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Board Approval: 9/25/17

N.J.A.C. 6A:8-3.1 Curriculum and instruction

(a) District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLs and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

District boards of education shall be responsible for developing for all students with disabilities educational programs aligned with the NJSLs with appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

District boards of education shall be responsible for developing for ELLs English language assistance programs that are aligned to the NJSLs and the English language development standards.

District boards of education shall provide the time and resources to develop, review, and enhance interdisciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:

- i. A pacing guide;
- ii. A list of core instructional materials, including various levels of texts at each grade level;
- iii. Benchmark assessments; and
- iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

Grade Band - 9-12

Content Area Unit Name	<p>9-12 Family & Consumer Science: This curricular addendum provides educators with clarifications, connections, resources, and adaptations to meet the needs of varied learners, 9-12. The New Jersey Student Learning Standards provide educators with identification of required content, skills, values and dispositions essential to build curricula. This document is an extension to the current curriculum and NJSLS, ensuring dynamic, rigorous, and diverse instructional approaches distinct to Family & Consumer Science are enacted in the Pascack Valley Regional High School District.</p>
Interdisciplinary Connections (including WIDA standards if applicable)	<p style="text-align: center;">Standard 9: 21st Century Life and Careers</p> <p>In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.</p> <p>Mission: <i>21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.</i></p> <p>Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:</p> <ul style="list-style-type: none"> ● Continually self-reflects and seeks to improve the essential life and career practices that lead to success. ● Uses effective communication and collaboration skills and resources to interact with a global society. ● Is financially literate and financially responsible at home and in the broader community. ● Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. ● Seeks to attain skill and content mastery to achieve success in a chosen career path. <p>The Standards: Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:</p> <ul style="list-style-type: none"> ● The 12 Career Ready Practices ● These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. ● 9.1 Personal Financial Literacy ● This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**
- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- **9.3 Career and Technical Education**
- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

Core Instructional Materials
including digital tools

Many **instructional resources** are available to educators to teach Family & Consumer Science with students' diverse interests and needs in mind. The below lists represents current and prominent instructional resources that are referenced often in classrooms. Digital sources are hyperlinked.

Career Readiness Partner Council. (2014). What it Means to be Career Ready?
https://cte.careertech.org/sites/default/files/CRPC_4pager.pdf

Advance CTE: State Leaders Connecting Learning to Work. (2014, June) The Common Career

Technical Core. <https://www.careertech.org/cctc>

Folkers, D. R. (2011, October). Setting a New Standard with a Common Career Technical Core. *Techniques*.

Partnership for 21st Century Skills. <http://www.p21.org/>

New Jersey Career Assistance: <https://portal.njcis.intocareers.org/>

National Career Clusters: <http://www.nj.gov/education/cte/career/>

[WIDA Standards 2012](#)

<p>21st Century Themes and Skills</p>	<p>The following content statements can be integrated into any of the adopted Family & Consumer Science strands:</p> <ul style="list-style-type: none"> ● The 12 Career Ready Practices <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i> ● 9.1 Personal Financial Literacy <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i> ● 9.2 Career Awareness, Exploration, and Preparation <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i> ● 9.3 Career and Technical Education <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<p>8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>Family & Consumer Science and Technology Indicators</p> <p>As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing standards in music are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.</p> <p>The following content statements can be integrated into any of the adopted Family & Consumer Strands strands:</p> <p>8.1 Educational Technology</p> <ul style="list-style-type: none"> ● Understand and use technology systems. ● Select and use applications effectively and productively. ● Apply existing knowledge to generate new ideas, products, or processes ● Create original works as a means of personal or group expression. ● Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. ● Communicate information and ideas to multiple audiences using a variety of media and formats. ● Develop cultural understanding and global awareness by engaging with learners of other cultures. ● Contribute to project teams to produce original works or solve problems. ● Advocate and practice safe, legal, and responsible use of information and technology.

- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

The following content statements can be integrated into any of the adopted Music strands (creative process, history of the arts and culture, performing and aesthetic responses & critique methodologies).

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The cultural, social, economic and political effects of technology.
- The effects of technology on the environment.
- The role of society in the development and use of technology.
- The influence of technology on history.
- The attributes of design.
- The applications of engineering design.
- The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Apply the design process.
- Use and maintain technological products and systems
- Assess the impact of products and systems
- Computational thinking and computer programming as tools used in design and engineering

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Pacing Guide	See attached sheets for Pacing Guides for each grade level.
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Assessments	<p>Family & Consumer Science assessments like other content area assessments should be an ongoing part of the teaching and learning process. The more authentic the assessment process is, the better the chance that students will see the interdisciplinary connections between Family & Consumer Science and other areas of study, as well as the role of Family & Consumer Science in their lives as citizens.</p> <p>The Career Ready Practices will develop on a continuum and utilize formative assessments. Students should be encouraged to self-reflect on their progress in the practices, and portfolios can be a strong vehicle for observing growth.</p> <p>9.1 Personal Financial Literacy</p> <p>School districts are "responsible for assessing and publicly reporting on the progress of all students in developing the knowledge and skills specified by the New Jersey Student Learning Standards, including civics, financial literacy, and all content areas not currently included in the statewide assessment program," as specified by N.J.A.C. 6A:8 -3.1(a)3.</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>Teachers are encouraged to develop both formative and summative assessments in the area of career awareness, exploration, and preparation.</p> <ol style="list-style-type: none"> 1. What factors should be considered in planning for assessment? <ul style="list-style-type: none"> ● Content mastery (which standards are being assessed) ● Analysis of content ● Skills development ● Connections between and among essential learnings ● Connections between the past, present, and the future ● Interdisciplinary connections ● Diversity in student learning styles and needs ● Opportunities for democratic participation 2. How are goals of instruction and assessment related? <ul style="list-style-type: none"> ● Are the goals for learning actually being assessed? ● To what degree are we asking students to extend learning? ● Can students transfer their learning to a new situation? ● Does the assessment reflect what is valued instructionally? ● Does the assessment benefit the learner by informing teaching practices?
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- Does the assessment allow for a variety of learners to demonstrate their understanding?

3. What should you consider as you develop criteria for scoring?

- How many ways can students demonstrate they have learned the material?
- How will students be scored?
- How will the needs of a variety of learners be addressed with this assessment?
- Does the scoring tool reflect the learning goals?

4. What are the most constructive assessment designs and methods for music educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - (article)
- Performance Based Assessments Clearinghouse

4. What are the most constructive assessment designs and methods for FACS educators?

- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

Authentic assessment can include (but are not limited to) the following:

- Observation
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation

- Project Based Learning: EduTopia
- Test and/or quizzes
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - ([article](#))

Differentiation/Modifications

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner’s unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. Music is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for music differentiation specific to four distinct student populations.

Teachers can differentiate

- Content: What we teach and how we give students access to the information and ideas that matter
- Process: How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students’

- Readiness: The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- Interest-: What a student enjoys learning about, thinking about, and doing
- Learning Style-: A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

The NJ Family & Consumer Science Framework <http://www.nj.gov/education/aps/ccs/career/> contains an in depth overview for meeting the needs of diverse learners in Family & Consumer Science. Many of these content specific suggestions are classroom ready.

Gifted and Talented (content, process, product and learning environment)	English Language Learners	Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)	Students at Risk of School Failure
<p>N.J.A.C. 6A:8-3.1 Curriculum and Instruction</p> <p>District boards of education shall develop appropriate curricular and instructional modifications</p>	<p>The purpose of adaptations is to reduce the complexity of the language, not the depth of the subject content. By lowering the language barrier and making the lessons as comprehensible as</p>	<p>Participation in and benefit from Family & Consumer Science: Students with disabilities demonstrate a broad range of learning, cognitive, communication, physical,</p>	<p>Districts are required to administer grade level benchmark and/or interim assessments in FACS. After each administration, districts should analyze the data</p>

<p>used for gifted and talented students indicating content, process, products, and learning environment.</p> <p>Sample Differentiation Strategies and Techniques that apply to FACS</p> <p>Acceleration:</p> <p>Acceleration can be achieved through the following:</p> <ul style="list-style-type: none"> ● flexible pacing ● content acceleration ● early entrance to school ● multi-age classes ● compacting ● college coursework/portfolio 	<p>possible, the students' ability to understand is increased. Two factors will influence the student's ability: (1) the level of familiarity the student has with the content; and (2) the degree to which the content is given meaning through visuals such as pictures, charts, and diagrams. Nonlinguistic cues enable the student to comprehend the material and the teacher's messages. The aim is to lower the language barrier by making the classroom communication simple, clear, and meaningful to the student. Students may sound "fluent" in a social setting but have difficulty with "academic" language. Students will go through stages of silence, then mimicking the language before using the language spontaneously.</p> <p>Prepare for the Student</p> <ul style="list-style-type: none"> ● Work with ESL/Bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit. ● Have students retell in their own words before attempting the task. 	<p>sensory, and social/emotional differences that may necessitate adaptations to the general education program. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.</p> <p>Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills.</p> <p>Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate. Participation is enhanced by classroom organization and an environment that will maximize the students' attention, comfort, interaction, peer/adult communication, independence, and mobility.</p>	<p>to identify which students are at-risk in this content area.</p> <p>Classroom Organization: Students with disabilities may require specific adaptations in the classroom in order for them to participate. Participation is enhanced by classroom organization and an environment that will maximize the students' attention, comfort, interaction, peer/adult communication, independence, and mobility. Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p>
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<p>Sample Resource:</p> <p>http://www.nagc.org/sites/default/files/Advocacy/Acceleration%20Policy%20Guidelines.pdf</p> <p>Enrichment-way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication can be effective and stimulating. Acceleration can be achieved by:</p> <ul style="list-style-type: none"> ● alternate learning activities/units ● independent study ● advanced thinking processes ● guest speakers ● mentors/internships ● alternate resources ● exchange programs 	<ul style="list-style-type: none"> ● Allow bilingual teacher to reiterate key concepts in simple English or student's language. <p>Preparing students for the lesson:</p> <ul style="list-style-type: none"> ● <i>Building Background Information</i> through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. ● <i>Simplifying Language for Presentation</i> by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. ● <i>Developing Content Area Vocabulary</i> through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in music. ● <i>Concept Development</i>-Students will be learning about instruments, rhythm, and many new concepts. 	<p>Some considerations are instructional grouping, individual support, environmental conditions, and adaptive equipment.</p> <p>Instructional Presentation: The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Applications)</p> <p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas 	<p>Preparation</p> <ul style="list-style-type: none"> · Preview materials to increase interest · Use organizing tools highlight key ideas · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p> <ul style="list-style-type: none"> · Dramatization · Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information <p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to</p>
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<p>Grouping: involves placing students of like ability together in homogeneous arrangements such as special classes or clustering in the same classroom. Grouping allows for more appropriate, rapid, and advanced instruction and challenges students without isolating them.</p> <p>Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.</p> <p>Different Types of Grouping:</p> <ul style="list-style-type: none"> ● Self-contained class ● Pullout program ● Cluster grouping in the regular classroom ● Enriched classes ● Seminars ● Resource centers 	<ul style="list-style-type: none"> ● <i>Giving Directions</i>-Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc. <p>Prepare Instruction</p> <ul style="list-style-type: none"> ● Eliminate peripheral information. ● Translate abstract to concrete. ● Build background information with brainstorming, semantic webbing, and maps/graphics, photos, illustrations, and videos. ● Use KWL Charts ● Slowly expand the amount of material being learned. ● Maintain consistent classroom procedures/routines for prediction and comfort level. ● Share routine expectations. 	<ul style="list-style-type: none"> · Use questioning techniques to elicit prior knowledge Prompts · Mnemonics · Repeat and clarify directions · Segment techniques and task analysis <p>Application</p> <ul style="list-style-type: none"> · Dramatization · Props/manipulatives to relate to experience · Simulations · Games/puzzles to generalize information <p>Instructional Monitoring: Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring,</p>	<p>participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts <p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p>Student Response: Students with disabilities may require specific adaptations in</p>
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	<ul style="list-style-type: none"> ● Assign buddies/peer tutors to assist with acclimation to the school environment. ● Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. ● Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication. <p>Instructional Supports: Hands-on materials</p> <ul style="list-style-type: none"> ● bilingual dictionaries ● visual aids ● teacher made adaptations, outlines, study guides ● varied leveled texts of the same content <p>Teaching Strategies</p> <ul style="list-style-type: none"> ● Simplify vocabulary/sentence structure. 	<p>self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.</p> <ul style="list-style-type: none"> · Goal Setting · Anecdotal records · Portfolios · Videos · Audio Tapes · Student Contracts <p>Student Motivation: Expanding student motivation to learn content in music can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.</p> <p>Student Response: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these</p>	<p>order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the 21st Century Life & Careers Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> · Extended time · Provide practice exercises · Interpret/Interpreter · Use preferred response mode (written, dictated, or oral) Response Formats · Peer-teach · Provide choices to students
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	<ul style="list-style-type: none"> ● Provide concrete examples with hands--on activities. ● Elaborate understanding using “think aloud” demonstrations ● Build associations/connections between the new and known. ● Use a variety when presenting materials. ● Summarize with visual and auditory materials. <p>Enhance Vocabulary</p> <ul style="list-style-type: none"> ● Start a picture dictionary or file. ● Pre-teach appropriate vocabulary. ● Label objects in room. <p>Sample Resources: Can Do Descriptors - https://www.wida.us/standards/CAN_DOs/</p> <p>Colorin Colorado - http://www.colorincolorado.org/educators/</p> <p>WIDA - https://www.wida.us/</p>	<p>areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the 21st Century Life and Careers Curriculum Framework activities.</p> <p>Response Procedures</p> <ul style="list-style-type: none"> · Extended time · Provide practice exercises · Interpret/Interpreter · Peer-teach · Provide choices to students <p>Sample Resources: EduTopia</p>	
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Pacing Guide

Culinary Arts I	
The Laboratory Procedures Safety and Sanitation	2-3 weeks
Basic Food Preparation- Grains – Breads(quick/yeast), Cereals, Rice, Pasta, unique grains, Cookies	14-15 weeks
Basic Food Preparation- Milk & Dairy	5 weeks
Basic Food Preparation- Proteins	6 weeks
Basic Food Preparation- Fruits and Vegetables	4-5 weeks
Nutrition	4 weeks
Regional American Foods	1-2 weeks

Culinary Arts II	
The Laboratory	2 weeks
Food Safety and Sanitation	2 weeks (with additional connections to the cooking labs in the all units of study)
Understanding and Interpreting Recipes	ongoing throughout the year
Cultural Aspects of Food: International Cuisine	ongoing from mid September to mid May

Related Careers in Health and Nutrition	3 weeks with additional guest speaker presentations during the year
Seasonal Foods	scattered throughout the first couple of months of the school year (late summer through fall)
Brunch	2 weeks
Fast Fix Fridays	ongoing - occasional Fridays throughout the year
The Art of Food: Pastry	2 weeks
The Art of Food: Cake Decorating	3 weeks
The Art of Food: Gingerbread Houses	2 weeks
Yeast Breads	3 weeks
Pasta	3 weeks
Appetizers	2 weeks

Fashion Design	
Intro to Design and Fabric	2-3 weeks

Blocking, Trueing, Draping: Sewing Machine and Techniques	4-5 weeks
Garment Drawing Flats/Folds/Shading/Details	1 week
Different mediums for illustrations, pastels, fashion markers, watercolor, colored pencils.	1 week
Croquis/Illustrations	3 weeks
Principles and Elements of Design	1 weeks
Fashion Line...A Story	3 weeks
Independent garment creation: Concept to conclusion	6 weeks
2-3 Fashion Projects	12-15 weeks
Portfolio: Sell your skills	2 weeks
Selling the fashion line: Fashion Show	4 weeks
Service Project	2 weeks
Trending and Mores	1 week

Clothing Construction	
Introduction and Course Requirements	1 week
Hand Sewing	2 weeks
The Sewing Machine, Parts, Operation, small project	3-weeks

Fabric content, grain, suitability and drape	1 week
Pattern Application Garment 1	6 weeks
Pattern Application Garment 2	6 weeks
Pattern Application Garment 3	6 weeks
Pattern Application Garment 4	6 weeks
Selling Your Skills: Fashion Show	4 weeks
Service Project	3 weeks

Interior Design	
Interior Design As A Profession	2-3 weeks?
Housing to fit Human Needs	1 week
Housing to fit Universal Needs	1 week
How Housing is affected by Cultural, Social and Governmental Influences	1 week
Color as an Element of Design	4 weeks
Value and Intensity of Color	1 week
Using color to design a room	1 week
Changing the size and shape of a room with color	1 week
Space as an element of Design	1 week
Line as an Element of Design	2 weeks
Form/Shape as an element of Design	1 week

Texture as an element of Design	1 week
Principles of Design	4-5 weeks
Proportion as a Principle of Design	1 week (Part of Principles of Design)
Scale as a Principle of Design	1 week(Part of Principles of Design)
Balance as a Principle of Design	1 week(Part of Principles of Design)
Rhythm as a Principle of Design	1 week(Part of Principles of Design)
Unity, Continuity and Emphasis as a principle of design	1 week(Part of Principles of Design)
Elements of Design	4-5 weeks
Floor Plan Design	2 weeks
Furniture Styles and Vocabulary	
Furniture Construction	
Elements of Design	4-5 weeks
Floor Plans – To include Architectural Symbols, Activity Zones and Traffic Patterns	
Floor Plans, Architectural Symbols, Traffic Patterns, and Furniture Placement	
Kitchen Design and Planning	
Housing Styles from eighteenth century to today	
Window Treatments	
Wall Coverings	
Role of the Interior Designer	
Interior Design Final Project	

Early Childhood & Family Education I	
The Importance of Childhood	3 weeks
Development of the Preschool Child	2 weeks
Working with Young Children	3 weeks
Behavior and Discipline	2 week
Toy Selection and Safety	2 weeks
Parenting	1 week
The Family	2 weeks
Preschool Laboratory Experience and Responsibilities	ongoing from the end of September to the end of May

Early Childhood and Family Education II	
Classroom Responsibilities and Room Setup	2 weeks
Communication	1 weeks
The Curriculum: Art Experiences	4 weeks
The Curriculum: Math	4 weeks
The Curriculum: Story Stretchers	4 weeks
The Curriculum: Alphabet	4 weeks

Graduation Prep	4 weeks
End of Year Duties	4 weeks
Teacher responsibilities with Preschool Children	ongoing from the end of September to the end of May

Early Childhood and Family Education III	
Classroom Responsibilities and Room Setup	2 Weeks
Communication	1 Week
The Curriculum: Art or Music Experiences	4 weeks
The Curriculum: Food & Nutrition	4 weeks
The Curriculum: Science or Math	4 weeks
The Curriculum: alphabet	4 weeks
Graduation Prep	4 weeks
End of Year Duties	4 weeks
Teacher responsibilities with Preschool Children	ongoing from the end of September to the end of May

21st Century Life Skills	
Home Life and Interior Design	5 weeks
Culinary Arts	5 weeks

Clothing & Fashion Unit	5 weeks
Family & Child Development Unit	5 weeks

Daily Food Preparation & Nutritional Skills	
Course Introduction	2-3 weeks?
The Foods Lab	
Safety and Use of Utensils and Appliances	
Measuring	
Reading a Recipe	
Food Preparation	
Table Setting and Table Etiquette	
Shopping	
Nutrition	