

**CONTEMPORARY LIVING I
FAMILY AND CONSUMER SCIENCES
JULY 2008**

COURSE DESCRIPTION:

This course is designed for the student who is interested in the basic skills and knowledge of food preparation (cookies, quick breads, fruit, microwave cooking, pastry, pasta, etc...), consumer education, and nutrition. This course will include both written and hands-on activities. A willingness to sample foods is a must.

CORE CURRICULUM STANDARDS:

The following standards set by the New Jersey State Department of Education are addressed throughout this course. Specific standards are indicated on the course outline, which is included in this document.

Visual and Performing Arts:

1.3 All Students will utilize arts elements and art media to produce artistic products and performances.

1.4 All students will demonstrate knowledge of the process of critique.

Comprehensive Health and Physical Education:

2.1 All students will learn health promotion and disease concepts and health-enhancing behaviors.

2.2 All students will learn health-enhancing personal, interpersonal, and life skills.

2.5 All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

2.6 All students will learn and apply health related fitness concepts.

Language Arts and Literacy:

3.1 All students will speak for a variety of real purposes.

3.2 All students will listen actively in a variety of situations to information from a variety of sources.

3.5 All students will view, understand, and use nontextual visual information.

Mathematics:

4.1 All students will develop the ability to pose and solve mathematical problems in mathematics, other disciplines, and everyday experiences.

4.2 All students will communicate mathematically through written oral, symbolic, and visual forms of expression.

4.4 All students will develop reasoning ability and will become self-reliant, independent mathematical thinkers.

4.7 All students will develop spatial sense and an ability to use geometric properties and relationships to solve problems in mathematics and in everyday life.

4.10 All students will use a variety of estimation strategies and recognize situations in which estimation is appropriate.

4.11 All students will develop an understanding of patterns, relationships, and functioning and will use them to represent and explain real-world phenomena.

Science:

5.1 All students will learn to identify systems on interacting components and understand how their interactions combine to produce the overall behavior of the system.

5.2 All students will develop problem solving, decision making, and inquiry skills, reflecting by formulating usable questions and hypotheses, planning experiments, conducting systematic observations, interpreting and analyzing data, drawing conclusions, and communication results.

5.6 All students will gain an understanding of the structure, characteristics, and basic needs of organisms.

5.7 All students will investigate the diversity of life.

5.8 All students will gain an understanding of the structure and behavior of matter.

5.12 All students will develop an understanding of the environment as a system of interdependent components affected by human activity and natural phenomena.

Social Studies:

6.1 All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States.

6.2 All students will learn democratic citizenship through the humanities, by studying literature, art, history, philosophy, and related fields.

6.6 All students will acquire historical understanding of economic forces, ideas, and institutions throughout the history of New Jersey, the United States, and the world.

6.7 All students will acquire geographical understanding by studying the world in spatial terms.

6.8 All students will acquire geographical understanding by studying human systems in geography.

6.9 All students will acquire geographical understanding by studying the environment and society.

Technological Literacy:

8.1 All students will use (technology skills and tools) computer applications to gather information and to solve problems.

Career Education and Consumer, Family, and Life Skills:

9.1 All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

9.2 All students will demonstrate critical life skills in order to be functional (successful) members of society.

CUMULATIVE PROGRESS INDICATORS:

Technological Literacy:

8.1: Students will:

1. Basic Computer Skills and Tools

- Use basic technology vocabulary.
- Input access text and data using proper keyboarding techniques.
- Produce a simple finished document using word processing software.

2. Application of Productivity Tools

Social Aspects

- Practice appropriate Internet etiquette
- Recognize the ethical implications of plagiarism of print, non-print, and software copyrights.

Information Access and Research

- Recognize the need for accessing and using information.
- Locate specific information by searching a database.
- Recognize accuracy and/or bias of information.

Problem Solving and Decision Making:

- Solve problems individually and/or collaboratively using computer applications.

Career Education and Consumer, Family, and Life Skills:

9.1: Students will:

1. Employability Skills

- Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 1. Communication
 2. Punctuality
 3. Time management
 4. Organization
 5. Decision making
 6. Goal setting
 7. Resources allocation
 8. Fair and equitable competition
 9. Safety
 10. Employment application skills
 11. Teamwork

9.2: Students will:

1. Critical Thinking

- Demonstrate the ability to communicate, analyze data, apply technology, and problem solve.
- Describe how personal beliefs and attitudes affect decision-making.
- Identify and access problems that interfere with attaining goals.

- Recognize bias, vested interest, stereotyping and the manipulation and misuse of information.
 - (Engage in) Practice goal setting and decision-making in areas relative to life skills.
- 2. Self-Management**
- Demonstrate responsibility for personal actions and contributions to group activities.
- 3. Interpersonal Communication**
- Demonstrate respect and flexibility in interpersonal situations.
 - Organize thoughts to reflect logical thinking and speaking.
 - Work cooperatively with others to solve a problem.
 - Demonstrate (positive) appropriate skills within group activities.
 - Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
 - Participate as a member of a team and contribute to group effort.
- 4. Character Development and Ethics**
- Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for home, school, community, and workplace.
- 5. Safety**
- Demonstrate appropriate safety procedures for hands-on experiences.
 - Demonstrate the use of recommended safety and protective devices.
 - Describe appropriate response procedures for emergency situations.

COURSE OUTLINE WITH SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING

CONTEMPORARY LIVING I

I. Introduction to Foods

Students will be able to:

- Describe what they can gain from the study of foods and nutrition
- Identify how to set and reach goals

Student activities:

- Read chapter in textbook
- Complete workbook pages

Core curriculum standards:

- Health and Physical Education- 2.2
- Language Arts and Literacy- 3.1, 3.2
- Science- 5.1
- Career Education & Family life Skills- 9.1, 9.2

II. Kitchen Management

Students will be able to:

- Identify safety hazards in the kitchen
- Describe how to prevent kitchen accidents
- Describe the course of action to take when certain common kitchen accidents occur
- Describe how bacteria make food unsafe
- Discuss how to keep food safe by proper storage
- Identify the various types of food poisoning
- Discuss how to keep food safe by proper sanitation
- Describe how to plan for food preparation
- Discuss how to work efficiently in the kitchen and as a team member
- Identify appliances for food preparation
- Explain the use and care of all appliances
- Identify equipment in food preparation
- Explain the use of each piece of equipment and demonstrate how to use the equipment correctly and safely
- Identify information found in a well-written recipe
- Define cooking terms
- Identify units of measure commonly used in recipes
- Correctly and accurately measure different types of ingredients
- Identify common abbreviations used in recipes

Suggested activities:

- Discuss kitchen safety rules
- Identify possible safety hazards in the kitchen
- Describe how to prevent kitchen accidents
- Complete safety worksheets
- Identify the three common types of food poisoning and ways to prevent each
- Discuss how to keep food safe by proper storage
- Discuss and illustrate how to work efficiently in the kitchen as part of a team
- Identify large and small appliances in the kitchen describing the use and care of each
- Identification and use of small equipment through a game format
- Define “recipe” and discuss information found in a well-written one
- Define cooking terms in notebook
- Identify common abbreviations used in recipes
- Discuss various types of measuring equipment
- Student participation in demonstration of measuring different types of ingredients
- Demonstration and preparation of a simple recipe as a warm-up exercise

Core curriculum standards:

- Visual and Performing Arts-1.4
- Health and Physical Education-2.1
- Language Arts and Literacy- 3.1, 3.2, 3.5
- Math- 4.1, 4.2, 4.4, 4.7, 4.10, 4.11
- Science- 5.1, 5.2, 5.7, 5.8, 5.12
- Social Studies- 6.1, 6.2, 6.8
- Career Education and Family Life Skills- 9.1, 9.2

III. Microwave Cooking

Students will be able to:

- Describe how a microwave works
- Choose appropriate cookware for the microwave
- Demonstrate basic techniques for microwaving
- Demonstrate safety guidelines when using the microwave
- Demonstrate how the care for the microwave

Suggested activities:

- Completion of handout during discussion on microwave cooking
- Preparation of various types of food using the microwave oven
- Completion of worksheets
- Completion of evaluation sheet
- Unit test

Core curriculum standards:

- Visual and Performing Arts- 1.4
- Health and Physical Education- 2.1
- Language Arts and Literacy- 3.1, 3.2, 3.5
- Math- 4.1, 4.4, 4.7, 4.10, 4.11
- Science- 5.1, 5.2, 5.6, 5.7, 5.8, 5.12
- Social Studies- 6.2, 6.8
- Career Education and Family Life Skills- 9.1, 9.2

IV. Fruit

Students will be able to:

- Identify the various types of fruit
- Describe the nutritional value of fruit
- Select high quality fruit
- Store fruits to retain quality and nutrients
- Prepare various fruit dishes to maintain nutritive value and appearance

Suggested activities:

- Complete notes during discussion and lecture on fruit
- Preparation of various recipes using different forms of fruit and various cooking methods
- Completion of worksheets
- Completion of evaluation sheet
- Unit test

Core curriculum standards:

- Visual and Performing Arts-1.4
- Health and Physical Education-2.1
- Language Arts and Literacy- 3.1, 3.2, 3.5
- Math-4.1, 4.4, 4.7, 4.10, 4.11
- Science- 5.1, 5.2, 5.6, 5.7, 5.8, 5.12
- Social Studies- 6.2, 6.6, 6.8
- Career Education and Family Life Skills- 9.1, 9.

V. Principles of Baking

Students will be able to:

- Explain the purposes of ingredients in baking
- Describe what happens in the mixing and baking processes
- Identify guidelines for successful baking

Suggested activities:

- Completion of notes during lecture on baking
- Completion of worksheets
- Incorporate this basic knowledge into all baking units and labs

Core curriculum standards:

- Visual and Performing Arts- 1.4
- Health and Physical Education- 2.1
- Language Arts and Literacy-3.1, 3.2, 3.5
- Math-4.1, 4.4, 4.7, 4.10, 4.11
- Science-5.1, 5.2, 5.6, 5.7, 5.8, 5.12
- Social Studies-6.2, 6.8
- Career Education and Family Life Skills-9.1, 9.2

VI. Cookies

Students will be able to:

- Identify the differences between the six types of cookies
- Describe the nutritional value of cookies in the diet
- Correctly store cookies
- Prepare each of the six types of cookies

Suggested activities:

- Complete notes on cookies during lecture
- Completion of worksheets
- Preparation of the six types of cookies
- Selection of a cookie recipe off the internet to prepare
- Unit test

Core curriculum standards:

- Visual and Performing Arts- 1.4
- Health and Physical Education- 2.1
- Language Arts and Literacy- 3.1, 3.2, 3.5
- Math-4.1, 4.4, 4.7, 4.10, 4.11
- Science- 5.1, 5.2, 5.6, 5.7, 5.8, 5.12
- Social Studies- 6.2, 6.8
- Technological Literacy- 8.1
- Career Education and Family Life Skills-9.1, 9.2

VII. Cheese

Students will be able to:

- Explain the importance of cheese in the diet
- Select and store cheese correctly
- Prepare foods containing cheese

Suggested activities:

- Completion of a set of notes on cheese
- View filmstrip on history, types, and making of cheese
- Participation and evaluation of different types of cheeses during a cheese tasting party
- Completion of worksheets
- Unit test

Core curriculum standards:

- Visual and Performing Arts- 1.4
- Health and Physical Education- 2.1
- Language Arts and Literacy- 3.1, 3.2, 3.5
- Math-4.1, 4.4, 4.7, 4.10, 4.11
- Science- 5.1, 5.2, 5.6, 5.7, 5.8, 5.12
- Social Studies- 6.2, 6.8
- Career Education and Family Life Skills-9.1, 9.2

VIII. Quick Breads

Students will be able to:

- Identify the three types of quick breads and give examples of each
- Describe how quick breads fit into a healthy diet
- Describe how to store and care for quick breads
- Prepare each type of quick bread

Suggested activities:

- Completion of quick bread notes
- Preparation of each of the three types of quick breads
- Completion of worksheets and puzzles
- Unit test

Core curriculum standards:

- Visual and Performing Arts- 1.4
- Health and Physical Education- 2.1
- Language Arts and Literacy- 3.1, 3.2, 3.5
- Math-4.1, 4.4, 4.7, 4.10, 4.11
- Science- 5.1, 5.2, 5.6, 5.7, 5.8, 5.12
- Social Studies- 6.2, 6.8
- Career Education and Family Life Skills-9.1, 9.2

IX. Nutrition

Students will be able to:

- Identify nutrients needed for good health
- Identify factors affecting their food choices
- Evaluate and improve their food choices
- Recognize the importance of and make use of the nutrition label on food products
- Explain the purpose of the Food Pyramid
- Describe the Food Pyramid
- Use the Food Pyramid to plan a well balance meal

Suggested activities:

- View pictures of deficiency diseases caused by lack of proper nutrition
- Completion of note on the nutrients
- Completion of worksheets and puzzles
- Keep a food diary
- Analyze 24 hour food diary by computer
- Make a poster illustrating the food groups on the Food Pyramid
- Plan and prepare a low fat, low carbohydrate meal based on the Food Pyramid

Core curriculum standards:

- Visual and Performing Arts- 1.3, 1.4
- Health and Physical Education- 2.1, 2.2, 2.4, 2.5, 2.6
- Language Arts and Literacy- 3.1, 3.2, 3.5
- Math-4.1, 4.4, 4.10, 4.11
- Science- 5.1, 5.2, 5.6, 5.7
- Social Studies- 6.2, 6.8
- Technological Literacy- 8.1
- Career Education and Family Life Skills-9.1, 9.2

X. Grain Products

Students will be able to:

- Identify the nutritional value of grains and grain products in the diet
- Describe how to select and store grain products
- Describe the difference between enriched and fortified products
- Prepare various grain recipes

Suggested activities:

- Completion of a set of notes on grains
- Completion of worksheets and puzzles
- Preparation of various recipes using grains
- Choose a grain recipe off the internet, prepare in class, and learn how to serve dishes buffet style
- Unit test

Core curriculum standards:

- Visual and Performing Arts- 1.4
- Health and Physical Education- 2.1
- Language Arts and Literacy- 3.1, 3.2, 3.5
- Math-4.1, 4.4,4.7, 4.10, 4.11
- Science- 5.1, 5.2, 5.6, 5.7, 5.8, 5.12
- Social Studies- 6.2, 6.8
- Technological Literacy- 8.1
- Career Education and Family Life Skills-9.1, 9.2

XI. Pastry

Students will be able to:

- Define pastry
- Identify the three types of pastry
- Describe how pastry can fit into a healthy eating plan
- Prepare a plain pastry
- Prepare a choux pastry

Suggested activities:

- Completion of pastry notes during lecture and discussion

- View a demonstration on making a standard pastry recipe
- View demonstration on making a two crust pie- Apple Pie
- Completion of worksheets and puzzles
- Preparation of a one-crust cream or custard pie
- Preparation of a two crust fruit pie
- Preparation of a choux paste recipe
- Preparation of a main dish pastry
- Completion of a pastry review and evaluation
- Unit test

Core curriculum standards:

- Visual and Performing Arts- 1.4
- Health and Physical Education- 2.1
- Language Arts and Literacy- 3.1, 3.2, 3.5
- Math-4.1, 4.4, 4.7, 4.10, 4.11
- Science- 5.1, 5.2, 5.6, 5.7, 5.8, 5.12
- Social Studies- 6.2, 6.8
- Career Education and Family Life Skills-9.1, 9.2

XII. Vegetables

Students will be able to:

- Identify vegetable according to the plant part
- Describe the nutritional value of vegetables
- Select high quality vegetables
- Store vegetable properly to retain quality and nutrition
- Prepare vegetables maintaining nutritional value and appropriate appearance

Suggested activities:

- Vegetable identification
- Completion of notes during lecture and discussion
- Completion of puzzles and worksheets
- Preparation of various vegetable recipes
- Completion of evaluation sheet
- Completion of review sheet
- Unit test

Core curriculum standards:

- Visual and Performing Arts- 1.4
- Health and Physical Education- 2.1
- Language Arts and Literacy- 3.1, 3.2, 3.5
- Math-4.1, 4.4, 4.7, 4.10, 4.11
- Science- 5.1, 5.2, 5.6, 5.7, 5.8, 5.12
- Social Studies- 6.2, 6.6, 6.8
- Career Education and Family Life Skills-9.1, 9.2

XII. Milk

Students will be able to:

- Describe how milk fits into a healthy eating pattern
- Describe the various types of milk available in the marketplace
- Select and store milk
- Prepare several recipes using milk as an ingredient

Suggested activities:

- Completion of notes during lecture and discussion of milk
- Completion of worksheets and puzzles
- Preparation of recipes using different types of milk
- Completion of evaluation/review sheet
- Unit test

Core curriculum standards:

- Visual and Performing Arts- 1.4
- Health and Physical Education- 2.1
- Language Arts and Literacy- 3.1, 3.2, 3.5
- Math-4.1, 4.4, 4.7, 4.10, 4.11
- Science- 5.1, 5.2, 5.6, 5.7, 5.8, 5.12
- Social Studies- 6.2, 6.6, 6.8
- Career Education and Family Life Skills-9.1, 9.2

INSTRUCTIONAL STRATEGIES:

Suggested teaching methods include, but are not limited to:

- Reading the textbook
- Leading discussion
- Lecture
- Worksheets and puzzles
- Videos
- Group instruction
- Individual and group projects
- Food preparation
- Demonstrations
- Providing information sheets
- Providing recipes
- Providing supplies
- Providing technology equipment

EVALUATION/ASSESSMENT OF STUDENTS:

Students are evaluated according to multiple indicators such as:

- Tests
- Completed chapter questions
- Participation in discussion
- Individual and group projects
- Worksheets
- Class work
- Teacher observation
- Food preparation
- Completion of course requirements
- Notebooks
- Following of safety rules
- Group cooperation

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

RESOURCES/BIBLIOGRAPHY:

Suggested resources include, but are not limited to:

Textbooks: (including student activity guides and teacher resource guide)

Discovering Food and Nutrition; Helen Kowtaluk; Glencoe/McGraw Hill, New York; c.2005, 2001.

The World of Food; Eva Medved; Simon and Schuster Co., New Jersey; c. 1990.

Filmstrips:

“Baking Basics: Quick Breads”; Butterick Publishing, New York; c.1979.

“Cheese”; Kraft Company.

“Nutrition Series”; McGraw Hill, New York; c. 1974.

Software:

“You Are What You Eat”; DDA Software, New Jersey; c

DVD:

“The New Food Pyramid”; Meridian Education Corp. c. 2005.

“Food Safety, From Market to Plate”; Meridian Education Corporation; c. 2004.

“Kitchen Math: Measuring”; Learning Zone Express; c. 2005.

Web Sources:

Fast food websites- McDonalds.com
Burgerking.com
Pizzahut.com
Subway.com

Nutrition websites- cfsan.gov
mypyramid.gov
nutrition.gov
calorieking.com
foodfit.com

Foods and Cooking- kraftfoods.com
splenda.com
[wisdairy.com/All About cheese](http://wisdairy.com/All%20About%20cheese)
[wisdairy.com/Other Dairy Products](http://wisdairy.com/Other%20Dairy%20Products)
bettycrocker.com
wholegrainscouncil.org
verybestbaking.com
baking911.com
duncanhines.com