

Course Title: Advanced Family Consumer Science

Topic/Concept: Safety and Sanitation in the Kitchen

Time Allotment: 10 days

Unit Sequence: 1

**Major Concepts to be learned:**

1. Bacteria, parasites and viruses can cause food related illnesses.
2. Proper handling of food will prevent the spread of food born illnesses. Food should be stored properly; hot foods kept hot & cold foods kept cold.
3. Personal cleanliness and kitchen cleanliness will reduce the possibility of spreading food borne illnesses.
4. Kitchen accidents are most often due to carelessness and can be prevented with proper safety practices.

**Expected Skills to be demonstrated:**

1. The students will be able to describe safe food handling techniques.
2. The students will be able to list the results of poor food handling techniques.
3. The student will be able to list common safety concerns in the kitchen and how to prevent them.

**PA Standards/Anchors:**

11.3.9.A, B    3.1.8.E  
11.3.6.B, F    3.7.7.E

**Eligible Content:**

- The students will learn about kitchen safety and sanitation as they read the text and completing several worksheets.
- The students will research a topic on kitchen safety or sanitation and present to the class.

**Instructional Strategies:**

Cooperative groups	Problem solving activities
Lecture	Group discussion
Research	Written work
Summarizing	

**Assessments:**

- WS: Study Questions
- Quiz
- Presentation of Internet Research on current issues in "Kitchen Safety/Sanitation."

Course Title: Advanced Family Consumer Science

Topic/Concept: Measurements in the Kitchen

Time Allotment: 14 days

Unit Sequence: 2

**Major Concepts to be learned:**

1. Measuring ingredients accurately is required so that the end product is satisfactory.
2. Dry ingredients like flour and sugar are measured using “Dry Measure” measuring cups. Liquid ingredients are measured using “Liquid Measure” measuring cups.
3. A “Dry Measure” cup must be “level” full to contain the labeled amount. A “Liquid Measure” cup must be sitting on a flat level surface and observed “Straight on” to insure that it contains the correct amount.
4. The measuring cups/spoons needed in a kitchen are the: 1 cup, ½ cup, 1/3 cup, ¼ cup, 1 tablespoon, 1 teaspoon, ½ teaspoon and ¼ teaspoon.
5. Abbreviations needed include: t or tsp = teaspoon, T or tbsp = tablespoon, c = cup. Equivalents needed include: 3 tsp = 1 tbsps, 16 tbsps = 1 c, 1 stick of butter = ½ c or 8 tbsps.

**Expected Skills to be demonstrated:**

1. The students will be able to measure cooking ingredients accurately and correctly.
2. The students will be able to convert from one measurement to another, Teaspoons to Tablespoons, Tablespoons to cups, etc..
3. The student will be able to write or say the correct abbreviation for the common kitchen measurements and write or say the name when given the abbreviation.
4. The student will be able to take a recipe and “cut it in half” or “double it” with at least 90% accuracy.

**PA Standards/Anchors:**

**Eligible Content:**

11.3.6 B, F 2.3.5 D 2.4.8 F 3.1.8.E	<ul style="list-style-type: none"><li>• The students will use the common measurement tools in the kitchen as they practice measuring ingredients. They will select the correct cup (dry or liquid measure) and use it correctly when measuring ingredients.</li><li>• The students will learn about measuring techniques and tools as they complete a variety of worksheets, observe a demonstration and complete a lab on measurements.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Problem solving activities Lecture Written Work Hands-on activity	<ul style="list-style-type: none"><li>• Measurement Lab</li><li>• Handouts</li><li>• Worksheet</li><li>• Study Guide</li><li>• Test</li></ul>
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**Course Title:** Advanced Family Consumer Science

**Topic/Concept:** Quick Breads with Master Mix

**Time Allotment:** 20 days

**Unit Sequence:** 3

**Major Concepts to be learned:**

1. Store bought "Biscuit" mixes are a convenient way to prepare a variety of food.
2. This same mix can be prepared at home with common ingredients and at a cost savings.
3. The key ingredients in a biscuit mix are "all purpose" flour, salt, baking powder and shortening. The baking powder is the leavening agent.
4. This homemade "Master Mix" can be used to make pancakes, cinnamon rolls, and breads.
5. Measuring carefully and following the recipe are necessary to make a quality product.

**Expected Skills to be demonstrated:**

1. The students will be able to follow a simple recipe to prepare Quick Breads.
2. The students will be able to use standard cooking equipment properly and safely as they prepare a variety of Quick Breads, cookies, cakes and casseroles.
3. The students will demonstrate appropriate sanitation techniques as they clean up after cooking labs
4. The students use appropriate measuring techniques and demonstrate a knowledge of the basic measurement equivalents in the kitchen as they complete their labs.
5. The students will be able to calculate the cost to make each item and the cost per serving based on the cost of the ingredients.

**PA Standards/Anchors:**

**Eligible Content:**

11.3.9.A, B, G 11.3.6.B, F 2.4.8.F 2.2.5.B	<ul style="list-style-type: none"><li>• The students will understand that flour, salt, baking powder and shortening are key ingredients in a quick bread as they prepare their own "Master Mix."</li><li>• The students will recognize that there are several ways to prepare quick breads as they assemble, mix cook, and bake pancakes, cinnamon rolls and breads from supplied recipes.</li><li>• The students will appreciate that quick breads must be mixed quickly and cooked/baked immediately so that the leavening agent is not lost, as they prepare quick breads.</li><li>• The students will observe other uses for "Biscuit Mix" as they prepare and share food items such as cakes, pies and casseroles prepared with their Master Mix.</li><li>• The students will be able to calculate the cost of the prepared food using the costs of the ingredients.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Lecture Hands-on activity Evaluating	Problem solving activities Performance task Note Taking Summarizing	<ul style="list-style-type: none"><li>• Study Guide, Handouts</li><li>• Cost Worksheet</li><li>• Labs and Final Product</li><li>• Unit Test</li></ul>
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**Course Title:** Advanced Family Consumer Science

**Time Allotment:** 10 days

**Topic/Concept:** Craft Project (Apron)

**Unit Sequence:** 4

**Major Concepts to be learned:**

1. How to Thread and operate a sewing machine
2. How to measure and cut fabric on the straight grain of the fabric
3. How to analyze information about the care of fabrics as they sew and when they purchase clothing.
4. How to sew a straight seam
5. How to evaluate seams in purchased clothing

**Expected Skills to be demonstrated:**

1. The student will be able to thread a sewing machine and sew a straight seam.
2. The students will be able to recognize the “grain” of the fabric.
3. The students will be able to locate the “Fabric Care” label on a bolt of fabric and explain how to properly launder the completed project based on the information on the label.
4. The student will be able to locate the “Fabric Care” label on any purchased clothing item.
5. The students will be able to locate the “Fabric Care” label on a bolt of fabric and explain how to properly launder the completed project based on the information on the label.
6. The student will be able to locate the “Fabric Care” label on any purchased.

**PA Standards/Anchors:**

**Eligible Content:**

11.1.6 D, F 11.1.9 A, F 2.3.5 B, F 3.7.7.A	<ul style="list-style-type: none"><li>• The students will learn to thread a sewing machine and sew a straight seam as they make an apron for themselves. The student will recognize that being able to make and/or repair clothing and crafts represents conservation of resources.</li><li>• The students will work with a variety of fabrics and be able to determine how to launder them. The students will recognize that taking care of their clothes increase their useful life.</li><li>• The students will be able to recognize the “Grain” of fabrics as they measure and cut out their craft. The students will be able to recognize “quality” in purchased clothing.</li><li>• The student will be able to use simple measuring tools to measure their fabric.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Lecture Hands-on activity	Problem solving activities Performance task Evaluating	<ul style="list-style-type: none"><li>• Handouts, Direction Sheet</li><li>• Quiz</li><li>• Labs, Finished Product</li></ul>
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**Course Title:** Advanced Family Consumer Science

**Time Allotment:** 25 days

**Topic/Concept:** Cookies

**Unit Sequence:** 5

**Major Concepts to be learned:**

1. There are six basic types of cookies, Drop, Rolled and Cut, Refrigerator, Molded, Pressed and Bar Cookies.
2. The basic ingredients in cookies are all purpose flour, sugar, (granulated, or brown), fat (shortening, oil, margarine or butter), eggs, and a leavening agent (baking soda or baking powder). Additional liquid could be milk, water or fruit juice.
3. The gluten in the flour holds the expanding gases, and then the heat of the oven makes the cookies firm. It is important to follow the recipes and monitor the baking to be sure the cookies are cooked through but not over baked.
4. Soft, cakelike cookies contain a high proportion of liquid and flour; crisp, thin cookies contain a high proportion of sugar and shortening.
5. Cookies can be made from scratch, from premade refrigerated or frozen dough or a cookie mix. Generally, cookies can be made from scratch more cheaply than made from a mix or premade dough and significantly more cheaply than the cost of store made cookies.

**Expected Skills to be demonstrated:**

1. The students will be able to follow a recipe to mix, form, bake and properly store a variety of cookies.
2. The students will demonstrate basic techniques of mixing, forming, baking and storing cookies.
3. The students will be able to use standard cooking equipment properly and safely as they prepare a variety of cookies.
4. The students will demonstrate appropriate sanitation techniques as they clean up after cooking labs.
5. The students use appropriate measuring techniques and demonstrate a knowledge of the basic measurement equivalents in the kitchen as they complete their labs.

**PA Standards/Anchors:**

**Eligible Content:**

11.3.9.A, B, F 11.3.6.B, F 2.4.8.F 2.2.5. B	<ul style="list-style-type: none"><li>• The students will learn about the different types of cookies as they review the chapter and complete a worksheet.</li><li>• The students will learn the basic techniques of mixing, forming and baking cookies and the basic ingredients as they prepare a variety of cookies for the annual Christmas party in the Consumer Science Room the day before Christmas break.</li><li>• The students will learn basic decorating/frosting techniques as they decorate some of the cookies they prepared.</li><li>• The students will learn how to store the different types of cookies.</li><li>• The students will be able to calculate the cost of the prepared food using the costs of the ingredients.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Lecture Hands-on activity Evaluating	Problem solving activities Performance task Group Discussion	<ul style="list-style-type: none"><li>• Study Guide, Cost Worksheets</li><li>• Recipes</li><li>• Labs, Finished Product</li><li>• Quiz</li></ul>
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**Course Title:** Advanced Family Consumer Science

**Time Allotment:** 12 days

**Topic/Concept:** Pies

**Unit Sequence:** 6

**Major Concepts to be learned:**

1. Traditional Pie Crust is made of flour, salt, shortening and cold water. Steam is the leavening agent. A well made crust is tender and flakey.
2. Pies, Tarts and Turnovers are the most common forms of pastry
3. A one-crust pie traditionally has a bottom crust which can be either baked first and then filled with a cooked filling, or can be baked after the filling is added. A double crust pie usually has a fruit filling covered with a second layer of pastry and then baked.
4. Pies containing meat and vegetables can be prepared to serve as a main dish. A Quiche is a pie that contains eggs, milk and cheese and can also include a variety of meats and vegetables.
5. To bake a pie, one should start with a hot oven, 400° – 425°F for at least 10 minutes to prevent the filling from soaking into the pastry.

**Expected Skills to be demonstrated:**

1. The students will be able to mix and roll out pastry.
2. The students will be able to make a cream pie with meringue topping. The students will be able to make a custard pie and a double crust fruit filled pie.
3. The students will be able to use standard cooking equipment properly and safely as they prepare a cream pie, a custard pie and a double crust fruit pie.
4. The students will demonstrate appropriate sanitation techniques as they clean up after cooking labs.
5. The students use appropriate measuring techniques and demonstrate a knowledge of the basic measurement equivalents in the kitchen as they complete their labs.
6. The students will be able to calculate the cost of the prepared food using the costs of the ingredients.

**PA Standards/Anchors:**

**Eligible Content:**

11.3.9.A, B, F 11.3.6.B, F 2.4.8.F 2.2.5. B	<ul style="list-style-type: none"><li>• The students will learn the basic ingredients of pastry and the techniques to make and roll out a crust as they make a custard pie, a cream pie and a double crust fruit pie.</li><li>• The students will learn to make a cream pie with meringue as they make a home-made pudding (cream) pie with meringue.</li><li>• The students will learn about custard pies as they cook off pumpkin, squash and sweet potatoes to make pies appropriate for Thanksgiving and Christmas.</li><li>• The students will learn about fruit pies as they make a double crust apple pie.</li><li>• The students will continue to calculate the cost of the items they bake and calculate the cost per serving.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Lecture Hands-on activity Evaluating	Problem solving activities Performance task Group Discussion	<ul style="list-style-type: none"><li>• Quiz</li><li>• Study Guide, Cost Worksheet</li><li>• Handouts</li><li>• Labs, Final Product</li></ul>
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**Course Title:** Advanced Family Consumer Science

**Time Allotment:** 7 days

**Topic/Concept:** Casseroles using Master Mix

**Unit Sequence:** 7

**Major Concepts to be learned:**

1. Impossible Pies are made by combining baking mix (Bisquick or equivalent) with other pie ingredients and then baking them in a standard pie pan. The mixture holds together like a pie and is sliced and served like a pie.
2. The basic recipe for an Impossible Pie is 1 1/2 cups of milk, ¼ cup of biscuit mix, 3 eggs and salt. The basic ingredients are mixed in a blender and then poured over a combination of (precooked) meat, vegetables (raw or cooked) and cheese to make a main dish casserole.
3. The pie is baked at 400 F for 25 to 35 minutes until a knife inserted in the center comes out clean and the top is golden brown .
4. Dessert and fruit pies can also be made by including sugar and substituting fruit for the meat, cheese and vegetables.
5. The impossible pie is an interesting and cost effective way to use cooked hamburger, leftover meat and vegetables. There are hundreds of recipes for Impossible Pies on the Internet.

**Expected Skills to be demonstrated:**

1. The students will be able to follow a recipe to mix, and bake an Impossible Pie.
2. The students will demonstrate basic techniques of chopping and, cutting ingredients, cooking and, baking as the produce an Impossible Pie.
3. The students will be able to use standard cooking equipment properly and safely as they complete their lab.
4. The students use appropriate measuring techniques and demonstrate knowledge of the basic measurement equivalents in the kitchen as they complete the lab. The students will demonstrate appropriate sanitation techniques as they clean up after cooking labs.
5. The students will be able to calculate the cost of the prepared food using the costs of the ingredients.

**PA Standards/Anchors:**

**Eligible Content:**

11.3.9 A, B, F, G 11.3.6.B, F 2.4.8.F 2.2.5. B	<ul style="list-style-type: none"><li>• The students will be able to list the basic ingredients of an Impossible Pie after they search through recipes for one appropriate for their lab group.</li><li>• The students will be able to outline the process of making an Impossible Pie as they complete the Recipe sheet, the Jobs to be Done sheet and the Ingredients Needed sheet as they prepare to make an Impossible Pie.</li><li>• The students will be able to suggest appropriate combinations of meats, vegetables and cheeses for another impossible pie after completing the lab and sampling other dishes prepared by other groups.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Coooperative groups Lecture Hands-on activity	Problem solving activities Performance task Evaluating	<ul style="list-style-type: none"><li>• Cost Worksheet</li><li>• Internet Recipes</li><li>• Lab, Final Product</li></ul>
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**Course Title:** Advanced Family Consumer Science

**Topic/Concept:** Clothing Construction, Shorts or Pants

**Time Allotment:** 21 days

**Unit Sequence:** 8

**Major Concepts to be learned:**

1. How to thread and operate a sewing machine.
2. How to sew a straight seam. How to read and follow directions provided in a sewing pattern. How to “finish” seams in garments.
3. How to measure and cut fabric on the straight grain of the fabric.
4. How to evaluate seams in purchased clothing
5. How to analyze information about the care of fabrics as they sew and when they purchase clothing.

**Expected Skills to be demonstrated:**

1. The student will be able to thread a sewing machine and sew a straight seam and zigzag seam.
2. The students will be able to recognize the “grain” of the fabric.
3. The students will be able to locate the “Fabric Care” label on a bolt of fabric and explain how to properly launder the completed project based on the information on the label.
4. The student will be able to locate the “Fabric Care” label on any purchased garment and explain how to properly launder the garment based on the information on the label.
5. The students will be able to sew together a simple clothing project.

**PA Standards/Anchors:**

**Eligible Content:**

11.1.6 D, F 11.1.9 A, F 2.3.5 B, F 3.7.7 A 11.1.12.F	<ul style="list-style-type: none"><li>• The students will learn to thread a sewing machine and sew a straight seam and a zig-zag seam as they make a pair of shorts or pants for themselves. The student will recognize that being able to make and/or repair clothing and crafts represents conservation of resources.</li><li>• The students will work with a variety of fabrics and be able to determine how to launder them. The students will recognize that taking care of their clothes increase their useful life.</li><li>• The students will be able to recognize the “Grain” of fabrics as they measure and cut out their project. The students will be able to recognize “quality” in purchased clothing.</li><li>• The student will be able to use simple measuring tools to measure their fabric.</li><li>• The students will be able to sew together a simple clothing project. The student will be able to “finish” the seams of their projects using appropriate techniques.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Problem solving activities Lecture Hands-on activity	Evaluating Performance task	<ul style="list-style-type: none"><li>• Purchased Pattern</li><li>• Garment Evaluation Sheet</li><li>• Quiz</li><li>• Labs, Finished Product, shorts or pants</li></ul>
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Course Title: Advanced Family Consumer Science

Topic/Concept: Yeast Breads

Time Allotment: 12 days

Unit Sequence: 9

**Major Concepts to be learned:**

1. Yeast breads take much longer to prepare than quick breads because they use yeast as a leavening agent. They require 1 to 3 hours to rise and most yeast breads require kneading.
2. Yeast is a living organism. It is purchased in a dormant state and requires moisture, heat and time to grow and leaven the dough. Dry yeast can be bought in individual packets or in bulk.
3. The yeast in a dough grows best between 80 and 85F. Too little heat will retard the growth, too much heat can kill the yeast. Yeast dough can be refrigerated to slow the rising process or frozen to stop the process.
4. The dough of yeast breads is tough and elastic, the dough of yeast rolls is lighter and spongier. Rolls have a higher proportion of fat and sugar.

**Expected Skills to be demonstrated:**

1. The students will be able to describe the process of making a yeast bread including the common ingredients needed.
2. The students will be able to mix, knead, shape, and bake several different yeast breads.
3. The students will be able to evaluate the appearance, taste and texture of different yeast breads.
4. The students will be able to calculate the cost of their yeast bread based on the cost of the ingredients.

**PA Standards/Anchors:**

**Eligible Content:**

11.3.9 A, B, F 11.3.6.B, F 2.4.8.F 2.2.5. B	<ul style="list-style-type: none"><li>• The students will learn the process of mixing, kneading, shaping and baking yeast breads as they complete several labs.</li><li>• The students will learn about yeast and yeast breads as they read the chapter on yeast breads and complete a worksheet.</li><li>• The students will learn about the cost of making yeast breads from scratch as they complete a worksheet on the cost of their yeast breads.</li><li>• The students will learn the characteristics of a quality yeast bread.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Lecture Hands-on activity Evaluating	Problem solving activities Performance task Group Discussion	<ul style="list-style-type: none"><li>• Cost Worksheet</li><li>• Handouts</li><li>• Quiz</li><li>• Labs, Finished Product</li></ul>
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Course Title: Advanced Family Consumer Science

Time Allotment: 13 days

Topic/Concept: Cakes

Unit Sequence: 10

### Major Concepts to be learned:

1. There are two categories of cakes; those made with shortening called butter cakes, and those made without shortening or fat called sponge cakes. Most cakes can be stored covered at room temperature for several days. Most cakes can be stored frozen for several months.
2. Cakes use the same general ingredients as quick breads except that cake flour is preferred over all purpose flour. Cake flour is lighter and has less gluten. It is more expensive and it should not be used for breads.
3. A “box” cake is simple to prepare, requiring oil, eggs and water, and producing an acceptable product. A “scratch” cake requires a little more time and additional ingredients. Recipes can be found in cookbooks and online. To insure a great product use trusted recipes and Web sites and follow the recipe exactly.
4. There are three common methods used to “mix” the cake batter. The bowl method, the muffin method, and the conventional method.
5. Cakes are baked in a moderate oven, 350°F for 35 to 50 minutes depending on the size of the pan, or until the cake spring back when touched and a toothpick come out clean. To frost a double layer cake, dust off any crumbs. Place the first layer, top down.

### Expected Skills to be demonstrated:

1. The students will be able to describe the three mixing methods for cakes.
2. The students will be able to describe cake flour, how it is different from all purpose flour and how to substitute with all purpose flour.
3. The students will be able to mix, bake and frost, a cake as they complete three labs.
4. The students will be able to calculate the cost per completed cake and cost per serving based on the costs of ingredients used.

### PA Standards/Anchors:

### Eligible Content:

11.3.9 A, B, F  
11.3.6.B, F  
2.4.8.F  
2.2.5. B

- The student will learn the three methods of mixing cakes as they prepare three different cakes including a “box” mix and complete several work sheets.
- Students will learn how to bake and store cake products as they prepare three different cakes. The students will learn the advantages and disadvantages of a scratch cakes vs. a box mix as they compare the taste, texture and cost of each.
- The students will learn how to frost a two later cake as the prepare and frost several cakes.
- The students will learn about cake flour and how to substitute all purpose flour as they complete the assigned labs.

### Instructional Strategies:

### Assessments:

Cooperative Group  
Lecture  
Hands-on activity  
Written Work

Problem solving activities  
Performance task  
Evaluating

- Cost Worksheet
- Misc Web sites for recipes and frosting/decoration ideas
- Test
- Labs, Final Product

**Course Title:** Advanced Family Consumer Science

**Time Allotment:** 17 days

**Topic/Concept:** Financial Education

**Unit Sequence:** 11

**Major Concepts to be learned:**

1. Decisions made during high school will affect one's opportunities to get a job, earn money and live the life style that one desires.
2. A financial plan tracks income and expenses, helps people meet their financial goals, and helps people live within their income.
3. Comparison shopping allows individuals to purchase the same product or service for less money and allows them to buy more goods with the same money.
4. Financial institutions offer and sell financial services to people such as savings and checking accounts, money market accounts and certificates of deposit.
5. Credit cards hold preapproved credit which can be used to purchase items now and pay for them later. Credit cards can assist people with money management but if used improperly, they can end up costing people lots of money.

**Expected Skills to be demonstrated:**

1. The students will be able to explain the difference between a job, an occupation and a career.
2. The students will be able to describe how an education will affect their career opportunities and earning potential.
3. The students will be able to define the components of a spending plan and list possible sources of income and expected expenses for a young adult. The student will be able to list benefits of comparison shopping.
4. The students will be able to complete the required entries in a "Check Register" for a debit card purchase, a debit card withdraw, a standard check and a standard deposit.
5. The students will be able to define common terms associated with credit cards including finance charge, APR, and credit.
6. The student will be able to list the most common services offered by a bank and list the advantages and disadvantages of a checking account, a savings account and a certificate of deposit.

**PA Standards/Anchors:**

**Eligible Content:**

11.1.6. B, E 11.1.9. B, F 3.7.7. C	<ul style="list-style-type: none"><li>• The students will participate in a Stock Project during which each student follows a major company for a month. The "Close Price" will be graphed. Students will prepare a short report on their Company.</li><li>• The students will participate in a "Spending Plan" game as they allocate limited resources for "needs and wants."</li><li>• The students will learn about "Comparison Shopping" as they evaluate three different paper towel brands.</li><li>• The students will learn about credit card, debt, and savings as they discuss finances and complete worksheets.</li><li>• The students will learn how to handle a checking account as they complete a worksheet and simulation on checking accounts.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Lecture Research Performance task Hands-on activity	Problem solving activities Group discussion Written work Note Taking Evaluating	<ul style="list-style-type: none"><li>• Test</li><li>• Work Sheets, Study Guides</li><li>• Lab</li><li>• Report on a company</li></ul>
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Course Title: Advanced Family Consumer Science

Topic/Concept: Nutrition

Time Allotment: 12 days

Unit Sequence: 12

**Major Concepts to be learned:**

1. Food provides the nutrients we need to live and grow.
2. All foods can be classified in one or more of the six basic food groups from the Food Pyramid and a balanced diet needs to include foods from all six groups.
3. Carbohydrates provide basic energy.
4. Protein is needed to build and repair cells.
5. Vitamins are complicated molecules that take part in chemical reactions in the body; Minerals are elements that are required for good health.

**Expected Skills to be demonstrated:**

1. The students will be able to name and define the major nutrients in food and how they are used by the body, including carbohydrates, fats, proteins, minerals and vitamins.
2. The students will be able to name the major minerals and their source and their purpose in the body including, iron, calcium, fluorine and iodine.
3. The student will be able to name the major vitamins and their source and their purpose in the body including Vitamin A, B Complex, C, and D.
4. The student will be able to categorize foods into their appropriate category in the food pyramid.
5. The students will be able to write a balanced menu for a day.

**PA Standards/Anchors:**

**Eligible Content:**

11.3.6.C, D, E 1.1.8.D 11.3.9.D	3.7.7.C, D 10.1.6.C	<ul style="list-style-type: none"><li>• The students will learn about nutrition as they use educational sites on the Internet to research various nutrition topics. The students will learn about nutrition as they prepare presentation for the class on their specific subject/area.</li><li>• The students will teach each other as they present their research to the class.</li><li>• The students will complete a study guide on Nutrition as they listen to the class presentations</li></ul>
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**Instructional Strategies:**

**Assessments:**

Coooperative groups Lecture Performance task Written work	Problem solving activities Group discussion Research Summarizing	<ul style="list-style-type: none"><li>• Study Guide</li><li>• Unit Test</li><li>• Presentation of material on nutrition from research.</li></ul>
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**Course Title:** Advanced Family Consumer Science

**Time Allotment:** 10 days

**Topic/Concept:** Consumer Rights and Responsibilities

**Unit Sequence:** 13

**Major Concepts to be learned:**

1. Consumers have rights. They have the right to be informed, right to safety and legal protection, right to choose among products/services, right to express dissatisfaction.
2. Consumers have responsibilities. Consumers must be responsible by using information provided, by reporting product problems, by being an ethical consumer.
3. Identity theft is an important problem, but there are things that can be done to minimize risk.

**Expected Skills to be demonstrated:**

1. Students will be able to list and explain their rights and responsibilities as consumers.
2. Students will be able to list and describe at least 5 different groups, agencies, and/or governmental departments that help with consumer issues.
3. Students will be able to describe identity theft and describe how thieves “steal” identities and list precautions that everyone should be using to protect their identity.

**PA Standards/Anchors:**

**Eligible Content:**

11.1.6. D 11.1.9. D 11.1.12.D 11.3.12.F	<ul style="list-style-type: none"><li>• The students will learn about consumer rights and responsibilities as they review a chapter on Consumer Rights</li><li>• The student will learn about groups, agencies, and governmental departments that help protect consumers as they research a group, agency or governmental department and prepare a report for the class.</li><li>• The students will learn about consumer rights and responsibilities as they take notes on student presentations.</li><li>• The students will learn about Identity Theft as they complete a study guide and complete a unit on Identity Theft provided by FEFE.</li></ul>
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**Instructional Strategies:**

**Assessments:**

Cooperative groups Lecture Research Performance task Hands-on activity	Problem solving activities Group discussion Written work Note Taking Evaluating	<ul style="list-style-type: none"><li>• Test</li><li>• Work Sheets, Study Guides</li><li>• Report on an agency, group or government department</li></ul>
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