BD Knows clothing care procedures (e.g., clothing care labels, laundry procedures, practices for packing and storage apparel, care procedures for various fabrics).**

Level 4 Benchmark BD Knows fiber and textile materials and the effects of their characteristics on design, construction, care and use, and maintenance of products.

Course Content	Student Performance	Resources	Assessments
E. Three Methods of Fabric Construction <ul style="list-style-type: none"> • Weaving • Knitting • Felting 	<ul style="list-style-type: none"> • Identify three types of weaves and two types of knitting 	<ul style="list-style-type: none"> • Fiber samples 	
F. Clothing Uncared for Causes: <ul style="list-style-type: none"> • Mending • Pressing • Laundry • Stain removal 	<ul style="list-style-type: none"> • Discuss the ways to properly care for clothing 	<ul style="list-style-type: none"> • <u>Creative Everyday Living</u> (Glencoe, 2006) • Handout(s) 	
G. Certain Techniques in Laundry and Cleaning Help Maintain Overall Appearance of Clothing <ul style="list-style-type: none"> • Original size • Shape • Color 	<ul style="list-style-type: none"> • Identifying the meaning of different symbols found on the care label • Compare the different laundry products and the purpose of each • Discuss laundry procedures 	<ul style="list-style-type: none"> • Handout(s) • Samples of laundry detergents 	<ul style="list-style-type: none"> • Analysis of products • Exam <p><u>Remediation/Enrichment</u></p> <ul style="list-style-type: none"> • Special Education recommendations • Extra projects and/or activities

Family and Consumer Science Planned Course: Everyday Living Grades 10 - 12

Unit: **Sewing and Clothing Construction**

Content Standard: **Identify basic sewing equipment and demonstrate the proper use of equipment to construct a garment.**

State Curriculum Standard: **Level 4 benchmark BD (AE)** Knows skills to be used in clothing maintenance, repair, alteration and/or construction (e.g., interpreting pattern instructions, preparing fabric, and selecting notions; using and caring for tools equipment in a safe manner; using advanced hand and machine sewing skills).

Level 4 Benchmark BD (NE) Uses sewing skills to produce a variety of apparel items (e.g., pants, jackets, shirts, skirts, dresses)

PSSA Math Anchors: **M11.A.2.1** Apply ratio and/or proportion in problem-solving situations.

Course Content	Student Performance	Resources	Assessments
A. The Sewing Machine is the Primary Piece of Equipment Used for Sewing Projects	<ul style="list-style-type: none"> Identify the different parts of the sewing machine and the purpose of each part 	<ul style="list-style-type: none"> Teacher-made handout(s) Sewing machine 	<ul style="list-style-type: none"> Portfolio Sewing machine quiz
B. A Sewing Machine Must be Threaded Correctly to Stitch Properly	<ul style="list-style-type: none"> Demonstrate the correct threading of the sewing machine 	<ul style="list-style-type: none"> Sewing machine 	
C. There are Other Tools that Need to be used for Sewing	<ul style="list-style-type: none"> Define the different types of tools 	<ul style="list-style-type: none"> <u>Creative Everyday Living</u> (Glencoe, 2006) 	
D. Knowing your Body Measurements is Essential for Choosing the Right Pattern Size	<ul style="list-style-type: none"> Using the measuring tape, students will work in pairs to determine their measurements and their size on a sewing pattern 	<ul style="list-style-type: none"> Teacher-made worksheet(s) 	
E. Following Directions on the Pattern is Crucial in Completing the Project Correctly	<ul style="list-style-type: none"> Discuss the different parts of a sewing pattern and what each mean 	<ul style="list-style-type: none"> Lecture Handouts Sewing patterns 	

Family and Consumer Science Planned Course: Everyday Living

Grades 10 - 12

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Course Content	Student Performance	Resources	Assessments
F. Laying Out the Pattern and Properly Marking the Material will Ensure a Correct Fitting	<ul style="list-style-type: none"> Identify the different pattern symbols and lines Properly lay out a pattern and cut according to the markings 	<ul style="list-style-type: none"> Teacher-made handout(s) Teacher-demonstration 	
G. Different Types of Machine Sewing Techniques are Needed to Complete a Sewing Project	<ul style="list-style-type: none"> Using the machine, students will practice each type of stitch 	<ul style="list-style-type: none"> Machines and scrap fabric 	
H. Successful Garment Construction Requires Proper Preparation <ul style="list-style-type: none"> Fabric and pattern Pinning and cutting the fabric Sewing the pieces together 	<ul style="list-style-type: none"> Demonstrate proper use of sewing equipment by constructing a simple garment for one's self 	<ul style="list-style-type: none"> Selected clothing project Clothing lab 	<ul style="list-style-type: none"> Completed piece of fabric incorporating each of the different types of stitches Sewing project