

## GVCS Curriculum Map Template

Month	Standard/Learning Target	Program Materials/Resources	Vocabulary	Assessment	Writing
<i>September</i>	<p>Standard 3: Resource Management</p> <p>Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p>	iPads, Paper, Writing tool	Email, Subject line, Carbon copy, Blind carbon copy, I-statement, You-statement	<p>I-statement translation assignment, Send a professional email</p> <p>Formative: Observation, Class Discussion, Fist of Five, Exit Tickets, Questioning, Think-Pair-Share.</p>	<p>Written email response using proper formatting.</p> <p>Written response to conflict scenarios.</p> <p>Written I-statements</p>

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	5. Develop job skills (e.g., communication, effective time management, problem solving, and leadership).				
<i>October</i>	<p><i>Standard 1: Personal Health and Fitness.</i> Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>1. Understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to</p>	iPad, Paper, Writing tool, Kitchen equipment	Cross contamination, Hazard, FDA, Foodborne pathogen, Salmonella, E.coli, Meat Thermometer, Bacteria, Internal Temperature, Danger zone.	<p>Kitchen safety practical, Food safety scenario assignment.</p> <p>Formative: Observation, Class Discussion, Fist of Five, Exit Tickets, Questioning, Think-Pair-Share.</p>	Written responses to food and kitchen safety scenarios.

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	<p>make food selections and prepare simple, nutritious meals</p> <p>2. Apply principles of food safety and sanitation.</p>				
<p><i>October/November/December</i></p>	<p><i>Standard 1: Personal Health and Fitness.</i> Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>1. Understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food</p>	<p>iPad, Paper, Writing tool, Kitchen equipment, Baking equipment.</p>	<p>Bake, boil, simmer, stir, fold, pack, sift, measure, roll, 9 x 13 glass baking dish, mixing bowl, sauce pan, Rolling pin, Sheet pan, Cutting board, Hand mixer, Stock pot, Colander, Frying pan, Food processor, Oven mats, Cooling rack, Kitchen scale, Dish rack, Hand juicer, Can opener, oven mitts, Metal Spatula, Rubber spatula, Wooden spoon,</p>	<p>Observation, Written lab reports, Doubling/Halving Ingredient Assignment, Sugar cookie project, Apple crisp project, Halloween project.</p> <p>Formative: Observation, Class Discussion, Fist of Five, Exit Tickets, Questioning, Think-Pair-Share.</p>	<p>Written lab reports to reflect on the project experience and suggest improvements to the recipe.</p>

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	<p>selections and prepare simple, nutritious meals</p> <p>2. Apply principles of food safety and sanitation.</p>		<p>Potato masher, Kitchen shears, Tongs, Ladle, Measuring cups, Measuring spoons, Whisk, Slotted spoon.</p>		
<p><i>January</i></p>	<p><i>Standard 1: Personal Health and Fitness.</i> Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p> <p>1. Understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and</p>	<p>iPad, Paper, Writing tool, Kitchen equipment, Food cutouts, Nutrition fact labels</p>	<p>MyPlate, Food groups, Protein, Grain, Dairy, Fruit, Vegetable, Serving size, Calories, Saturated fat, Unsaturated fat, Trans fat, Cholesterol, Sodium, Carbohydrate, Fiber, Sugar, Added Sugar, Vitamin D, Calcium, Iron, Potassium, Daily value, Micronutrient, Vitamin, Mineral, Allergen.</p>	<p>MyPlate diagram, Reading a nutrition fact label assignment, Nutrition station lab, Micronutrient poster.</p> <p>Formative: Observation, Class Discussion, Fist of Five, Exit Tickets, Questioning, Think-Pair-Share.</p>	<p>Written responses to nutrition station questions. MyPlate diagram meal plan. Poster project on assigned micronutrient.</p>

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	resources to make food selections and prepare simple, nutritious meals				
<i>February/March</i>	<p><i>Standard 2: A Safe and Healthy Environment.</i> Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.</p> <p>2. Use age-appropriate techniques to select and maintain clothing.</p>	Hand sewing needles, Thread, Buttons, Felt fabric, Fabric shears, Seam rippers, Cloth measuring tape, Paper, Writing tool.	Hand sewing needle, Thread, Buttons, Felt fabric, Fabric shear, Seam ripper, Cloth measuring tape, Pin, Pin cushion, Seam gauge, Tailor's chalk, Bobbin, Sewing machine, Rotary cutter, Rotary mat, Iron, Ironing board, Running stitch, Back stitch, Ladder stitch, Invisible stitch, Embroidery.	<p>Running stitch sampler, Button sampler, Ladder stitch sampler, Sewing equipment scavenger hunt, Sewing logs.</p> <p>Formative: Observation, Class Discussion, Fist of Five, Exit Tickets, Questioning, Think-Pair-Share.</p>	Written sewing log to record skill progress.
<i>March/April</i>	<p>Standard 3: Resource Management</p> <p>Students will understand and be able to manage personal resources of talent, time, energy, and money and make</p>	iPad, Paper, Writing tool, Kitchen equipment	MyNextMove, Career, Bachelor's Degree, Master's Degree, Doctoral Degree, Salary, SAT, ASVAB, Vocational program,	Career presentation, Volunteer application, Interview observation, Pathways after High School.	<p>Written career report and presentation.</p> <p>Practice written job applications.</p>

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	<p>effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <ol style="list-style-type: none"><li>1. Understand how working contributes to a quality living environment</li><li>2. Identify their own abilities and interests as possible guides to career choice.</li></ol>		<p>Application, Resume, Interview, Values.</p>	<p>Formative: Observation, Class Discussion, Fist of Five, Exit Tickets, Questioning, Think-Pair-Share.</p>	
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<p><i>April/May</i></p>	<p>Standard 3: Resource Management Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p> <p style="padding-left: 40px;">1. Understand the kinds of</p>	<p>iPad, Paper, Writing tool.</p>	<p>Checking account, Savings account, Debit, Credit, Check, Budget, Credit score, Interest, Variable expense, Fixed expense, ATM, PIN, Credit limit, Financial goal, Net income, Gross income.</p>	<p>Practice budgets, Practice checks, Credit crisis assignment, Using your money assignment, Information safety assignment.</p> <p>Formative: Observation, Class Discussion, Fist of Five, Exit Tickets, Questioning, Think-Pair-Share.</p>	<p>Written responses to credit crisis scenarios.</p>
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	<p>resources available in their community and make informed decisions related to their own use</p> <p>2. Understand how people acquire, use, and protect money and recognize some factors that influence spending</p> <p>3. Understand how to budget time and money</p>				
<i>May/June</i>	<p><i>Standard 2: A Safe and Healthy Environment.</i> Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable</p>	<p>iPad, Paper, Writing tool, Washing machine, Dryer, Detergent, Towels, Cleaning products, White fabric, Staining agents, Dish soap, Stain remover.</p>	<p>Interior design, Color scheme, Balance, Harmony, Unity, Rhythm, Emphasis, Proportions, Scale, Monochromatic, Complementary, Analogous, Triadic, Bedbugs, Disinfectant,</p>	<p>Design a room project, Caring for the home project, Written lab report, Stain removal project.</p> <p>Formative: Observation, Class Discussion, Fist of Five, Exit Tickets,</p>	<p>Written lab report for stain removal and home care projects.</p>

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	<p>condition. They can provide a safe and nurturing environment for themselves and others.</p> <ol style="list-style-type: none"><li>1. Know the basics of managing a safe and healthy home</li></ol>		<p>Sanitizer, Dust mites, Mold, Rodents, Pesticides, Stains.</p>	<p>Questioning, Think-Pair-Share.</p>	
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