



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Adapted Family and Consumer Science Curriculum

Course Description: Adapted FACS is an exploratory overview of four facets of Family and Consumer Science. Students will learn about communication and relationship skills, housing, fashion and apparel, and nutrition and foods through personalized experiences designed for unique learners. Additionally, transitional readiness skill areas will be addressed across the area(s) of employability, self-advocacy, daily living and social strategies.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
5 days	Communication & Relationship Skills	Topic 1: Building Relationships Topic 2: Conflict Prevention
5 days	Individual Factors in Selecting and Creating Living Environments	Topic 1: Selecting a Living Environment Topic 2: Create a Living Environment
15 days	Fashion & Apparel	Topic 1: Clothing Choices Topic 2: Fabrics
20 days	Nutrition & Foods	Topic 1: Food Safety & Sanitation Topic 2: Kitchen Principals Topic 3: Food Preparation Topic 4: Nutrition

Unit 1: Communication & Relationship Skills

Subject: Interpersonal Relationships

Grade: 9-12

Name of Unit: Communication & Relationships

Length of Unit: 5 days

Overview of Unit: This unit will help students to learn how to demonstrate communication skills that can contribute to positive relationships in their family, community and career.

Priority Standards for unit:

- NSFACS: 13.3 Demonstrate communication skills that contribute to positive relationships.
- NSFACS: 13.4 Evaluate effective conflict prevention and management techniques.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Communication skills that contribute to positive relationships	Demonstrate	Apply	2
Effective conflict prevention and management techniques	Evaluate	Analyze	3

Essential Questions:

1. How do you function and communicate in relationships with your family, community or in work settings?
2. Why is it important to communicate effectively?
3. How can effective communication techniques be useful in multiple work situations?
4. How can effective conflict management be useful in family, community or work settings?

Enduring Understanding/Big Ideas:

1. Effective communication is essential to a healthy relationship in family, work and community settings.
2. Communicating ideas effectively is essential to successful interactions with others.
3. Communicating to others with different communication styles in different work situations.
4. Decision making and problem-solving skills help to manage and reduce conflict

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Emotion words: happy, sad, angry, etc.	

Topic 1: Building Relationships

Engaging Experience 1

Title: My Communication Style

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- NSFACS: 13.5 Demonstrate effective communication skills.

Detailed Description/Instructions: Use the following survey to discuss communication styles.



My Communication Style



Transition Passport / Personal Life / Evaluation Tools

	Yes	No	It's OK
I like talking to adults.	☐	☐	☐
I like talking to friends.	☐	☐	☐
I like talking to children.	☐	☐	☐
I like talking to one or two people.	☐	☐	☐
I like talking in a group of people.	☐	☐	☐
I like meeting new people.	☐	☐	☐
I like it when people ask me questions.	☐	☐	☐
I like asking others questions.	☐	☐	☐
I like listening to others.	☐	☐	☐
I would rather listen than talk.	☐	☐	☐
I often do not know what to say.	☐	☐	☐
I am afraid of saying the wrong thing.	☐	☐	☐
I will start a conversation with someone.	☐	☐	☐
I like to wait until someone talks to me first.	☐	☐	☐
I need to get to know people first before I talk.	☐	☐	☐



My Communication Style



Transition Passport / Personal Life / Evaluation Tools

	Yes	No	It's OK
I like talking to adults.	☐	☐	☐
I like talking to friends.	☐	☐	☐
I like talking to children.	☐	☐	☐
I like talking to one or two people.	☐	☐	☐
I like talking in a group of people.	☐	☐	☐
I like meeting new people.	☐	☐	☐
I like it when people ask me questions.	☐	☐	☐
I like asking others questions.	☐	☐	☐
I like listening to others.	☐	☐	☐
I would rather listen than talk.	☐	☐	☐
I often do not know what to say.	☐	☐	☐
I am afraid of saying the wrong thing.	☐	☐	☐
I will start a conversation with someone.	☐	☐	☐
I like to wait until someone talks to me first.	☐	☐	☐
I need to get to know people first before I talk.	☐	☐	☐

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Introducing Yourself

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- NSFACS: 13.5 Demonstrate effective communication skills.

Detailed Description/Instructions: Practice introductions.

Introducing Yourself



**Smile!**

**Say, “Hi” or “Hello”.**

**Say, “My name is ____.”**

**Shake hands**

**Say, “It’s nice to meet you.”**

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3

Title: Conversations

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- NSFACS: 13.5 Demonstrate effective communication skills.

Detailed Description/Instructions: Practice having conversations. Focus on conversation starters, topics, and endings.

Conversation Starters





“What did you do last night?”



“Guess what I did!”



“How is your family?”



“What’s new with you?”



“What’s up?”

Conversation Topics



Weather



Holidays



Sports



Work



Music



School



TV



Weekend



Movies



News



Family



Favorites

Conversation Endings



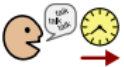
"I've got to go."



"It has been nice talking to you."



"Take care of yourself."



"I'll talk to you later."



"Talk to you soon."

Topic 2: Conflict Prevention

Engaging Experience 1

Title: Dealing with Anger

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- NSFACS: 13.4 Effective conflict prevention and management techniques.

Detailed Description/Instructions: Discuss and practice ways to deal with anger.

Dealing With Anger



-  1. Try to stay calm.
-  2. Count to 10.
-  3. Take three deep breaths.
-  4. Tell someone how you feel.
-  5. Start with the word "I."

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: How to Compromise

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- NSFACS: 13.4 Effective conflict prevention and management techniques.

Detailed Description/Instructions: Discuss and practice ways to compromise.

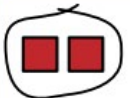
How to Compromise



**Stay Calm.**

**Ask the other person “What do you want?”**

**Tell the other person “This is what I want.”**

**Find a way you both can get *some* of what you want.**

Bloom’s Levels: Apply

Webb’s DOK: 2

Engaging Experience 3

Title: Feelings Thermometer

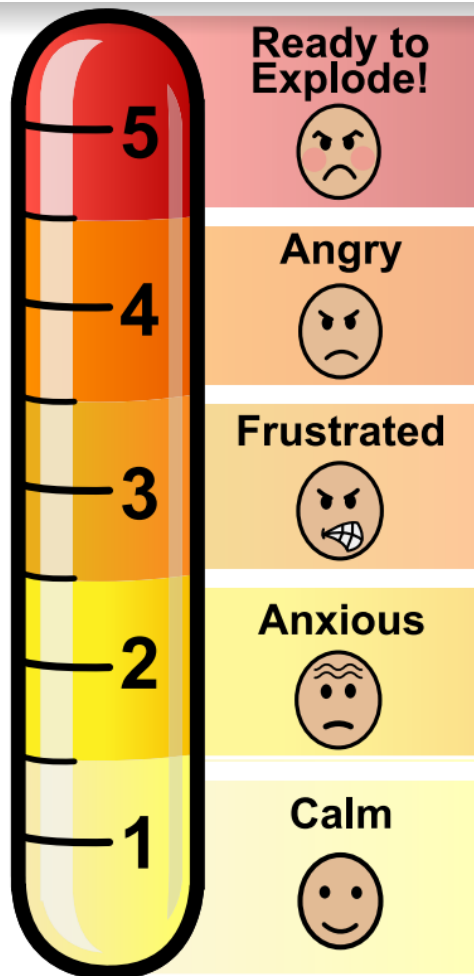
Suggested Length of Time: 1 day

Standards Addressed

Priority:

- NSFACS: 13.4 Effective conflict prevention and management techniques.

Detailed Description/Instructions: Discuss the feelings thermometer and examples of when we are at each level.



Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Title: Apologizing

Suggested Length of Time: 1 day

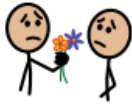
Standards Addressed

Priority:

- NSFACS: 13.4 Effective conflict prevention and management techniques.

Detailed Description/Instructions: Discuss and practice ways to apologize.

Apologizing



Apologize quickly.



Be sincere.



Tell what you did or said that was wrong.



Say, "I am sorry for _____."

"I was wrong."

"Will you accept my apology?"

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Invite general education students into the classroom for a day (or more) and have students practice conversation skills learned in the unit.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Building Relationships	My Communication Style	Use the following survey to discuss communication styles.	2 days
Building Relationships	Introducing Yourself	Practice Introductions	1 day
Building Relationships	Conversations	Practice having conversations. Focus on conversation starters, topics, and endings.	2 days
Conflict Prevention	Dealing with Anger	Discuss and practice ways to deal with anger.	1 day
Conflict Prevention	How to Compromise	Discuss and practice ways to compromise.	2 days
Conflict Prevention	Feelings Thermometer	Discuss the feelings thermometer and examples of when we are at each level.	1 day
Conflict Prevention	Apologizing	Discuss and practice ways to apologize.	1 day

Unit 2: Individual Factors in Selecting and Creating Living Environments

Subject: Housing & Interiors

Grade: 9-12

Name of Unit: Living Environments

Length of Unit: 5 days

Overview of Unit: Students will be able to identify the types of housing available to fit their needs. Students will be able to identify what goes into each living space and arrange the space to fit their needs and wants.

Priority Standards for unit:

- NSFACS 11.9 Weigh design decisions with the parameters of needs based on ability and level of functioning in housing, interior design and furnishing industries.
- NSFACS: 11.6 Evaluate needs, goals, and resources in creating design plans for housing interiors.

Supporting Standards for unit:

- NSFACS: 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
design decisions with the parameters of needs based on ability and level of functioning in housing, interior design and furnishing industries	Weigh	Evaluate	3
needs, goals, and resources in creating design plans for housing interiors.	Evaluate	Evaluate	3
housing and interior design knowledge, skills and processes to meet specific design needs.	Apply	Apply	2

Essential Questions:

1. What are the individual factors that influence your decision in selecting a living environment and why do they influence you to make that decision?

Enduring Understanding/Big Ideas:

1. Determine housing needs after high school and explore various options for living as independently as possible.
2. Living needs are different from one person to the next. Different abilities can affect the type, style, arrangement, and furnishings of the home.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
House Apartment Group Home	

Topic 1: Selecting a Living Environment

Engaging Experience 1

Title: Am I Ready?

Suggested Length of Time: 2 days

Standards Addressed

Priority:

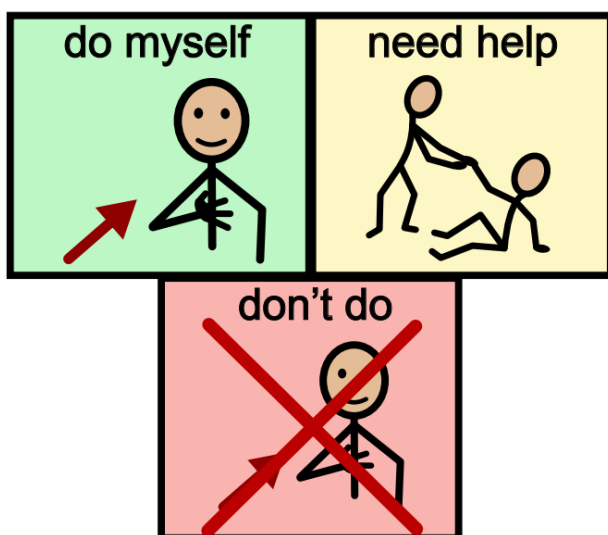
- NSFACS 11.9 Weigh living decisions with the parameters of accessibility, socioeconomic, transportation needs safety needs in housing.

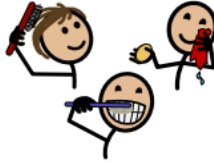
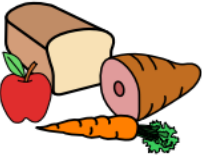
Detailed Description/Instructions: Use the survey to discuss whether students are ready to live on their own.

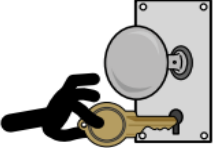
Am I Ready?	do myself 	need help 	don't do 
take a bath or shower daily 	☐	☐	☐
groom hair, face and teeth daily 	☐	☐	☐
get dressed 	☐	☐	☐
make healthy food choices 	☐	☐	☐
make simple meals 	☐	☐	☐
know basic first aid 	☐	☐	☐
know what to do when sick 	☐	☐	☐
keep money in a safe place 	☐	☐	☐
spend money wisely (needs vs. wants) 	☐	☐	☐

Am I Ready?	do myself 	need help 	don't do 
dust 	☐	☐	☐
vacuum 	☐	☐	☐
wipe counters 	☐	☐	☐
do dishes 	☐	☐	☐
do laundry 	☐	☐	☐
clean bathroom 	☐	☐	☐
lock door when alone 	☐	☐	☐
know who to call for help 	☐	☐	☐
know what to do in an emergency 	☐	☐	☐

Am I Ready?



take a bath or shower daily 	groom hair, face and teeth daily 	get dressed 
make healthy food choices 	make simple meals 	know basic first aid 
know what to do when sick 	keep money in a safe place 	spend money wisely (needs vs. wants) 

dust 	vacuum 	wipe counters 
do dishes 	do laundry 	clean bathroom 
lock doors when alone 	know who to call for help 	know what to do in an emergency 

Bloom's Levels: Evaluate
Webb's DOK: 3

Engaging Experience 2

Title: Choosing a Place to Live

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- NSFACS 11.9 Weigh living decisions with the parameters of accessibility, socioeconomic, transportation needs safety needs in housing.

Detailed Description/Instructions: Discuss housing options and services at each location to assist students in determining the best level of care for their needs.

Living Option 	Can I care for myself here? 	Can I get help here if I need it? 	Can I get the services I need here? 	Is this a location I like? 
Family Home 	Yes  No 	Yes  No 	Yes  No 	Yes  No 
Live Alone 	Yes  No 	Yes  No 	Yes  No 	Yes  No 
Live with a Friend 	Yes  No 	Yes  No 	Yes  No 	Yes  No 
Group Home 	Yes  No 	Yes  No 	Yes  No 	Yes  No 
Care Center 	Yes  No 	Yes  No 	Yes  No 	Yes  No 

Living Option	Can I care for myself here?	Can I get help here if I need it?	Can I get the services I need here?	Is this a location I like?
Family Home 				
Live Alone 				
Live with a Friend 				
Group Home 				
Care Center 				

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Experience 3

Title: Where I Would Like to Live

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- NSFACS 11.9 Weigh living decisions with the parameters of accessibility, socioeconomic, transportation needs safety needs in housing.

Detailed Description/Instructions: Use the survey to discuss where students would like to live.



Where I Would Like to Live



Transition Passport / Personal Life / Evaluation Tools

Name: _____

Date: _____ Age: _____

Look at the sections below. Mark the choice that best fits you.

I would like to live:

1. ☐ In the city  ☐ In the country  ☐ In the suburbs  ☐ Other: _____

2. ☐ On a quiet street  ☐ On a busy street  ☐ Other: _____

3. ☐ In a house  ☐ In an apartment  ☐ In a trailer 
☐ In a condominium  ☐ In a group home  ☐ Other: _____

4. ☐ Alone  ☐ With a roommate  ☐ With a boyfriend/girlfriend  ☐ With a husband/wife 
☐ With my family  ☐ With relatives  ☐ Other: _____

(You may mark more than one in this section)

5. ☐ Near public transportation  ☐ Near a grocery store  ☐ Near my job  ☐ Near my doctor 
☐ Near my bank  ☐ Near my church  ☐ Near the library  ☐ Near a laundromat 
☐ Near a park  ☐ Near my family  ☐ Near friends  ☐ Other: _____



Where I Would Like to Live



Transition Passport / Personal Life / Evaluation Tools

1.



In the city



In the country



In the suburbs

Other:

2.



On a quiet street



On a busy street

Other:



Where I Would Like to Live



Transition Passport / Personal Life / Evaluation Tools

3.



In a house



In an apartment



In a trailer



In a condominium



In a group home

Other:



Where I Would Like to Live



Transition Passport / Personal Life / Evaluation Tools

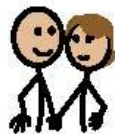
4.



Alone



With a roommate



**With a
boyfriend/girlfriend**



With a husband/wife



With my family



With relatives

Other:



Where I Would Like to Live



Transition Passport / Personal Life / Evaluation Tools

5.



Near public transportation



Near a grocery store



Near my job



Near my doctor



Near my bank



Near my church



Near the library



Where I Would Like to Live



Transition Passport / Personal Life / Evaluation Tools



Near a laundromat



Near a park



Near my family



Near friends

Other:



Where I Would Like to Live



Transition Passport / Personal Life / Evaluation Tools

Write, paste or have someone scribe your answers from the previous page.

I would like to live...

1. _____

2. _____

3. _____

4. _____

5. _____

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 2: Create a Living Environment

Engaging Experience 1

Title: Creating a Living Space

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- NSFACS 11.6 Evaluate individual needs, goals, and resources in creating a design plans for a housing interior

Supporting:

- NSFACS: 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs.

Detailed Description/Instructions: Use IKEA website to create a functional space for each room in a living environment. (kitchen, living room, bathroom, bedroom)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Using assistive technology as relevant, have students design a pleasing space that meets their needs. The space should include elements required to meet their needs.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Selecting a Living Environment	Am I Ready?	Use the survey to discuss whether students are ready to live on their own.	2 days
Selecting a Living Environment	Choosing a Place to Live	Discuss housing options and services at each location to assist students in determining the best level of care for their needs.	2 days
Selecting a Living Environment	Where I Would Like to Live	Use the survey to discuss where students would like to live.	3 days
Creating a Living Environment	Creating a Living Space	Use IKEA website to create a functional space for each room in a living environment. (kitchen, living room, bathroom, bedroom)	2-3 days

Unit 3: Fashion & Apparel

Subject: Fashion & Apparel

Grade: 9-12

Name of Unit:

Length of Unit: 15 days

Overview of Unit: Students understanding how to make appropriate clothing choices. Students will know how to properly use sewing equipment to construct projects. Students will be able to recognize fiber characteristics.

Priority Standards for unit:

- NSFACS 16.5 Evaluate elements of textile, apparel, and fashion merchandising.
- NSFACS 16.2 Evaluate fiber and textile materials

Supporting Standards for unit:

- ISTE - KNOWLEDGE COLLECTOR.3.D - build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
elements of textile, apparel, and fashion merchandising.	Evaluate	Evaluate	3
fiber and textile materials	Evaluate	Evaluate	3

Essential Questions:

1. How should the weather, and occasion influence what you wear?
2. Why is it important to identify equipment and its proper use?
3. How does one distinguish between the different fibers?

Enduring Understanding/Big Ideas:

1. Equipment safety and proper usage are essential to quality garment construction.
2. How vital are construction techniques to the success of fashion?
3. Fibers are distinguished by their characteristics

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Vinyl Scissors Fleece Measuring Tape Polyester Cotton Burlap	

Topic 1: Clothing Choices

Engaging Experience 1

Title: 1. Daily Living-Clothing, Does it Fit?

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- NSFACS 16.5 Evaluate elements of textile, apparel, and fashion merchandising.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3.D - build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Detailed Description/Instructions: After the class discussed reasons for different styles, they will apply their knowledge of each influence; weather, fit, occasion (school, dance, job interview, football game, etc.). Students will use magazines or the Internet to find examples of each influence. Students using hard copy resources will create a book, one page per influence. Each page should define the influence and explain the student's perspective why their example fits that influence.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Fabrics

Engaging Experience 1

Title: Fabric Choices and Characteristics

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- NSFACS 16.2 Evaluate fiber and textile materials

Detailed Description/Instructions: Expose students to a variety of fabrics and assist in completing the following chart.

Properties of Materials

Place a check in the box that represents each fabric

Material	Fabric Sample	Rough	Smooth	Soft	Warm	Water Resistant
Vinyl						
Burlap						
Fleece						
Cotton						
Polyester						

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) Students will use cutting and measuring skills to construct a dog blanket. Skills that will be gained from this project are fabric selection, measuring, cutting and tying. Students will weave yarn to create a potholder. Skills gained from this project are creativity, fine motor skills, concentration, hand-eye coordination

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Clothing Choices	Daily Living - Clothing, Does it Fit?	After the class discussed reasons for different styles, they will apply their knowledge of each influence; weather, fit, occasion (school, dance, job interview, football game, etc.). Students will use magazines or the Internet to find examples of each influence. Students using hard copy resources will create a book, one page per influence. Each page should define the influence and explain the student's perspective why their example fits that influence.	2 days
Fabrics	Fabric Choices and Characteristics	Expose students to a variety of fabrics and assist in completing the following chart.	1 day

Unit 4: Nutrition & Foods

Subject: Nutrition & Foods

Grade: 9-12

Name of Unit: Nutrition & Foods

Length of Unit: 20 days

Overview of Unit:

1. Food influences us in a variety of ways. Students will identify how food influences them and provide examples of foods they eat for each influence.
2. Students will learn to identify and practice food safety and sanitation procedures in the kitchen.
3. Students will practice making nutritious meals from each food group in my plate.

Priority Standards for unit:

- NSFACS: 14.1 Analyze factors that influence nutrition and wellness practices across the life span.
- NSFACS: 14.4 Evaluate factors that affect food safety from production through consumption.
- NSFACS: 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. (Corrected 1-09-09)
- NSFACS: 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
- NSFACS: 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
factors that influence nutrition and wellness practices across the lifespan	Analyze	Analyze	3
factors that affect food safety from production through consumption	Evaluate	Evaluate	3
ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span	Demonstrate	Apply	2
the nutritional needs of individuals and families in relation to health and wellness across the lifespan.	Evaluate	Evaluate	3
food science, dietetics, and nutrition management principles and practices.	Demonstrate	Apply	2

Essential Questions:

1. How does food influence your daily life?
2. How does one take precautions against a foodborne illness?
3. Why is it important to practice safety in the kitchen?
4. Why is it important to know and practice appropriate kitchen principles when cooking in the kitchen?
5. Why is it important to know how to cook a variety of foods from each food group?

Enduring Understanding/Big Ideas:

1. Students will understand the four ways food influences people; culturally, physically, socially, and psychologically. Students will self-reflect on each component of how food has influenced them in their personal lives.
2. Preventing cross contamination, and practicing proper food handling, will keep one safe from a foodborne illness.
3. Identifying electrical, fire and fall hazards in the kitchen will keep one safe while cooking.
4. Being able to read recipes and abbreviations, correctly measure, and properly use tools and equipment in the kitchen will make you a more effective cook.
5. Knowing how to cook a variety of foods will give you more options when cooking for yourself and others.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Electric Shock Fires Falls Cuts and Burns Dishwashing Food Safety	My Plate Meal Planning Menu

Topic 1: Food Safety & Sanitation

Engaging Experience 1

Title: Daily Living Safety

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- NSFACS: 14.4 Evaluate factors that affect food safety from production through consumption.

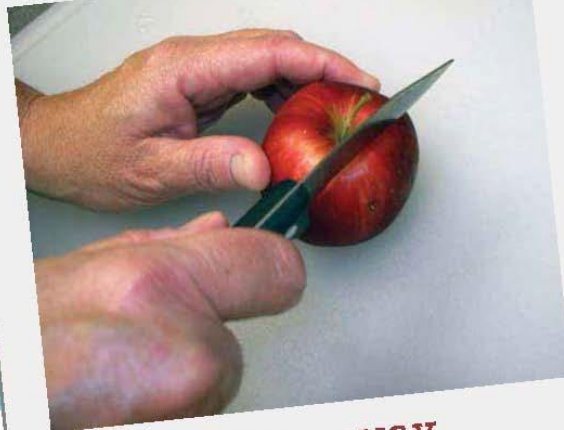


Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Cut away
from yourself.

© 2013 r2y
Unique Learning System®

TRANSITION PASSPORT
Daily Living, Safety, Kitchen Safety

Description/Instructions: Discuss kitchen safety.



Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Be careful
with sharp objects.



Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety





Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Don't put foil or
metal in the microwave.



Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Turn off the oven and
burners when done cooking.



Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Always wash your
hands before cooking.



Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Keep cold foods
cold in the refrigerator.



Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Whoops!



Wipe up
spills right away.



Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Check leftovers
before eating.



Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Do not set anything on the
stovetop except pans when cooking.



Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Wash all raw fruits and vegetables before eating.



Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Turn off and unplug electrical appliances when done using.

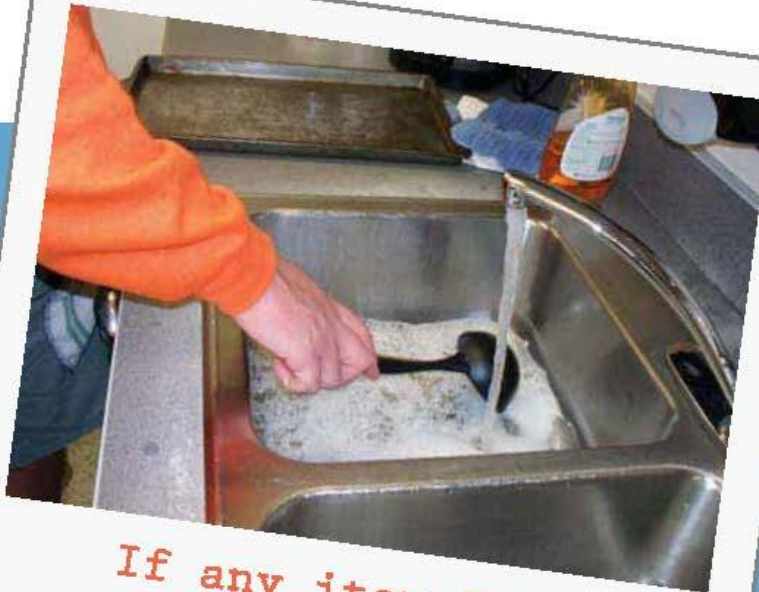


Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



If any item falls
on the floor, WASH IT.



Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



If food falls on the
floor, THROW IT AWAY.

© 2013 n2y
Unique Learning System®

TRANSITION PASSPORT
Daily Living, Safety, Kitchen Safety

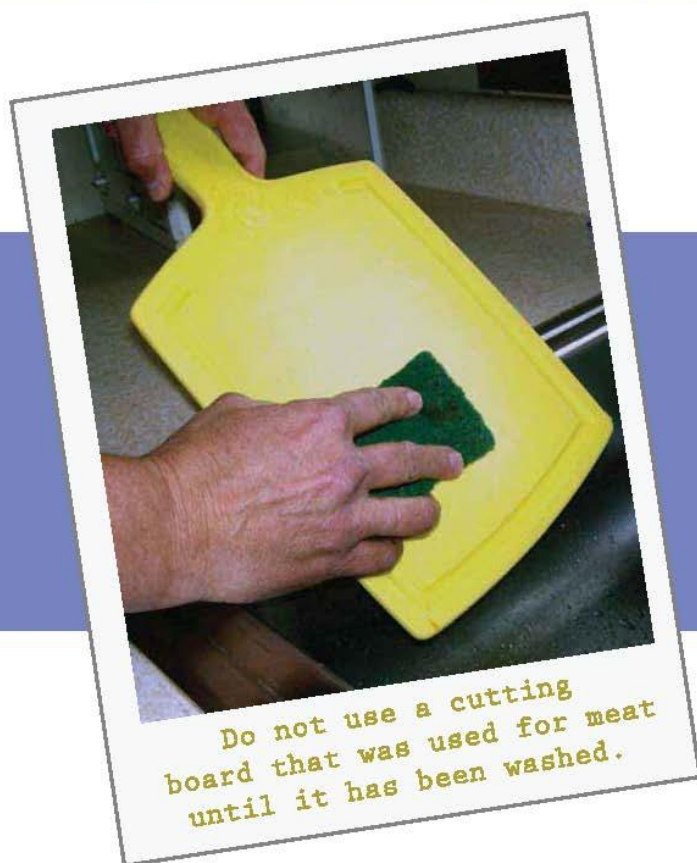


Kitchen Safety

Transition Passport / Daily Living / Safety



Kitchen Safety



Do not use a cutting board that was used for meat until it has been washed.

© 2013 r2y
Unique Learning System®

TRANSITION PASSPORT
Daily Living, Safety, Kitchen Safety

Bloom's Levels: Understand
Webb's DOK: 2

Topic 2: Kitchen Principles

Engaging Experience 1

Title: Kitchen Equipment

Suggested Length of Time: 2 days

Standards Addressed

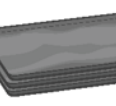
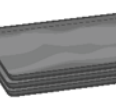
Priority:

- NSFACS: 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

Detailed Description/Instructions: Introduce cooking utensils and discuss their purpose. Complete the matching worksheet below.

Chef Solus A-Z List of Cooking Supplies

How well do you know the items that live in your kitchen?
Match up the cooking item with the right picture.

	apron	
	baking pans	
	cookie sheet	
	cutting board	
	grater	
	measuring cup	
	soup pot	
	potato peeler	
	oven mitts	
	rolling pin	
	soup ladle	
	spatula	
	strainer	
	whisk	

Visit www.ChefSolus.com for Free online nutrition games, healthy interactive tools, fun activities, recipes and tips!

Copyright © Nourish Interactive, All Rights Reserved



Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Measuring Lab

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- NSFACS: 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

Detailed Description/Instructions: See measuring worksheet to complete. Students will have to practice measuring, sugar, brown sugar, flour, vanilla, water, and butter using the correct measuring utensil for the task.

Measuring Name _____



What would you use to measure each of the following products?

	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

Bloom's Levels: Apply

Webb's DOK: 3

Topic 3: Food Preparation

Engaging Experience 1

Title: Meal Preparation

Suggested Length of Time: 3 days

Standards Addressed

Priority:

- NSFACS: 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
(Corrected 1-09-09)

Task 6.8

Transitional Goals		
Transitional Goal - Daily Living: Demonstrate effective skills to participate in all aspects of age-appropriate daily living and self-help activities.		
Classroom Activities/Lesson Plan		
Mealtime: Food Prep There are many tasks included in preparing a simple meal. Task analysis cards are provided to walk students through the process step by step. • Wash hands before working with food. • Find recipes. • Read recipe directions. • What food items will you need? • What appliances will you need? • What cooking tools will you need? • Students will read the menu. Decide together who will prepare specific food items. • Try to emphasize independence and critical thinking skills. Respond to questions with "How could you figure that out?" or "What do you think?" Suggestions to ask other students for help are also appropriate. See what skills are already evident and intervene only when necessary. • Students will read recipes, decide what cooking method they will use (i.e., oven, stovetop, microwave), determine cooking supplies needed and find cooking tools and foods needed. • Students also need to consider the number of people eating their meal and what a serving size is for the particular main or side dish that is being prepared. • Use of the stove, oven and microwave setting timers are also skills that will be taught and reviewed as students are supervised using the appliances. For students with limited physical abilities, or those who do not eat orally, consider ways for them to participate, using switch-activated cooking tools. These students may also participate by making comments or giving directions with a VOCA (Voice Output Communication Aid).		
Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will independently complete recipe directions to prepare a food item.	• Students will use a picture-supported recipe to prepare a food item.	• Students will use adapted cooking tools to participate in food preparation.
Resources and Materials		Notes
Task analysis cards		

Detailed Description/Instructions: Follow the food preparation steps for a recipe as a class.



Food Prep



1		Wash hands before working with food.
2		Find recipes.
3		Read recipe directions.
4		What food items will you need?
5		What appliances will you need?
6		What cooking tools will you need?



Food Prep



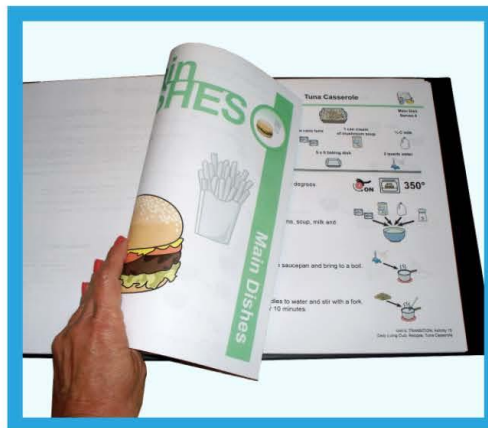
1

Wash hands before working with food.



2

Find recipes.



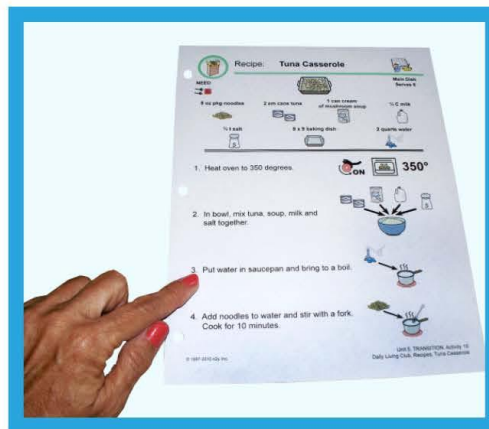


Food Prep



3

Read recipe directions.



4

What food items will you need?





Food Prep



5 What appliances will you need (oven, microwave, stovetop)?



6 What cooking tools will you need?



© Copyright 2008-2016 Unique Learning System, LLC
All Rights Reserved

HS, Core Materials
Mealtime, Task 6.8, Food Prep

Bloom's Levels: Create
Webb's DOK: 4

Topic 4: Nutrition

Engaging Experience 1

Title: Food Groups

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- NSFACS: 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

Detailed Description/Instructions: Introduce the food group chart and practice identifying which food group a food fits into.



Food Group Chart

Transition Passport / Daily Living / Health



1 C of fruit =	1 oz of grains =	1 C of vegetables =	1 C of dairy =	1 oz of protein =
1 small apple	5 whole wheat crackers	1 C cooked spinach	1 C milk	1 oz poultry
1 large banana	1 slice bread	1 C broccoli	1 C yogurt	1 oz lean meat
½ C dried fruit	1 small muffin	2 medium carrots	1½ oz natural cheese	1 oz sea food
1 C 100% fruit juice	½ C oatmeal	1 C tomato juice	2 oz processed cheese	1 egg
1 medium grapefruit	3 C popcorn	1 C mashed potatoes	2 C cottage cheese	¼ C cooked beans or peas
1 large orange	½ C cooked rice	1 large ear of corn	1½ C ice cream	½ oz nuts
3 medium plums	½ C cooked pasta	1 sweet potato	½ C shredded cheese	1T peanut butter

© 2013 n2y
Unique Learning System®

TRANSITION PASSPORT
Daily Living, Health, Serving Sizes

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Serving Sizes

Suggested Length of Time: 2 days

Standards Addressed

Priority:

- NSFACS: 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

Detailed Description/Instructions: Discuss serving sizes and practice identifying appropriate sizes of servings.



Serving Sizes

Transition Passport / Daily Living / Health



Grains: An illustration of various grain products: a slice of bread, a piece of cornbread, and a bowl of cereal.	A single pancake on a plate. 1 pancake =	A compact disc. a CD disc
	A single slice of white bread. 1 slice of bread =	A standard audio cassette tape. a cassette tape
	A single piece of cornbread. 1 piece of cornbread =	A rectangular bar of yellow soap. a bar of soap
Vegetables: An illustration of various vegetables: a head of broccoli, a carrot, and a tomato.	A bowl filled with green leafy salad. 1 C salad =	A standard white baseball with red stitching. a baseball
	A whole baked potato in its skin. 1 baked potato =	A clenched human fist. a fist
	A bowl filled with mixed vegetables like broccoli, carrots, and tomatoes. 1 C vegetables =	A standard white baseball with red stitching. a baseball
Fruit: An illustration of various fruits: an apple, a banana, and a slice of orange.	A bowl containing various fresh fruits like apples, oranges, and bananas. 1 C fresh fruit =	A standard white baseball with red stitching. a baseball
	A single medium-sized fruit, like an orange or apple. 1 medium fruit =	A bright yellow-green tennis ball. a tennis ball
	A small packet of raisins. ¼ C raisins =	A single large white egg. a large egg
Protein: An illustration of protein sources: a hard-boiled egg, a slice of bread, and a small bowl of meat.	A small portion of cooked meat in a bowl. 3 oz cooked meat =	A fan of playing cards. a deck of cards
	A small portion of baked fish. 3 oz baked fish =	A small checkbook with a pen. a checkbook
	A jar of peanut butter. T peanut butter =	A small red ping pong ball. a ping pong ball
Dairy: An illustration of dairy products: a glass of milk, a slice of cheese, and a carton of milk.	A wedge of yellow cheese. 1½ oz cheese =	Four small white dice stacked on top of each other. 4 stacked dice
	A single scoop of ice cream in a cone. 1 C ice cream =	A standard white baseball with red stitching. a baseball

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 3

Title: My Plate

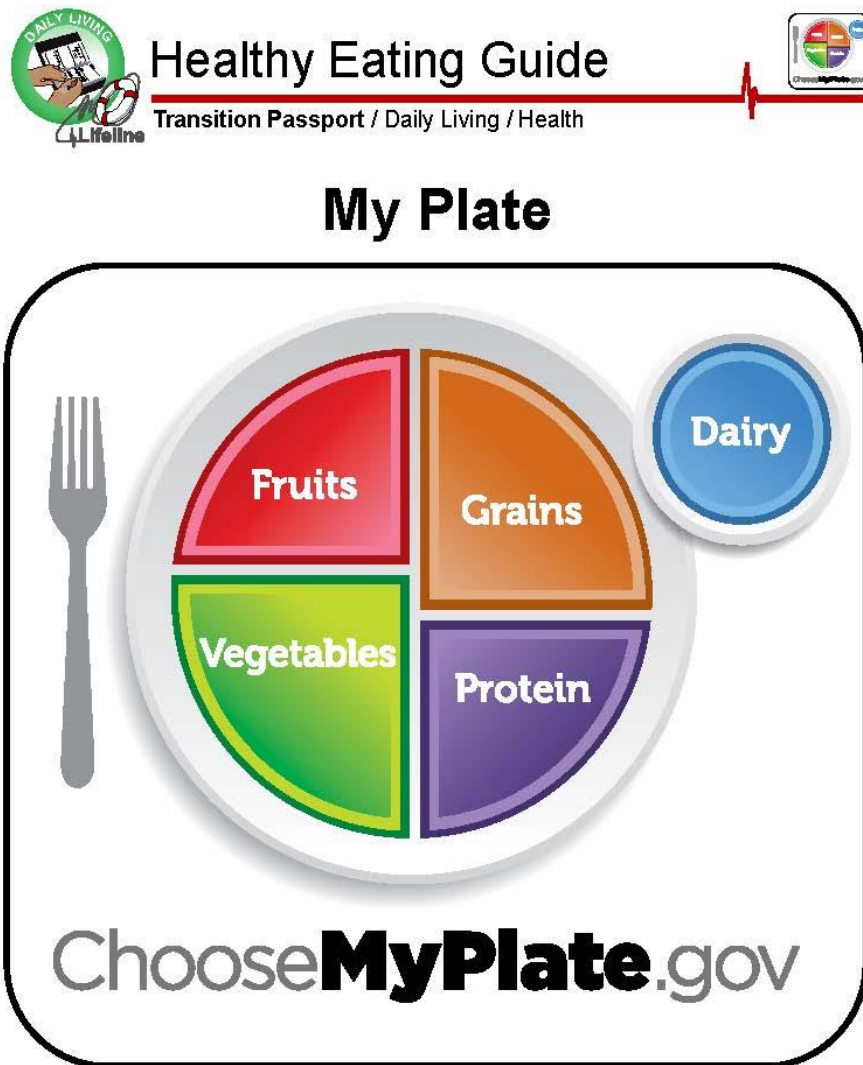
Suggested Length of Time: 2 days

Standards Addressed

Priority:

- NSFACS: 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

Detailed Description/Instructions: Introduce MyPlate and the healthy eating habits. Identify healthy eating habits in the student's lives.





Healthy Eating Guide

Transition Passport / Daily Living / Health



1. Vary your **veggies**.



2. Focus on **fruits**.



3. Get calcium. Drink **milk**.



4. Drink **water** instead of sugary drinks.



5. Try to eat **whole grains**.



6. Vary **proteins**: lean meat, seafood, beans, poultry.



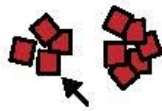


Healthy Eating Guide

Transition Passport / Daily Living / Health



Other Healthy Eating Tips:



Eat less.



Eat slower.



Eat the right amounts.



Eat less sugary foods.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)
Read, follow and help prepare recipes.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Food Safety and Sanitation	Daily Living Safety	Discuss kitchen safety.	3 days
Kitchen Principles	Kitchen Equipment	Introduce cooking utensils and discuss their purpose. Complete the matching worksheet below.	2 days
Kitchen Principles	Measuring Lab	See measuring worksheet to complete. Students will have to practice measuring, sugar, brown sugar, flour, vanilla, water, and butter using the correct measuring utensil for the task.	1 day
Food Preparation	Meal Preparation	Follow the food preparation steps for a recipe as a class.	3 days
Nutrition	Food Groups	Introduce the food group chart and practice identifying which food group a food fits into.	2 days
Nutrition	Serving Sizes	Discuss serving sizes and practice identifying appropriate sizes of servings.	2 days
Nutrition	My Plate	Introduce MyPlate and the healthy eating habits. Identify healthy eating habits in the student's lives.	2 days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.