



Family and Consumer Sciences 2009-2016



Waterford Public Schools

Family and Consumer Sciences Curriculum 2009-2016

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Family and Consumer Sciences Curriculum Revision Committee

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Waterford Public Schools

Family and Consumer Sciences

Mission Statement

According to the State Frameworks, Family and Consumer Sciences is an educational discipline based on the family and on the relationship between work and family. The mission of the Family and Consumer Science program is to empower individuals to effectively manage emerging life issues by applying skills, analyzing options, and strengthening interpersonal competencies through an interrelated curriculum.

Participation in the program enables students to develop skills to manage their own personal, family, and career lives, and to develop insights into the interaction within families and the relationship of work and family. Family and Consumer Sciences Education applies academic learning to hands-on application and should be an integral part of the education to adulthood.

Goals

The goal of Family and Consumer Sciences education is to prepare students for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for this endeavor.

- Strengthening the well being of individuals and families across the lifespan
- Becoming responsible citizens and leaders in family, community, and work settings
- Promoting optimal nutrition and wellness across the lifespan
- Managing resources to meet the material needs of individuals and families
- Balancing personal, home, family, and work lives
- Using critical and creative thinking skills to address problems in diverse family, community and work environments
- Successful life management, employment, and career development
- Functioning effectively as providers and consumers of goods and services
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

Family and Consumer Sciences
National and Connecticut Performance Standards and Competencies
Content Area: Nutrition, Food Production, and Services

- A. Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education.
1. Demonstrate employability skills in community & workplace settings.
 2. Identify the benefits of individual and family participation in community activities.
 3. Demonstrate an understanding of management processes of individual and family resources related to food production, nutrition, and hospitality.
 4. Analyze the relationship of the environment to family and consumer resources as related to food production, nutrition and hospitality.
 5. Identify policies that support consumer rights & responsibilities as related to food production, nutrition and hospitality.
 6. Describe the impact of technology on individual and family resources as related to food production, nutrition and hospitality.
 7. Describe the interrelationships between the economic system and consumer actions as related to food production, nutrition and hospitality.
 8. Demonstrate the management of financial resources and analyze how individuals and families manage resources to meet goals relating to food production, nutrition and hospitality.
 9. Identify factors that impact consumer advocacy related to food production, nutrition and hospitality.
- B. Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the lifespan.
1. Compare the impact of psychological, cultural, and social influences on food choices and other nutrition practices.
 2. Recognize the impact of global and local events and conditions on food choices and practices.
- C. Nutritional Needs: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.
1. Assess the effect of nutrients on health, appearance, and peak performance.
 2. Research the relationship of nutrition and wellness to individual and family health throughout the lifespan addressing the diversity of people, culture, and religions.
 3. Assess the impact of food and diet fads, food addictions, and eating disorders on wellness.
 4. Appraise sources of food and nutrition information, including food labels, related to health and wellness.
- D. Acquisition, Handling & Use of Foods: Demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
1. Apply various dietary guidelines in planning to meet nutrition and wellness needs.
 2. Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
 3. Assess principles to maximize nutrient retention in prepared foods.
 4. Critiques the selection of foods to promote a healthy life style.
 5. Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.

Family and Consumer Sciences
National and Connecticut Performance Standards and Competencies
Content Area: Nutrition, Food Production, and Services

- E. Food Safety: Evaluate factors that affect food safety, from production through consumption.
 - 1. Determine conditions and practices that promote safe food handling and inspection.
 - 2. Identify safety and sanitation practices throughout the food chain.
 - 3. Describe food borne illness as a health issue for individuals and families.
- F. Science and Technology: Evaluate the impact of science and technology on food consumption, safety, and other issues.
 - 1. Describe the impact of technological advances on selection, preparation, and home storage of food.
- G. Career Paths: Analyze career paths within the hospitality, food production and services, food science, dietetics and nutrition industries.
 - 1. Determine the roles and functions of individuals engaged in hospitality, food production and services, food science, dietetics, and nutrition careers.
 - 2. Identify opportunities for employment and entrepreneurial endeavors.
 - 3. Examine education and training requirements and opportunities for career paths in hospitality, food production and services, food science, dietetics, and nutrition.
- H. Safety, Security & Environmental Issues: Demonstrate procedures applied to safety, security and environmental issues.
 - 1. Demonstrate ability to ensure safety.
 - 2. Examine utilization of resources and ways to conserve them.
- I. Service: Apply concepts of service to meet customer expectations.
 - 1. Practice service methods.
 - 2. Determine the relationship between an employee's actions and customer satisfaction.
 - 3. Employ strategies for resolving complaints.
- J. Food Safety & Sanitation: Demonstrate food safety and sanitation procedures.
 - 1. Identify pathogens found in food and their role in causing illness.
 - 2. Employ food service management safety/sanitation program procedures.
 - 3. Practice good personal hygiene/health procedures, and report symptoms of illness.
 - 4. Demonstrate proper receiving and storage of both raw and prepared foods.
 - 5. Demonstrate food handling and preparation techniques that prevent cross contamination between raw, cooked and ready-to-eat foods and between animal or fish sources and other food products.
 - 6. Examine current types and proper uses of cleaning materials and sanitizers.
 - 7. Demonstrate waste disposal and recycling methods.
- K. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment.
 - 1. Operate tools and equipment following safety procedures.
 - 2. Maintain tools and equipment following safety procedures.
 - 3. Demonstrate procedures for cleaning and sanitizing equipment.
 - 4. Demonstrate procedures for storage of equipment and tools.
- L. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.
 - 1. Apply menu-planning principles to develop and modify menus.
 - 2. Examine food and equipment needed for menus.
 - 3. Prepare menu layout and design.
 - 4. Monitor recipe/formula proportions and modifications for food.

Family and Consumer Sciences
National and Connecticut Performance Standards and Competencies
Content Area: Nutrition, Food Production, and Services

- M. Food preparation: Demonstrate preparation for all menu categories to produce a variety of food products.
 - 1. Demonstrate skills in knife, tool and equipment handling.
 - 2. Demonstrate a variety of cooking methods including roasting, baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, wokking, convection, microwaving, and other emerging technologies.
 - 3. Apply the fundamentals of time and temperature to cooking, cooling, and reheating of a variety of foods.
 - 4. Prepare various meats, seafood, and poultry.
 - 5. Prepare various stocks, soups and sauces.
 - 6. Prepare various fruits, vegetables, starches and farinaceous items.
 - 7. Prepare various salads, dressings, marinades, and seasonings.
 - 8. Prepare sandwiches, canapés, and appetizers.
 - 9. Prepare baked goods and desserts.
 - 10. Prepare breakfast meats, eggs, cereals and batter products.
 - 11. Demonstrate food presentations techniques.
 - 12. Describe the purpose and various uses of convenience food items.
 - 13. Monitor recipe/formula proportions and modifications for food production.
- N. Food Service Management Functions: Demonstrate implementation of food service management functions.
 - 1. Apply accounting principles in planning food products.
 - 2. Implement marketing plan for food sales.
- O. Internal and External Customer Service: Demonstrate the concept of internal and external customer service.
 - 1. Demonstrate quality services.
 - 2. Examine the relationship between employees and customer satisfaction.
 - 3. Apply strategies for resolving complaints.
 - 4. Demonstrate sensitivity to diversity and individuals with special needs.

Family and Consumer Sciences
National and Connecticut Performance Standards and Competencies
Content Area: Early Childhood Education and Services

- A. **Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education.**
 - 1. Analyze strategies to manage multiple individual, family, career and community roles and responsibilities.
 - 2. Demonstrate an understanding of management of individual and family resources related child development, parenting education, and early childhood education and services.
 - 3. Describe the impact of technology on individual and family resources as related to child development, parenting education, and early childhood education and services.
 - 4. Identify factors that impact consumer advocacy related to child development, parenting education, and early childhood education and services.
 - 5. Identify and demonstrate communication skills that contribute to positive relationships.
 - 6. Describe the roles of teamwork and leadership skills in the family, workplace, and community.
- B. **Principles of Human Growth & Development: Analyze principles of human growth and development during childhood.**
 - 1. Explain physical, emotional, social, and intellectual development.
 - 2. Describe interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood.
 - 3. Apply elements of human growth and development.
- C. **Factors Affecting Human Growth & Development: Analyze conditions that influence human growth and development during childhood.**
 - 1. Investigate the impact of heredity and environment on human growth and development during childhood.
 - 2. Explain society's influence on the behavior of caregivers and family members resulting in the impact of changing economic conditions on parenting practices.
 - 3. Describe the effects of gender, ethnicity, and culture on individual development during childhood.
 - 4. Describe the effects of life events during childhood on individual's physical and emotional development.
- D. **Strategies for Promoting Growth & Development: Analyze strengths that promote growth and development during childhood.**
 - 1. Explain the role of nurturance on the growth and development of children.
 - 2. Explain the role of communication on the growth and development of children.
 - 3. Explain the role of support systems in meeting the growth and development needs of children.
- E. **Roles and Responsibilities of Parenting: Analyze the roles and responsibilities of parenting.**
 - 1. Examine parenting roles across the life span.
 - 2. Describe the expectations and responsibilities of the family unit.
 - 3. Predict consequences of parenting practices to the individual, family, and society.
 - 4. Identify various societal conditions that impact parenting across the life span.
 - 5. Compare and contrast cultural differences in roles and responsibilities of parenting.
- F. **Parenting Practices: Evaluate parenting practices that maximize human growth and development.**
 - 1. Select nurturing practices that support human growth and development.
 - 2. Apply communication strategies that promote positive self-esteem in children.
 - 3. Analyze common practices and emerging research about discipline on human growth and development.

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Content Area: Early Childhood Education and Services

4. Assess the possible impacts of abuse and neglect on children and families and determine methods of prevention.
5. Determine criteria for selecting care and services for children.
- G. **External Support Systems: Evaluate external support systems that provide services for parents.**
 1. Identify community resources and services available for families.
 2. Describe community resources that provide opportunities related to parent education.
 3. Identify the benefits of individual and family participation in community activities.
- H. **Pre-Parenting Factors: Analyze physical and emotional factors related to beginning the parenting process.**
 1. Identify biological processes related to prenatal development, birth, and health of child, mother and father.
 2. Recognize biological and environmental factors that affect the health of the child and parents.
 3. Consider the emotional factors of prenatal development and birth in relation to the health of the parents and child.
 4. Identify alternatives to biological parenthood.
 5. Describe legal and ethical technological advances from conception to birth.
- I. **Career Paths: Analyze career paths within early childhood, education and childhood services and related fields.**
 1. Identify personality traits of an individual well suited to careers working in early childhood.
 2. Determine the roles and functions of individuals engaged in early childhood, education, child-care services and related fields.
 3. Identify opportunities of employment and entrepreneurial endeavors.
 4. Identify education and training requirements and opportunities for career paths in early childhood education, child-care services and related fields.
 5. Describe the economic impacts of early childhood education, child-care services occupations and related fields.
 6. Demonstrate employability skills in community and workplace settings.
- J. **Developmentally Appropriate Practices: Analyze developmentally appropriate practices to plan for early childhood, education and childcare services.**
 1. Explain child development theories and their implications for educational and childcare practices.
 2. Determine a variety of assessment methods to observe and interpret children's growth and development.
 3. Identify various cultural and environmental influences when assessing children's development.
 4. Recognize the major exceptionalities in IDEA and how they affect the classroom environment.
 5. Determine and demonstrate strategies that promote children's growth and development.
- K. **Integration of Curriculum: Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.**
 1. Identify a variety of curriculum and instructional models.
 2. Plan learning activities in all curriculum areas that meet the developmental needs and learning styles of children.
 3. Identify and develop an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values.

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Content Area: Early Childhood Education and Services

4. Identify and develop a variety of teaching methods to meet individual needs of children.
 5. Describe possible arrangements of learning centers that provide for children's exploration, discovery, and development.
 6. Determine and demonstrate methods to establish activities, routines, and transitions.
- L. **Safe & Healthy Learning Environment: Plan a safe and healthy learning environment for children.**
1. Describe methods to manage physical space to maintain a safe and healthy learning environment.
 2. Apply safe and healthy practices that comply with local regulations.
 3. Implement strategies to teach children health, safety, and sanitation habits.
 4. Plan for the nutritional needs of children.
 5. Describe the process for recognizing and reporting suspected child abuse and neglect.
 6. Identify basic health practices and disease prevention procedures for workers and children regarding childhood illness and communicable diseases.
 7. Identify and plan security and emergency procedures.
- M. **Positive Collaborative Relationships: Demonstrate techniques for positive collaborative relationships with children.**
1. Establish developmentally appropriate guidelines for behavior.
 2. Demonstrate problem-solving skills with children.
 3. Identify interpersonal skills that promote positive and productive relationships with children.
 4. Describe strategies for constructive and supportive interactions between children and families.
 5. Determine methods for communicating information to parents.
- N. **Professional Practices & Standards: Demonstrate professional practices and standards related to working with children.**
1. Identify various opportunities for continuing training and education.
 2. Describe the importance of demonstrating enthusiasm, initiative, ethical behavior and commitment to program goals and improvements.
 3. Identify established professional organizations that are supportive of careers in early childhood development.

Clark Lane Middle School
Course Description

8th Grade Culinary Arts

The 8th grade curriculum introduces students to the World of Foods through familiarization with cooking procedures and ingredients, career exploration and the discovery of personal tastes. Many opportunities are provided for students to practice hands-on learning through lab experiences. Students work in groups of three to polish basic cooking skills, to try new foods and flavors, and to pay attention to food presentation.

The foundation of this course requires more than just knowing the basics of cooking. The class lends itself well to realizing the importance of reading, listening to and interpreting directions carefully. It also involves opportunities to refine cooperative work skill, organizational skills, and time management skills.

Resources:

Food, Nutrition, and Wellness. Glencoe.

Look What's Cooking Fresh Ideas for Demos and Labs, Angel, Colleen.
Learning Zone Express.

62 Easy and Delicious Cooking Activities, Bunnell, Jean. J. Weston Walch.

Light and Tasty Cooking Labs, Bunnell, Jean. J. Weston Walch.

Cooking with Class. Learning Zone Express.

Videos:

The Danger Zone. USDA

Small Utensils for the Kitchen. Meridian Education Corporation.

Fast Food Survival Guide. Learning Seed.

My Pyramid. Gov Steps to a Healthier You.

Breakfast: The Most Important Meal of the Day. Meridian Education Corporation.

Kitchen Fundamentals: Common Tools & Techniques. Learning Zone.

Why We Eat What We Eat. Learning Zone.

Food Preparation Skills & Techniques. The School Co.

Baking Basics: Quick Breads. Learning Zone.

Spoiled Rotten. Learning Zone.

Label-Ease. National Dairy Council.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

COURSE: 8th Grade Culinary Arts

STAGE 1: IDENTIFY DESIRED RESULTS

Family & Consumer Science National and State Standards: Nutrition, Food Production, and Services:

- B. Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the lifespan.
- C. Nutritional Needs: Evaluate and assess the nutritional needs and effects of individuals and families in relation to health and wellness across the life span.
- D. Acquisition, Handling and Use of Foods: Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- E. Food Safety: Evaluate factors that affect food safety, from production through consumption.
- J. Food Safety & Sanitation: Demonstrate food safety and sanitation procedures.
- M. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products.

Clark Lane Middle School's mission is to ensure that every student demonstrates the mastery of academic and life skills necessary to achieve success and become a responsible citizen.

Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Making healthy food choices can affect one's physical, emotional and social health. 2. Many factors influence our food choices. 3. A successful food product depends on many factors. 4. Healthy nutritious foods can be easy to prepare. 5. Preparing healthy, nutritious foods is a life skill. 	<ol style="list-style-type: none"> 1. Why is it important to make healthy food choices? 2. How can the Food Guide Pyramid help us to make wise food choices? 3. What are some of the factors that influence what we choose to eat? 4. How do the skills you've learned in other classes help you to prepare successful food products? 5. How would you compare homemade foods with fast foods or ready to eat foods?

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6. Safety is a big part of food preparation.	6. What is food poisoning? 7. What are the 4C's of food poisoning prevention? 8. Why is it important to pay full attention to what you are doing while cooking? 9. What are some things to keep in mind when cooking?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
Students will know... 1. Healthy food choices will positively affect social, physical and emotional health. 2. By using the Food Guide Pyramid as a guideline you will be making wise food choices. 3. Availability, money, peer pressure and the media all influence food choices. 4. Health issues, family traditions and culture can affect your food options. 5. Cooking involves applying math skills, reading and critical thinking skills along with the basic food preparation skills experience. 6. Accurate measuring is important for the success of a recipe. 7. Cooking can be fun and easy if you learn the basics of cooking.	Students will be able to... 1. Discuss the importance of food fitness, especially to the middle school student. 2. Describe how you can use the new Food Guide Pyramid to help make healthy food choices. 3. List some of the specific factors that influence food choices in various situations. 4. Identify and properly use kitchen equipment in the foods lab and at home. 5. State the proper methods of measuring various types of ingredients and apply methods during class labs. 6. Demonstrate cooperative teamwork and leadership skills while working in the foods lab. 7. Define common recipe terms and apply them during laboratory experiences.

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	<p>8. Translate various types of recipes during cooking labs.</p> <p>9. Effectively manage lab time.</p> <p>10. Explain the 4C's of food poisoning prevention.</p> <p>11. Define the "danger zone".</p> <p>12. Practice correct safety, sanitation, and environmental practices in preparing foods both in the lab class and at home.</p> <p>13. Identify career opportunities in the field of foods.</p> <p>14. Prepare various food products using basic culinary skills.</p>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
<p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>Given notes and lessons on Safety and Sanitation , students will be able to achieve 70% or better on a related assessment on both food and kitchen safety.</p> <p>Given notes and lessons on cooking equipment and terms, students will be able to achieve 70% or better on a related assessment.</p> <p>Students will interpret and use the new Food Guide Pyramid in their food selections.</p> <p>Students will make appealing products.</p>	<ul style="list-style-type: none"> • Quizzes • Work sheets • Work samples • Lab rubrics

LAB GRADE SHEET

Names: _____

Date: _____

Kitchen: _____

Class: _____

Product: _____

Every category will be given a score of 1 to 5..

1= very poor work

2= poor work

3= average work

4= good work

5= great work

(left hand space for student grade, right hand grade Mrs. D's)

*space under each category is for justification of score.

1. Preparation

- Books, jackets, etc. away
 - Hair tied back
 - Hands washed
 - Recipe read
 - Listened to instructions
-

2. MISE EN PLACE

- Assembled ingredients and prepped.
 - Gathered tools and equipment.
 - Arranged tools in order of use.
 - Measured ingredients.
 - Followed recipe.
-

3. Product

- Looks good.
- Right texture.
- Right amount.
- Tastes good.

4. Individual work.

- Followed instructions.
- Paid full attention/no distracting.
- Time management
- Cooperation
- Shared responsibilities

5. Group work

- Everyone got along
- Work was shared

Totals:

Comments:

Final grade: _____

Waterford High School
Course Description

Intro to Culinary Arts

This is a fun course that focuses on basic skills needed in food preparation, safety and sanitation. In this class you will study about food and culture: why we eat what we eat. You will study safety and sanitation before you get into the kitchen labs and you will participate in a cooking demo! You learn about *mise en place*, how to follow directions and work cooperatively with a team to accomplish cooking labs. Labs are from apple crisp to cheese pizza. Save those recipes! You will want to use them over and over again. Open to all grades (9-12).

Prerequisite: None
Credits: 0.5

Resources:

Food for Today, Kowtaluk, Helen. Glencoe, McGraw Hill.

www.cdc.gov/foodsafety/

www.cfsan.fda.gov

www.nal.usda.gov

www.fsis.usda.gov

www.orst.edu

www.ift.org

www.ibiblio.org

www.restaurant.org

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

Content Standards Applied to Topics in:
INTRO TO CULINARY ARTS

STAGE 1: IDENTIFY DESIRED RESULTS	
Content Standard(s)	
<i>Generalizations about what students should know and be able to do</i>	
<p>Family & Consumer Science National and State Standards: Nutrition, Food Production, and Services:</p> <ul style="list-style-type: none"> B. Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the lifespan. C. Nutritional Needs: Evaluate and assess the nutritional needs and effects of individuals and families in relation to health and wellness across the life span. D. Acquisition, Handling and Use of Foods: Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the lifespan. E. Food Safety: Evaluate factors that affect food safety, from production through consumption. F. Science and Technology: Evaluate the impact of science and technology on food consumption, safety and other issues. J. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures. K. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment. M. Food Preparation: Demonstrate preparation for all menu categories to produce a variety of food products. <p>Waterford High School Expectations for Student Learning:</p> <ul style="list-style-type: none"> 1. Communicate in Standard English for a variety of purposes. 2. Read a variety of materials for the understanding, evaluations, and synthesis of information. 3. Apply mathematical principles to organize data, draw accurate conclusions, and solve and justify problems. 4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses. <p>Waterford High School Social Expectations</p> <ul style="list-style-type: none"> 10. Engage actively in cooperative work to accomplish a specific task. 	

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Safety and Sanitation

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Kitchen safety is the key to kitchen efficiency. 2. Food borne disease is a result of improper hygiene, food handling and storage techniques. 3. Hands must be washed constantly when dealing with food. 	<ol style="list-style-type: none"> 1. Why is it important to keep a clean kitchen? 2. What are the safety procedures to follow using kitchen equipment? 3. What are the temperatures that kill bacteria? 4. How are food-borne germs spread? 5. Is there any food that is free of germs or microorganism that are poisonous?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Food safety and sanitation guidelines. 2. The microbes on our food that can cause food poisoning are usually controlled by heating and/or chilling our food. 3. To avoid causing foodborne illness, hot food should be served hot and cold food should be cold. 4. To prevent illness by practicing good personal hygiene, using sanitary work methods, keeping the kitchen clean and keeping food at proper temperatures. 5. Good management and safe work habits are the keys to kitchen safety. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Determine conditions and practices that promote safe food handling and inspection. 2. Identify safety and sanitation practices. 3. Describe food borne illness as a health issue for individuals and families. 4. Explain how proper food handling practices can prevent foodborne illness. 5. Practice good personal hygiene.

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<p>6. Common kitchen hazards include fall, cuts, shock, and burns.</p> <p>7. To reduce trash, identify ways to reduce, reuse, and recycle.</p> <p>8. If food is handled improperly, microorganism can multiply and cause foodborne illness and cross contamination.</p> <p>9. Temperature is one of the most important factors in food safety.</p> <p>10. The procedures for cleaning and sanitizing tools and equipment.</p> <p>11. Spills on the floor can cause accidents. Keep the floor clean and clear of clutter. Wipe up spill, spatters and peelings so that no one will slip on them.</p>	<p>6. Demonstrate food handling and preparation techniques that prevent cross contamination.</p> <p>7. Demonstrate waste disposal and recycling methods.</p> <p>8. Operate and maintain tools and equipment following safety procedures.</p> <p>9. Demonstrate procedures for cleaning, sanitizing equipment and tool storage.</p> <p>10. Work together as a team in the kitchen lab.</p> <p>11. Describe potentially hazardous foods.</p> <p>12. Define the food temperature danger zone and identify temperatures that fall within that zone.</p> <p>13. Outline procedures for addressing spills on the floor.</p>
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

<p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>Students working in small teams will create a kitchen safety and sanitation poster, which will be displayed around the kitchen laboratory. Students will review rules and decide among their group which rules they feel are the ten most important safety and sanitation rules/guidelines to follow in the lab, along with the importance of workplace safety. Poster should include artwork or illustrations.</p>	<ul style="list-style-type: none"> • Quizzes • Laboratory experience • Class discussion • Worksheets • Work samples • Chapter questions • Task specific rubrics

Name: _____ Date: _____ Block: _____ Score: _____

POSTER RUBRIC

CATEGORY	4 Above Proficient	3 Proficient	2 Below	1 Lacking
Title	Title can be read from 6 ft. away, it is quite creative and it uses WordArt.	Title can be read from 4 ft. away, describes content well, and it uses WordArt.	Title can be read from 4 ft. away, describes the content well, and it doesn't use WordArt.	The title is too small and/or does not describe the content of the poster well, and/or it does not use WordArt.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Feedback:

Subtotal: _____

Weight: _____

Total: _____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Kitchen Basics

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Math skills are necessary when following recipes and cooking in general. 2. Accurate measurement is the key to successful food preparation. 3. One must be familiar with the kitchen equipment and food terminology. 	<ol style="list-style-type: none"> 1. Why is a recipe necessary when preparing foods? 2. Why change a recipe? 3. Why is accuracy so important when measuring ingredients?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. To follow a recipe you need to understand the meaning of the terms used. 2. You can alter the yield of a recipe by changing the amounts of ingredients. 3. Recipes include weight and volume measurements in customary or metric units. 4. For accurate measurements, select the right tools and follow the correct procedures. 5. Equipment for measuring liquid and dry ingredients. 6. Changing the yield of a recipe. 7. The rules of <i>Mise en place</i>. 8. Types and uses of cutlery. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify the components and functions of a standardized recipe. 2. Convert recipes to yield smaller and larger quantities. 3. Describe the use of common liquid and dry measure tools. 4. Explain the difference between dry and liquid measuring cups. 5. Apply effective <i>Mise en place</i> through practice. 6. Identify different functions of several types of knives. 7. Demonstrate the use of a chef's knife and a paring knife. 8. Demonstrate several basic preparation techniques.

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9. Before using a recipe, check to be sure it includes certain basic information and is clearly written.	9. Read and follow recipe directions.
10. Methods of recipe conversion.	10. Demonstrate cooking terminology.
11. Formatting of recipes.	11. Accurately measure dry and liquid ingredients.
12. Common recipe abbreviations.	12. Calculate basic fractions when measuring ingredients.
13. Various kitchen tools and utensils and their uses.	13. List information that should be included in a recipe.
14. Various food presentation techniques.	14. Identify commonly used abbreviations and equivalents used in recipes.
15. Time management in the kitchen.	15. List equipment needed to prepare recipes.
16. Teamwork in the school kitchen labs.	16. Prepare basic recipes.
17. The three basic types of cooking methods-moist heat, dry heat and frying affect food differently.	17. Develop food presentation techniques.
18. Heat travels by conduction, convection or radiation.	18. Describe ways in which heat is transferred to food.
19. When food is heated the color, flavor, aroma, and texture are all affected.	

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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Assign a group of four students to each unit in the foods laboratory. One at a time, read the list of foods given below. Ask students to locate all the equipment that they think would be used in preparation of the food item. After a short time to get out the equipment, ask one unit to show to the class the equipment they chose, describing why they think it would be needed. Other units should show and describe only equipment not previously mentioned. This activity will familiarize students with the equipment in the units as well as help them learn to prepare equipment lists for laboratory activities.</p> <p><i>Homework activity:</i> Find and write down a recipe from home. Lists all the equipment needed in order to prepare the recipe.</p> <p>Recipes to be named: <i>spaghetti; tacos; hamburger patties, scrambled eggs; sugar cookies, vegetable stew; and apple pie.</i></p>	<ul style="list-style-type: none"> • Chapter questions • Quizzes/test • Labs • Class Discussion • Worksheets • Work samples • Lab rubrics

Scoring Rubric: Kitchen Lab performance Evaluation

Kitchen # _____ Product Name: _____ Block: _____ Date: _____
 Cook: _____ Asst. Cook: _____ Manager: _____ Swing: _____

Criteria	Professional (5)	Above Proficiency (4)	Proficient (3)	Below Proficiency (2)	Lacks Proficiency (1)
Personal hygiene IV a,b,c,d	Follows the 5 hand washing steps; hair is secured; apron is worn properly	Follows 4 out of 5 hand washing steps; hair is secured and apron is worn.	Follows 3 out of 5 hand washing steps; hair is secured; however not properly; apron is on	Follows 2 out of 5 hand washing steps; hair does not stay secured; apron is dirty.	Does not follow steps of hand washing; hair not secured and no apron is worn.
Sanitation IV a,b,c,d	All work surfaces are cleaned w/a detergent and sanitized before & after lab; sink area is wiped clean at end of lab. Maintains clean work space throughout activity. Floor is swept under table & around work triangle.	Work surfaces are cleaned w/a detergent & sanitized before & after lab; sink area is left clean & dry. Maintains clean work space. Floor is swept under table & work area	Work surfaces moderately cleaned; needed reminding of sink sanitation. Floor is swept in work triangle area only.	Work surfaces need to be cleaned & sanitized with more care to prevent cross-contamination. Floor area was not swept.	Does not follow sanitation rules when working in the kitchen lab.
Personal and Food Safety IV a,b,c,d	Extreme care is taken with all tools & equipment, including cutlery. Always pulls oven racks out; follows all safety rules as stated in beginning of course. Avoids cross-contamination throughout activity.	Care is taken with all tools & equipment, including cutlery. Pulls oven rack out occasionally; follows safety rules as stated; avoids cross-contamination	Misuse in care & procedures for some tools, equipment &/or cutlery; needs to pull oven rack out; needs to follow safety rules as stated; may have caused cross-contamination.	Below proficiency with food safety procedures and has caused cross contamination with food or surface due to misuse of tool & equipment.	Lacks proficiency with too many personal and food safety issues.
Mise en Place (prep & planning) IIa,b,d IV a,b,c,d	Thorough and efficient planning is evident before and during lab activity. Jobs are rotated daily; all food measurements and equipment are in place on work table in order of usage. All utensils & tools are organized & stored properly	Thorough planning is evident before and during lab activity. Jobs are rotated daily; food measurements & equipment are in place on work table in order of usage. Tools & utensils are organized & stored properly	Adequate planning is evident during lab activity; usually rotates job responsibilities. Needs prompting to do planning. Some disorganization with Mise en place.	Planning is not evident; too much talking and not doing your job responsibilities. Doesn't listen & is not organized with Mise en place.	Lacks knowledge in prep work and planning. Kitchen is not organized at end of lab.
Directions oral & written III, 2a,b,c,d IV a,b,c,d,	Very attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block.	Attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block	Listens to directions w/some prodding; understands most recipe terms; product came out okay and group just finishes when the bell rings	Does not listen to oral direction; written directions are confusing; product is over/under cooked; lab is incomplete at the end of block	Does not follow any directions; does not understand terms; product and lab are incomplete
Social Manners 7,8,9,10	Excellent social manners & table etiquette; table is set correctly	Very good social manners & table etiquette; one error in table setting	Good social manners & table etiquette; two errors in table setting	Below average with social manners & table etiquette; three errors in table setting	Does not demonstrate social or table manners; wrong table setting

SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

Sub total: _____
 (wt. x 1.66)
 Lab Total: _____
 (out of 50 pts)

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FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Culinary Nutrition

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. There should be a balance between food intake and physical activity. 2. Childhood obesity is a major concern in our nation today. 	<ol style="list-style-type: none"> 1. What does the food pyramid have to do with my eating habits? 2. How does nutrition affect wellness?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. The six major types of nutrients work as a team. 2. Lack of or excess of certain nutrients can result in poor health. 3. The energy supplied by nutrients is measured in calories. 4. Each vitamin and mineral has specific functions and food sources. 5. Some minerals are needed in large amounts and others in small amounts. 6. Carbohydrates include complex and simple carbohydrates. 7. Complete protein can be obtained by eating animal foods or a wide variety of plant foods. 8. Fats perform several important jobs. 9. Eating too much fat is linked with several health problems. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Name the six major types of nutrients. 2. Give guidelines regarding calorie needs and calorie sources. 3. Describe the sources and functions of each nutrient category. 4. Differentiate between types of fats. 5. Differentiate between types of carbohydrates. 6. List food sources of each major nutrient. 7. Calculate calorie intake. 8. Use the food pyramid to evaluate individual food intake. 9. Apply RDA to individual consumption of food.

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<p>10. There are three types of fatty acids, saturated, polyunsaturated, and monounsaturated.</p> <p>11. The Food Guide Pyramid shows the approximate number of servings needed each day from each of the five food groups.</p> <p>12. Choosing nutrient-dense foods from the food groups will help you get the nutrients you need without excess calories.</p> <p>13. All food labels must include certain basic information.</p> <p>14. Good nutrition is an important part of physical health and wellness.</p>	<p>10. Prepare, cook, and store food to retain nutrients.</p> <p>11. List ways to reduce the amount of fat, cholesterol and sodium in recipes.</p> <p>12. Read and analyze food labels.</p> <p>13. Analyze the connection between health and exercise.</p>
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

<p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>The students will work together in their lab teams to plan a nutritious breakfast, lunch, dinner and two snacks for an average healthy adult. Use the Food Guide Pyramid as a guide for presenting a healthful mix of foods. The total day's servings should be as suggested by the USDA food guidelines for Americans. Within your plan, you are to include a description of serving sizes of each items, the overall appeal of each meal, and the ways to prepare, cook and store each items so that nutrients are retained. When finished, trade menus with another team. Evaluate the menu for nutritional value, variety, and appeal. Suggest foods that can be substituted or modified to reduce the amount of fat and cholesterol. Students will give feedback and comments to other groups.</p>	<ul style="list-style-type: none"> • Tests/quizzes • Written report • Related work sheets • Work samples • Lab rubrics

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FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Food Production

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Food, food preparation and food consumption serve a variety of roles in people's lives. 2. If you can read and follow directions then your cooking experience will be successful. 3. Heat releases flavor and aroma from foods. Cooking different foods together allows flavors to mingle, creating a pleasing combination. 4. All nutrients are important in how foods are prepared. 	<ol style="list-style-type: none"> 1. How does heat affect aroma? 2. Can the amount of an ingredient make a difference in a recipes' outcome? 3. How can a few ingredients make a moist, light cake or an apple pie with a flaky crust? 4. What are chemical leavening agents? 5. What is kneading? 6. How can you tell if dough is ready to shape and bake? 7. What skills should one possess to create nutritional meals?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Safety and sanitation principles. 2. How to handle tools and equipment correctly. 3. The three basic types of cooking methods. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Practice principles of safety and sanitation when working with food in the kitchen lab. 2. Demonstrate proficiency in mathematical skills to multiply and divide recipes. 3. Identify specific types of moist-heat cooking, dry-heat cooking, and combination methods.

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4. Heat affects the flavor of foods.	4. Prepare foods by using the dry, moist, and combination cooking methods.
5. The different grains used in cooking and baking.	5. Describe some changes in food brought about by cooking.
6. The protein components of flour and their role in choosing mixing methods.	6. Demonstrate proficiency in preparing recipes using the combination method of cooking.
7. Forms of sugars used in baking differ.	7. Identify the various grains used for flour.
8. Different parts of an egg contain different nutrients.	8. Identify different forms of sugar used in cooking and baking.
9. The nutritional contribution of the egg.	9. Identify the parts of the egg.
10. There are four types of leavening agents.	10. Understand the nutritional contribution of the egg.
11. There are different types of liquids that may be used in baked goods and the differences both in nutritional value and quality of the baked item.	11. Demonstrate proficiency in preparing a variety of egg recipes.
12. The different types of flavorings available for baked goods.	12. Understand the differences in leavening agents and when to use them in recipes.
13. The mixing method and the reason kneading is necessary when working with quick breads.	13. Describe the different types of liquids used in baked goods and the nutritional value and quality of the baked item.
14. How to combine ingredients in order to make a successful product.	14. Compare and contrast mixing methods and product outcome for each category of quick breads.
15. The different types of cookies by cultural heritage expressed in holiday and ethnic treats.	15. Demonstrate proficiency in the making of muffins, biscuits, loaf breads, pour & drop batters, soft dough and stiff dough.

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16. The methods of preparing tender pastry dough.	16. Identify cookies by type according to preparation method or amount of flour required.
17. Recipe directions give the mixing method, size and type of pans, and how to prepare them for baking.	17. Prepare the six types of cookies according to preparation methods.
18. When baking, placement and spacing of pans in the oven are important.	18. Identify types of pastry.
19. There is a correct way to set a table.	19. Demonstrate proficiency in preparing pastry.
20. Proper manners and etiquette are important when sampling foods produced in the lab setting, at home and in a restaurant.	20. Explain impact of each ingredient on final product.
21. Pans for baking need to be prepared with grease and flour.	21. Explain how to select and prepare pans for baking.
	22. Demonstrate teamwork and leadership skills in the kitchen laboratory.
	23. Set a table for different menus.
	24. Demonstrate proper table manners in the lab, at home and/or in a restaurant.

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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Students in class will take notes on the different classes of quick breads and their respective mixing methods and the reasons for different mixing methods.</p> <p>Teacher demonstration: using the stiff dough method prepare a pie crust and demonstrate ways to prepare crust for baking.</p> <p>Cooking labs will include: biscuits, scones, pretzels, muffins, loaf breads, cookies and pies.</p>	<ul style="list-style-type: none"> • Chapter questions • Related worksheets • Work samples • Lab rubric • Quizzes/test

Scoring Rubric: Kitchen Lab performance Evaluation

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SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

Sub total: _____
(wt. x 1.66)
Lab Total: _____
(out of 50 pts)

Waterford High School

Course Description

Hospitality

This is a full year course that will introduce you to the exciting world of hospitality. Topics that will be covered include an overview of the entire industry including recreation and travel, the food and beverage industry, the essentials of food safety and sanitation and the basics of running a restaurant. You will explore all aspects of the lodging industry. You will learn about the front office, housekeeping, security and engineering, along with the business behind the glamour such as basics of business structures. Which hospitality career is right for you? If you want to run your own business some day then this course may lead you in the right direction.

Prerequisite: None

Credits: 1.0

Resources:

Hospitality Services. Reynolds, Johnny Sue. Goodheart-Wilcox

Welcome to Hospitality. Chon, Kaye and Maier, Thomas A. Delmar.

American Association for Leisure and Recreation: www.aahperd.org/aair

American Hotel and Lodging Association: www.ahla.com

American Recreation Coalition: www.funoutdoors.com

International Association of Amusement Parks and Attractions:
www.iaapa.org

World Travel and Tourism Council: www.wttc.org

Foodservice Consultants Society International: www.fcsi.org

National Association of Catering Executives: www.nace.net

National Restaurant Association: www.restaurant.org

American Culinary Federation: www.acfchefs.org

Council on Hotel, Restaurant, and Institutional Education: www.chrie.org

International Executive Housekeepers Association: www.ieha.org

Hospitality Sales and Marketing Association: www.hsmai.org
www.halekulani.com

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

Content Standards Applied to Topics in:
HOSPITALITY

STAGE 1: IDENTIFY DESIRED RESULTS	
Content Standard(s)	
<i>Generalizations about what students should know and be able to do</i>	
<p>Family & Consumer Science National and State Standards: Nutrition, Food Production, and Services:</p> <ul style="list-style-type: none"> A. Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education. E. Food Safety: Evaluate factors that affect food safety, from production through consumption. G. Career Paths: Analyze career paths within the hospitality, food production and services, food science, dietetics and nutrition industries. H. Safety, Security and Environmental Issues: Demonstrate procedures applied to safety, security and environmental issues. I. Service: Apply concepts of service to meet customer expectations. J. Food Safety & Sanitation: Demonstrate food safety and sanitation procedures. L. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs. N. Food Service Management Functions: Demonstrate implementation of food service management functions. <p>Waterford High School Expectations for Student Learning:</p> <ul style="list-style-type: none"> 1. Communicate in Standard English for a variety of purposes. 2. Read a variety of materials for the understanding, evaluations, and synthesis of information. 4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses. 6. Utilize technology to obtain, organize and communicate information and to solve problems. <p>Waterford High School Social Expectations</p> <ul style="list-style-type: none"> 10. Engage actively in cooperative work to accomplish a specific task. 	

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 1

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. The hospitality industry is considered to be diverse because it consists of many businesses that are different from each other. 2. The hospitality industry consists of four segments: food/ beverage, lodging, recreation and travel/tourism. 3. Customer service in the hospitality business is the total customer experience with the business. 4. The hospitality industry probably began in 4000 B.C. with the Sumerians. They made beer from grain and sold it in taverns—ancient Egypt encouraged people to travel to visit the pyramids, and the Roman Empire developed the road system which made travel through Europe easier and quicker. 	<ol style="list-style-type: none"> 1. If you could take a vacation anywhere in the world, where would you go? How would you get there? Where would you stay? What would you eat and buy? 2. Why is travel the basis of the hospitality industry? 3. Why is customer satisfaction important? 4. When and where do you think the hospitality industry started?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. The hospitality industry is the world's largest industry. 2. One of every eight jobs in the United States is related to the hospitality industry. 3. The hospitality industry includes many businesses that are different from each other. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Explain why hospitality is important to the economy. 2. Describe the diversity of the hospitality industry. 3. List the four segments of the hospitality industry.

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4. The hospitality industry is composed of four segments: food/beverage, lodging, recreation and travel/tourism.	4. Explain why customers are important to the hospitality business.
5. All of the segments of the hospitality industry must work together to successfully meet customer needs.	5. Describe the needs that hospitality businesses satisfy.
6. Quality service is service that meets or exceeds customer expectations.	6. Describe functions and roles of employees.
7. Hospitality businesses meet the physical and psychological needs of customers.	7. Identify the critical moments in customer service.
8. There are two categories of hospitality employees: front-of-the-house and back-of-the-house.	8. Describe methods of handling customer complaints.
9. A critical moment is a time when the customer's experience makes a bigger impact on satisfactions than other times.	9. Describe the relationship between the change in transportation and the growth of the hospitality industry.
10. Good communication skills are necessary for good service.	10. Identify the challenges that the hospitality industry faces today.
11. The best way to handle customer complaints is to listen and have empathy for the customer's feelings.	11. Predict how knowing trends helps the hospitality manager.
12. The hospitality industry grew along with new modes of transportation.	12. List examples of trends that affect the hospitality industry.
13. Four challenges to hospitality today are delivering consistent service, diversity of the workforce, accommodating special needs and the impact of seasons.	
14. Trends help hospitality managers decide which services to offer.	

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FAMILY AND CONSUMER SCIENCE CURRICULUM

15. Trends that affect the hospitality industry are demographic, social, lifestyle and technology.	
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
<p style="text-align: center;">Performance Task(s)</p> <p style="text-align: center;"><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p style="text-align: center;">Other Evidence</p> <p style="text-align: center;"><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>Activity:</p> <p>Assign students to work in pairs or groups. Provide each pair or group with at least 12, 3" x 5" cards. Tell students to think of as many hospitality businesses as they can and write the name of each one on a separate card. Have the students spread their cards in front of them. Then ask the students to develop categories for the businesses. Students then group the businesses based on those categories. (There should be four categories) Have each group make a poster of their businesses in each category and present their poster to the class. Students should explain the reasons behind their work.</p>	<ul style="list-style-type: none"> • Test/quiz • Worksheets • Time line • Poster • Chapter questions • Class discussion • Task specific rubrics

Name: _____ Date: _____ Block: _____ Score: _____

POSTER RUBRIC

CATEGORY	4 Above Proficient	3 Proficient	2 Below	1 Lacking
Title	Title can be read from 6 ft. away, it is quite creative and it uses WordArt.	Title can be read from 4 ft. away, describes content well, and it uses WordArt.	Title can be read from 4 ft. away, describes the content well, and it doesn't use WordArt.	The title is too small and/or does not describe the content of the poster well, and/or it does not use WordArt.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Feedback:

Subtotal: _____

Weight: _____

Total: _____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 2

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
1. The hospitality industry encompasses a wide range of businesses, each of which is dedicated to the service of people away from home.	1. How many different types of foodservice businesses are there? 2. Why is the Hard Rock Café so successful?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
Students will know... 1. Foodservice businesses can be organized into four categories: quick-service, full-service, catering and hotel/club. 2. The concept of a restaurant makes one restaurant different from another. 3. All food and beverage businesses must accomplish the same 12 tasks. 4. Foodservice within a consumer business includes food and beverage businesses such as movie theaters, sports arenas or museums. 5. The general manager is responsible for the overall operation of the restaurant. 6. Functions for the front of the house are: seating guests, selling food, transmitting orders to the kitchen, serving customers, bussing tables and obtaining payment from customers.	Students will be able to... 1. Describe the four types of commercial foodservice. 2. Describe how a restaurant concept distinguishes one from another. 3. Distinguish between commercial and institutional foodservice. 4. List the functions that all foodservice establishments must perform. 5. Describe foodservice within a consumer business. 6. Explain the importance of customer feedback.

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FAMILY AND CONSUMER SCIENCE CURRICULUM

7. Back of the house functions are: food production, purchasing, receiving, marketing, sales human resources accounting, security and maintenance.	7. List and describe the responsibilities of all people working in the service industry.
8. A banquet is booked through the sales department.	8. List the functions of the front-of-the house.
9. Purchasing, receiving, storage, and inventory are essential tasks in most businesses.	9. List the functions of the back-of-the house.
	10. Explain how a banquet is booked.
	11. Explain how a purchase order is used.
	12. Describe tasks of receiving and inventory.

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Activity: Organize the class into pairs. They are to imagine themselves as business people in the foodservice industry going to a meeting. In the meeting have one half of the group lists their expectations of recreational foodservice businesses. Have the other half of the group list their expectations of retail foodservice. Then pair each recreational person with a retail person and have them compare and contrast their expectations. Each paired group will present their findings to the group as a whole.</p>	<ul style="list-style-type: none"> • Workbook activities • Self-assessment • Class discussions • Test/quiz

Rubric for Classroom Discussion

Name: _____ Date: _____ Block: ____ Score: _____

Criteria	Exemplary	Effective	Minimal	Unsatisfactory
Level of Engagement	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class discussions by inviting their comments <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points	<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis <input type="checkbox"/> Often engages others in class discussions by inviting their comments <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions <input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Does not identify or summarize main points
Preparedness	<input type="checkbox"/> Always prepared for class with assignments and required materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion	<input type="checkbox"/> Usually prepared with assignments and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions	<input type="checkbox"/> Seldom prepared with assignments and required materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions	<input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge
Attitude	<input type="checkbox"/> Consistently positive, cooperative attitude during class <input type="checkbox"/> Always supportive of other students' ideas	<input type="checkbox"/> Usually positive and cooperative with classroom projects and discussions <input type="checkbox"/> Often supportive of other students' ideas	<input type="checkbox"/> Seldom actively participates in classroom projects and discussions <input type="checkbox"/> Sometimes supportive of other students' ideas	<input type="checkbox"/> Rarely if ever participates in classroom projects and discussions <input type="checkbox"/> Occasional disruptive behavior

Assignment Score _____ + Weighting = Final Score _____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 3

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. The menu expresses the concept and theme through the choice of foods on the menu, the prices, and the design of the menu itself. 2. A major cause of foodborne illness is careless employees who do not wash their hands or do not handle food properly. 3. No matter where you go, you expect to be safe. 	<ol style="list-style-type: none"> 1. How do restaurants create menus? 2. Why are standardized recipes important in food production? 3. What makes food look appealing? 4. Why is food safety and sanitation so important to foodservice? 5. Why does the government have an interest in food safety?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. The menu is the basic game plan for a restaurant. 2. Food preparation includes measuring and processing. 3. The three basic cooking methods are moist, dry & dry with fat. 4. Styles of service are over-the-counter, drive-through, cafeteria, buffet, and seated. 5. Many factors must be considered when planning a menu. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Explain how the menu functions as the restaurant's game plan. 2. Give examples of food preparation and cooking methods. 3. List and describe the five basic styles of service. 4. Describe factors to consider when planning a menu. 5. Describe the aspect of food presentation and techniques for serving food.

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FAMILY AND CONSUMER SCIENCE CURRICULUM

6. The three basic aspects of food presentation are plating, portion control and art.	6. List the types of food contaminants.
7. Wait staff should serve from the left and remove from the right.	7. List ways to prevent food contamination.
8. There are three types of contaminants: physical, chemical, and biological.	8. Describe practices that prevent foodborne illness.
9. There are three main ways to prevent foodborne illnesses: personal hygiene, sanitation, and proper handling of food.	9. State the difference between cleaning and sanitizing.
10. Cleaning is the physical removal of soil and sanitizing is the treatment of a surface that has been cleaned to reduce microorganisms.	10. Describe the role of government in preventing foodborne illness.
11. Federal, state, and local government agencies have laws that regulate food safety and sanitation.	11. Explain the Hazard Analysis Critical Control Point and its importance in hospitality.
12. The Hazard Analysis Critical Control Point (HACCP) is a system of assuring food safety.	12. State the main purpose of the Occupational Health and Safety Act.
13. OSHA requires employers to make the workplace free of hazards that might cause injury or death to employees.	13. Explain the purpose of an emergency action plan.
14. An emergency action plan is a detailed plan that describes what to do in case of an emergency.	

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FAMILY AND CONSUMER SCIENCE CURRICULUM

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Imagine that you are the manager of the “Coffee Cup Deli”. You decided to inspect your kitchen during the busiest time of the day, the lunch period. During this inspection you notice salad ingredients and raw chicken on the same counter top. You also notice that your employees are wearing dirty aprons. They are also drying their hands on their aprons.</p> <p>Answer and report on the following questions:</p> <ol style="list-style-type: none"> What sanitation hazards do you notice during your inspections? Which hazards could cause an out break of foodborne illness? What other areas of the restaurant should the manager check for hazards? What steps will you take to eliminate these safety and sanitation issues? How do you plan to report these issues to your employees? 	<ul style="list-style-type: none"> • Classroom discussion • Related worksheets • Menu making project • Test/quiz • Case study

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FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 4

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
1. A lodging concept is the whole idea of the lodging property or chain; which includes the theme, target market, décor, ambiance and level of service.	1. What makes one lodging property different from another? 2. What amenities do you look for when choosing a place to stay?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
Students will know...	Students will be able to...
1. Lodging businesses can be organized into four categories based on level of service.	1. Describe the characteristics of full-service hotel, limited-service properties, specialty accommodations and institutional housing.
2. A referral group is a group of independent hotels that creates a central office for reservations and marketing.	2. Explain what a hotel Management Company does.
3. Properties that provide more service usually charge higher prices.	3. Describe the relationship between level of service and price of a hotel room.
4. The rooms division is the part of the hotel that handles all tasks involved in preparing and selling sleeping rooms.	4. Describe the functions of the rooms division.
5. There are various job responsibilities for all employees who work in a hotel.	5. Describe the functions of employees who work in the front office.
6. The hotel guest cycle has four stages: pre-arrival, arrival, occupancy, and departure.	6. List and describe the steps in the hotel guest cycle.

WATERFORD PUBLIC SCHOOLS
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7. The major functions of the housekeeping department are to keep the hotel clean, sanitary and attractive.	7. Describe the functions and responsibilities of the housekeeping department.
8. The major responsibility of the security department is the protection of people and property.	8. State the major functions and responsibility of the security department.
9. The main building systems are electrical, plumbing and heating and air conditioning.	9. Describe the building systems for which engineering is responsible.
10. The purpose of engineering is to keep the facility in top condition for safety, guest satisfaction and profitability.	10. State the purpose of engineering.

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Project:</p> <p>Imagine that your parents or some older friends have asked you to help them find a place to retire. Find the Web site of a retirement community or nursing home. Enter the terms “retirement communities” or “nursing homes” into a search engine. Select one to explore. Print out the home page. Write a letter to a family member or friend explaining your opinion of whether the place is appropriate for them.</p>	<ul style="list-style-type: none"> • Class discussion • Worksheet activities • Test/quiz • Case studies • Project <ul style="list-style-type: none"> ▪ Task specific rubrics

Rubric for Projects

Name: _____ Date: _____ Block: _____ Score: _____

Criteria	4 - Professional	3 - Proficient	2 - Developing	1 - Incomplete
Choice of Project	<input type="checkbox"/> Appropriate <input type="checkbox"/> Focused <input type="checkbox"/> Innovative <input type="checkbox"/> Relevant <input type="checkbox"/> Purposeful	<input type="checkbox"/> Generally appropriate <input type="checkbox"/> Evidence of some focus <input type="checkbox"/> Moderate creativity <input type="checkbox"/> Expresses some relevance <input type="checkbox"/> Adequate purpose shown	<input type="checkbox"/> Somewhat appropriate <input type="checkbox"/> Evidence of minimal focus <input type="checkbox"/> Limited creativity <input type="checkbox"/> Difficulty in identifying relevance <input type="checkbox"/> Includes evidence of some purpose	<input type="checkbox"/> Inappropriate <input type="checkbox"/> Lacks focus <input type="checkbox"/> Lacks innovation <input type="checkbox"/> Lacks relevance <input type="checkbox"/> Purpose unclear
Use of Planning Process	<input type="checkbox"/> Well planned <input type="checkbox"/> Willingness to take risks	<input type="checkbox"/> Attempts well developed ideas that lead to a general understanding <input type="checkbox"/> Willingness to take slight risks	<input type="checkbox"/> Limited explanation of ideas creates misunderstanding of project <input type="checkbox"/> Minimal evidence of risk taking	<input type="checkbox"/> Lacks thoroughness <input type="checkbox"/> Little evidence of willingness to take risk <input type="checkbox"/> No evidence of risk taking
Written Summary	<input type="checkbox"/> Concise <input type="checkbox"/> Depth of thought; thorough and specific development of ideas <input type="checkbox"/> Writer exhibits mastery of grammar	<input type="checkbox"/> Generally concise <input type="checkbox"/> Ideas are thoughtful with moderate evidence of topic development <input type="checkbox"/> Writer exhibits moderate command of grammar	<input type="checkbox"/> Some segments ramble <input type="checkbox"/> Omits information that creates gaps in the information <input type="checkbox"/> Errors in grammar	<input type="checkbox"/> Rambles to the extent that main point is lost <input type="checkbox"/> Omits information that creates lack of understanding <input type="checkbox"/> Limited evidence of correct use of grammar
Oral Presentation	<input type="checkbox"/> Polished <input type="checkbox"/> Engaging	<input type="checkbox"/> Well designed <input type="checkbox"/> Informative	<input type="checkbox"/> Reasonably neat <input type="checkbox"/> Somewhat maintains audience attention	<input type="checkbox"/> Sloppy <input type="checkbox"/> Poorly presented

Assignment Score _____ + Weighting _____ = Final Score _____

Feedback and comments:

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 5

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Hospitality businesses are like any other business where they have to be managed, organized and run efficiently. 2. Human resources are as important as financial resources. 3. Marketing consists of developing products that meet customer needs and promoting those products so that customers will buy them. 	<ol style="list-style-type: none"> 1. What does it mean by “the business of hospitality”? 2. Why do you want to own your own restaurant someday? 3. What kinds of resources does a business need? 4. What is marketing? What are sales?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. There are only three forms of ownership: sole proprietorship, partnership, and corporation. 2. A franchise is a unit of a chain that has a different owner. 3. Management has five major functions: planning, organizing, staffing, leading, and controlling. Decision making is part of all these functions. 4. Skills that managers need include delegation management styles, motivation, communication, technical, computer, and organizational. 5. There are eight major functions of the HR department. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Describe the forms of business ownership. 2. Explain what a franchise is comprised of. 3. List and describe the functions of management. 4. List seven management skills. 5. Give examples of styles of management.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

6. HR staff members need excellent communications, interpersonal skills, and math skills; and are very detail oriented.	6. List and explain the major functions of human resources.
7. There are issues that affect the HR department.	7. Summarize the personal qualities and skills required of Human Resource employees.
8. There are seven categories of laws affecting hospitality.	8. Analyze issues that affect human resources management.
9. A good work ethic is an attitude that combines hard work, good performance and dependable results.	9. List the categories of laws that affect hospitality businesses.
10. There are four major functions of marketing.	10. Describe and list guidelines for good work ethics.
11. The marketing plan helps the company accomplish its goals.	11. Describe the basic areas in marketing.
12. Suggestive selling and group sales are two types of personal selling in hospitality.	12. State the purpose of a marketing plan.
13. Accounting is the system of recording and summarizing financial transactions; and analyzing and reporting the results.	13. Describe two types of selling that are done in hospitality businesses.
14. The Uniform System of Accounts makes it possible to compare financial data among different hotels.	14. Describe the functions of the accounting department.
	15. Explain the purpose of the Uniform System of Accounts.

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FAMILY AND CONSUMER SCIENCE CURRICULUM

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Internet Activity: Visit the hotel Web site: www.halekulani.com. You are going on vacation to Hawaii and would like to stay at this resort for a night. You want to find out if this is a luxury hotel. You have \$1,000.00 to spend on one day and night at this hotel. Based on prices from the Web site, make a budget showing how you would spend this money. Print out your budget and create a poster showing how you will spend your money. Report orally to class your findings.</p>	<ul style="list-style-type: none"> • Class discussions • Related worksheets • Oral reports • Test/quiz • Project • Poster ▪ Task specific rubric

Name: _____ Date: _____ Block: _____ Score: _____

POSTER RUBRIC

CATEGORY	4 Above Proficient	3 Proficient	2 Below	1 Lacking
Title	Title can be read from 6 ft. away, it is quite creative and it uses WordArt.	Title can be read from 4 ft. away, describes content well, and it uses WordArt.	Title can be read from 4 ft. away, describes the content well, and it doesn't use WordArt.	The title is too small and/or does not describe the content of the poster well, and/or it does not use WordArt.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Feedback:

Subtotal: _____

Weight: _____

Total: _____

IB. COMMUNICATE IN STANDARD ENGLISH FOR A VARIETY OF PURPOSES – SPEAKING/PRESENTING

	EXCELLENT	VERY PROFICIENT	PROFICIENT	APPROACHING PROFICIENCY	LACKING PROFICIENCY	SCORE
IB(a) Physical Presence	The student maintains excellent eye contact and appropriate body language, all of which contribute to a professional and poised presentation.	The student maintains good eye contact and appropriate body language, all of which contribute to an effective presentation.	The student maintains eye contact and usually maintains appropriate body language.	The student maintains minimal eye contact and body language.	The student maintains little to no eye contact and displays inappropriate body language.	
IB(b) Content	The student has excellent knowledge of the topic, demonstrating depth and elaboration in a concise manner.	The student has good knowledge of the topic, demonstrating depth and elaboration in a concise manner.	The student has knowledge of the topic, demonstrating depth and/or elaboration.	The student has minimal knowledge of the topic.	The student has little to no knowledge of the topic.	
IB(c) Organization	The student displays an excellent, logical and purposeful progression of subject matter and meets time requirements.	The student displays a logical and purposeful progression of subject matter and meets time requirements	The student displays adequate use of a logical progression of subject matter and meets time requirements.	The student displays a minimal progression of subject matter and time requirement is not met.	The student displays little to no progression of subject matter and time requirement is not met.	
IB(d)Sensory Aids	The student demonstrates an excellent use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates a good use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates an adequate use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates a minimal use of sensory aids and little connection with the audience.	The student demonstrates little to no use of sensory aids and no connection with the audience.	
IB(e)Voice	The student's voice is audible, clear, expressive and well paced.	The student's voice is audible, clear, and well paced.	The student's voice is mostly audible and clear.	The student's voice is minimally audible and occasionally clear.	The student's voice and is not audible and/or clear.	

Topic: _____

Student Name: _____

Final Score: _____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 6

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
1. The benefits of a hospitality career include working with people, traveling, and having a bright future.	1. How do you picture your future? 2. What is a career goal? 3. Would you like a job that is fast paced that provides variety and involves meeting a lot of people?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
Students will know... 1. Hospitality careers have many advantages and some challenges. 2. You can learn about hospitality jobs and careers through job shadowing, internships and using the Occupational Outlook Handbook. 3. A career plan is like a map that you use to guide you to your career goal. 4. Foundation skills consist of basic skills, thinking skills and personal qualities. 5. Your choice of words will determine the effect you have on the customer. 6. Job search skills are how to find job leads, how to fill out an application and how to behave at an interview. 7. A resume is a written document that lists a person's qualifications for a job.	Students will be able to... 1. Compare and contrast the advantages and challenges of a hospitality career. 2. Research ways to learn more about hospitality careers. 3. Describe how a career plan helps you reach your career goal. 4. Analyze workplace foundation skills. 5. Describe communication skills. 6. Describe and list the steps that are needed in the job search. 7. Create a personal resume.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

8. A cover letter is a letter that introduces you, highlights your strengths and asks for an interview.	8. Write a sample cover letter.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Research Report: The American Hotel and Lodging Association offers the following certifications: Foodservice management Professional, Certified Hotel Administrator, Certified Lodging Manager and Certified Rooms Division Executive. The National Restaurant Association offers Servsafe Certification for food safety. Given this information you are to choose one of these certifications that you would like to explore. Write a report that describes what the certification is for, what you have to do to do to get it and how it will help you get a job in the hospitality industry. Report will be written in Standard English, double-spaced and two pages in length.</p>	<ul style="list-style-type: none"> • Class discussions • Related worksheets • Resume/cover letter • Test/quiz • Report ▪ Task specific rubric

Rubric for Internet Research

Name: _____ Date: _____ Block: _____ Score: _____

Criteria	Mastery 4	Proficient 3	Acceptable 2	Attempted 1
Research of Topic	<input type="checkbox"/> Use of more than two search engines <input type="checkbox"/> Factual information is accurate <input type="checkbox"/> Narrow focus of topic	<input type="checkbox"/> Use of two search engines <input type="checkbox"/> Most information can be confirmed <input type="checkbox"/> Topic needs narrower focus	<input type="checkbox"/> Use of one search engine <input type="checkbox"/> Some errors in information <input type="checkbox"/> Topic somewhat broad	<input type="checkbox"/> Use only one source <input type="checkbox"/> Errors in information <input type="checkbox"/> Topic too general
Product	<input type="checkbox"/> Logical, intuitive sequence <input type="checkbox"/> Consistent menus; paths are clear <input type="checkbox"/> Original, inventive, creative <input type="checkbox"/> Correct grammar, usage, mechanics, spelling <input type="checkbox"/> Visuals effectively entice audience	<input type="checkbox"/> Logical <input type="checkbox"/> Generally consistent menus; clear paths <input type="checkbox"/> Original <input type="checkbox"/> Mostly correct grammar, usage, mechanics, spelling <input type="checkbox"/> Visuals and images convey message	<input type="checkbox"/> Some logic <input type="checkbox"/> Somewhat consistent menus; somewhat clear paths <input type="checkbox"/> Some originality <input type="checkbox"/> Several grammar, usage, mechanics, spelling errors <input type="checkbox"/> Use of visuals and images is limited	<input type="checkbox"/> Information confusing <input type="checkbox"/> Inconsistent menus and paths <input type="checkbox"/> Rehash of other people's ideas <input type="checkbox"/> Obvious grammar, usage, mechanics, spelling errors <input type="checkbox"/> Use of visuals and images is confusing or absent
Collaboration/ Teamwork (optional)	<input type="checkbox"/> Work load is divided and shared equally	<input type="checkbox"/> Some members contribute	<input type="checkbox"/> Few members contribute	<input type="checkbox"/> One or two people do all of the work
Evaluation of Reliable Sources	<input type="checkbox"/> Sources used are accurate and reliable	<input type="checkbox"/> Most sources used are accurate and reliable	<input type="checkbox"/> Some sources used are inaccurate and unreliable	<input type="checkbox"/> Sources are inaccurate and unreliable
Documentation	<input type="checkbox"/> All sources are documented correctly	<input type="checkbox"/> Most sources are documented correctly	<input type="checkbox"/> Few sources are documented correctly	<input type="checkbox"/> No documentation of sources

Assignment Score _____ + Weighting _____ = Final Score _____

Waterford High School
Course Description

Culinary Pro-Start I

A career in the restaurant and foodservice industry is a profession. If you are interested in a career in this field, then this course is for you. Culinary Pro-Start 1 is the first year of a 2-year program where you will gain in-depth knowledge of culinary skills and customer service methods. Food unit include breakfast foods, sandwiches, salads and garnishes; fruits & vegetable preparation plus a variety of desserts. You will prepare foods for open house, fall-bake sales and special occasions and can earn L-T-S hours while learning school-to-work concepts. You must enjoy working with food, be efficient, flexible, have a positive attitude towards work; work cooperatively with a team of people and be able to analyze challenging problems. You will take the National Restaurant Association Examination at the end of the year which will help you earn the NRAEF certificate at the end of year two.

Prerequisite: Intro to Culinary Arts and teacher permission

Credits: 1.0

Level: grades 10-12

Resources:

Becoming a Restaurant and Foodservice Professional, Year One. NRAEF.

Exploring Professional Cooking. Ray, Mary F and Lewis, E.J. Glencoe.

Food for Today. Kowtaluk, Helen. NRAEF.

Various Cookbooks and Trade Magazine

www.restaurant.org

www.mypyramid.gov

www.jwu.edu/culinary

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

Content Standards Applied to Topics in:
CULINARY PRO-START I

STAGE 1: IDENTIFY DESIRED RESULTS	
Content Standard(s)	
<i>Generalizations about what students should know and be able to do</i>	
<p>Family & Consumer Science National and State Standards: Nutrition, Food Production, and Services:</p> <ul style="list-style-type: none"> A. Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education. B. Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the lifespan. C. Nutritional Needs: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan. D. Acquisition, Handling & Use of Foods: Demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span. E. Food Safety: Evaluate factors that affect food safety, from production through consumption. F. Science and Technology: Evaluate the impact of science and technology on food consumption, safety, and other issues. I. Service: Apply concepts of service to meet customer expectations. J. Food Safety & Sanitation: Demonstrate food safety and sanitation procedures. K. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment. L. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs. M. Food preparation: Demonstrate preparation for all menu categories to produce a variety of food products. N. Food Service Management Functions: Demonstrate implementation of food service management functions. O. Internal and External Customer Service: Demonstrate the concept of internal and external customer service. <p>Waterford High School Expectations for Student Learning:</p> <ul style="list-style-type: none"> 1. Communicate in Standard English for a variety of purposes. 2. Read a variety of materials for the understanding, evaluations, and synthesis of information. 4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses. <p>Waterford High School Social Expectations</p> <ul style="list-style-type: none"> 10. Engage actively in cooperative work to accomplish a specific task. 	

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Food and Equipment Safety

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Kitchen safety is the key concept to kitchen efficiency. 2. A food borne disease is a result of improper hygiene, food handling and storage techniques. 3. Hands must be washed constantly when working with all types of food. 	<ol style="list-style-type: none"> 1. Why is it important to keep a clean kitchen? 2. What safety precautions should you take when using kitchen equipment? 3. How hot is hot!?(temperatures that kill bacteria) 4. How do you get a foodborne germ?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. In a clean and sanitary kitchen, food moves quickly and efficiently, and has few chances of becoming contaminated, cross-contaminated, or kept too long in the temperature danger zone. 2. That direct food contamination occurs when raw foods are exposed to harmful bacteria, viruses, parasites, and fungi. 3. The Servsafe guidelines for properly washing your hands. 4. "FATTOM" is the key to controlling the growth of microorganisms in food since denying any one of these conditions can prevent growth. 5. How to follow the steps in the "HAACP" food safety system to ensure healthy food. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Determine conditions and practices that promote safe food handling techniques and food inspection. 2. Identify safety and sanitation practices. 3. Demonstrate food handling and preparation techniques that prevent cross-contamination. 4. Describe good personal hygiene and how it affects food safety. 5. Identify ways chemical and physical hazards can contaminate food.

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<p>6. The flow of food begins well before the food is prepared or cooked.</p> <p>7. A clean environment is clean of dirt and grime and a sanitary environment is one clean of microorganisms.</p> <p>8. How to clean, sanitize and maintain kitchen tools and equipment.</p> <p>9. The Occupational Safety and Health Administration is the federal agency that creates and enforces safety related standards and regulations in the workplace.</p> <p>10. First aid refers to medical treatment given to an injured person either for light injuries or until more complete treatment can be provided.</p> <p>11. The location and use of a fire extinguisher as a last resort to fire prevention.</p> <p>12. There are many hazards in the workplace that can contribute to kitchen injuries.</p>	<p>6. List and define the conditions under which bacteria multiply rapidly.</p> <p>7. Categorize and describe the microorganisms that cause food borne illnesses.</p> <p>8. List and define the steps in the Hazard Analysis Critical Control Point food safety system.</p> <p>9. Outline proper procedures for receiving, storing, preparing, cooking, holding, cooling, reheating and serving food that includes proper tools and equipment.</p> <p>10. Demonstrate procedures for cleaning and sanitizing equipment and storing tools.</p> <p>11. Work collaboratively as a team in the kitchen lab.</p> <p>12. Operate and maintain tools and equipment following safety procedures.</p> <p>13. Define the role of the Occupational Safety and Health Administration (OSHA) regulations.</p> <p>14. Outline basic first aid concepts and procedures.</p> <p>15. Outline procedures for dealing with fire in a food service establishment.</p> <p>16. Identify hazards which contribute to injuries due to slips, trips and/or falls.</p>
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	17. List ways to use protective clothing and equipment to prevent injuries.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Students will work collaboratively in teams in the classroom to create a kitchen safety and sanitation poster to be displayed and referred to throughout the semester. Students will review rules and decide among their group which rules they feel are the ten most important safety and sanitation rules to follow in the kitchen lab. Print on the poster should be large enough to read from a distance and all text should be spelled correctly. The poster will have pictures or diagrams which correlate to each one of the chosen rules.</p>	<ul style="list-style-type: none"> • Task specific rubric • Check-off list • Test/quiz • Related worksheets • Class discussion • Lab rubric • Work samples

Name: _____ Date: _____ Block: _____ Score: _____

POSTER RUBRIC

CATEGORY	4 Above Proficient	3 Proficient	2 Below	1 Lacking
Title	Title can be read from 6 ft. away, it is quite creative and it uses WordArt.	Title can be read from 4 ft. away, describes content well, and it uses WordArt.	Title can be read from 4 ft. away, describes the content well, and it doesn't use WordArt.	The title is too small and/or does not describe the content of the poster well, and/or it does not use WordArt.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Feedback:

Subtotal: _____

Weight: _____

Total: _____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Kitchen Basics

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Math skills are necessary when following recipes. 2. Accurate measurements are the key to successful food preparation. 3. It is important to become familiar with the language of food. 	<ol style="list-style-type: none"> 1. Why is accuracy so important when measuring ingredients? 2. Do you really need a recipe when preparing food? 3. What is the difference between the Metric System and the English system of Measurement?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. A standard recipe follows certain functions. 2. Success with a recipe depends not only on the cook's skill but also on the recipe itself. 3. Unit of measure may be expressed in one of two ways: customary or metric. 4. A well equipped kitchen includes specific measuring tools. 5. How to convert recipes to yield small or larger quantities. 6. How to use metric and English units of measure. 7. The rules for Mise en place. 8. How to choose and use sharp knives correctly. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify the components and functions of a standardized recipe. 2. List the kinds of information a good recipe provides. 3. Identify customary and metric units of measure. 4. Identify measuring tools. 5. Calculate the conversion factor for recipes. 6. Apply Mise en place through practice in the laboratory. 7. Identify and demonstrate functions of cutlery. 8. Demonstrate basic food preparation techniques.

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9. Various food preparation techniques such as separating eggs, clarifying butter & preparing pans.	9. Apply cooking terminology.
10. Food terminology and techniques.	10. Calculate fractions when measuring ingredients.
11. How to change and convert fractions in recipes.	11. Identify commonly used abbreviations and equivalents used in recipes.
12. Standard abbreviations and equivalents.	12. Prepare basic convenience recipes.
13. How to use convenience foods when preparing dishes.	13. Explain how heat is transferred by conduction, convection, and radiation.
14. Conduction and convection are alternative methods of transferring heat to food.	
15. That heat can also be transferred through infrared rays.	

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
Students in Pro-Start 1 will go to the computer lab and use their technology skills to research three categories of cooking methods and relate this information in correct outline form. Students will be able to describe dry-heat, moist-heat and combination cooking methods. They will also be able to list foods which each method is suited to.	<ul style="list-style-type: none"> • Chapter questions • Test/quiz • Food preparation labs • Class discussion • Related worksheets • Work samples

Name: _____ Date: _____ Block: _____ Score: _____

POSTER RUBRIC

CATEGORY	4 Above Proficient	3 Proficient	2 Below	1 Lacking
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Feedback:

Subtotal: _____

Weight: _____

Total: _____

Scoring Rubric: Kitchen Lab performance Evaluation

Kitchen # _____ Product Name: _____ Block: _____ Date: _____
 Cook: _____ Asst. Cook: _____ Manager: _____ Swing: _____

Criteria	Professional (5)	Above Proficiency (4)	Proficient (3)	Below Proficiency (2)	Lacks Proficiency (1)
Personal hygiene IV a,b,c,d	Follows the 5 hand washing steps; hair is secured; apron is worn properly	Follows 4 out of 5 hand washing steps; hair is secured and apron is worn.	Follows 3 out of 5 hand washing steps; hair is secured; however not properly; apron is on	Follows 2 out of 5 hand washing steps; hair does not stay secured; apron is dirty.	Does not follow steps of hand washing; hair not secured and no apron is worn.
Sanitation IV a,b,c,d	All work surfaces are cleaned w/a detergent and sanitized before & after lab; sink area is wiped clean at end of lab. Maintains clean work space throughout activity. Floor is swept under table & around work triangle.	Work surfaces are cleaned w/a detergent & sanitized before & after lab; sink area is left clean & dry. Maintains clean work space. Floor is swept under table & work area	Work surfaces moderately cleaned; needed reminding of sink sanitation. Floor is swept in work triangle area only.	Work surfaces need to be cleaned & sanitized with more care to prevent cross-contamination. Floor area was not swept.	Does not follow sanitation rules when working in the kitchen lab.
Personal and Food Safety IV a,b,c,d	Extreme care is taken with all tools & equipment, including cutlery. Always pulls oven racks out; follows all safety rules as stated in beginning of course. Avoids cross-contamination throughout activity.	Care is taken with all tools & equipment, including cutlery. Pulls oven rack out occasionally; follows safety rules as stated; avoids cross-contamination	Misuse in care & procedures for some tools, equipment &/or cutlery; needs to pull oven rack out; needs to follow safety rules as stated; may have caused cross-contamination.	Below proficiency with food safety procedures and has caused cross contamination with food or surface due to misuse of tool & equipment.	Lacks proficiency with too many personal and food safety issues.
Mise en Place (prep & planning) IIa,b,d IV a,b,c,d	Thorough and efficient planning is evident before and during lab activity. Jobs are rotated daily; all food measurements and equipment are in place on work table in order of usage. All utensils & tools are organized & stored properly	Thorough planning is evident before and during lab activity. Jobs are rotated daily; food measurements & equipment are in place on work table in order of usage. Tools & utensils are organized & stored properly	Adequate planning is evident during lab activity; usually rotates job responsibilities. Needs prompting to do planning. Some disorganization with Mise en place.	Planning is not evident; too much talking and not doing your job responsibilities. Doesn't listen & is not organized with Mise en place.	Lacks knowledge in prep work and planning. Kitchen is not organized at end of lab.
Directions oral & written III, 2a,b,c,d IV a,b,c,d,	Very attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block.	Attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block	Listens to directions w/some prodding; understands most recipe terms; product came out okay and group just finishes when the bell rings	Does not listen to oral direction; written directions are confusing; product is over/under cooked; lab is incomplete at the end of block	Does not follow any directions; does not understand terms; product and lab are incomplete
Social Manners 7,8,9,10	Excellent social manners & table etiquette; table is set correctly	Very good social manners & table etiquette; one error in table setting	Good social manners & table etiquette; two errors in table setting	Below average with social manners & table etiquette; three errors in table setting	Does not demonstrate social or table manners; wrong table setting

SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

Sub total: _____
 (wt. x 1.66)
 Lab Total: _____
 (out of 50 pts)

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Food Service Applied Math

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Math skills are used every day in many ways. 2. Unit price is the cost per unit of measure. 3. The US is the only country in the world that still uses the English System of Measurement along with the Metric System. 4. In order to change a portion size (yield), it is necessary to convert a recipe before preparation begins. 	<ol style="list-style-type: none"> 1. Why do we need math skills in food service? 2. Why are standardized recipes important in a food service operation? 3. What problems may arise when converting recipes?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Successful foodservice managers need to have a basic understanding of math and know how to apply math principles to business operations. 2. The conversion factor can be calculated by taking the desired yield and divide by the original yield. 3. For product yield most vegetables have to be trimmed and cut before being used in a recipe. 4. To find the total cost of a standard recipe, you must know both the ingredient amounts needed and the market price of each one. 5. There is a difference between controllable costs, fixed costs and variable costs. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Given a list of numbers add, subtract, multiply and divide using basic math operations. 2. Given a list of fractions, decimals, whole numbers and percents, add, subtract, multiply and divide. 3. Convert recipes from original yield to desired yield using conversion factors. 4. Calculate as purchased (AP) and edible portion (EP) amounts. 5. Calculate standard recipe cost and cost per serving.

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<p>6. Depreciation is a fixed cost that is the decline in value of an asset over time.</p> <p>7. Foods for purchase fall into two categories: perishables and nonperishable.</p> <p>8. Portion control includes the standardization of portion sizes, recipes, and portion cost.</p> <p>9. In controlling production volume, three standard procedures are needed: sales history, forecasting sales and determining production quantities.</p> <p>10. Factors which influence labor costs are employee turnover, business volume and quality & quantity standards.</p> <p>11. Labor cost is the process by which managers try to obtain a desired level of performance at an appropriate level of cost.</p> <p>12. Average check method, contribution margin method and mark-up pricing method are all necessary in every area of the foodservice operation.</p>	<p>6. Describe controllable costs, fixed costs and variable costs related to food and labor.</p> <p>7. Calculate depreciation.</p> <p>8. Differentiate between perishable and non-perishable foods.</p> <p>9. Outline proper techniques for portion control, including standard portion size, standardized recipe, and standard portion cost.</p> <p>10. Forecast sales by analyzing and evaluating sales histories, popularity trends and production sheets.</p> <p>11. List factors contributing to labor costs.</p> <p>12. Analyze the relationship between cost and sales.</p> <p>13. Calculate projected revenue, average cover and find revenue level.</p>
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FAMILY AND CONSUMER SCIENCE CURRICULUM

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
Imagine you work as a cook for the Gourmet Café. Your kitchen will prepare pumpkin nut bread for the WHS faculty to purchase. You will need to calculate the cost of ingredients to make one recipe ~ being sure to list all factors contributing to cost. Once you have calculated cost for one loaf, design a flyer so that teachers can buy your product. After orders are received, you will work in the café and prepare your pumpkin nut breads.	<ul style="list-style-type: none"> • Class discussion • Related worksheets • Test/quiz • Case studies • Task specific rubrics

Case Study Rubric

Name: _____ Date: _____ Block: ____ Score: _____

Criteria	Above Proficiency (3)	Proficient (2)	Below Proficiency (1)	Level	Weighting	Total
Problem Identification	Identifies problem Accurately and Completely	Identifies part Of problem	Does not Identify problem			
Identifying Options	Identifies many options, Including innovative ones. Thoroughly cites advantages And disadvantages of each	Identifies several Options and basic advantages	Identifies few or no options, and or unable to clearly and accurately identify advantages and disadvantages			
Solution	Suggests solution suitable for problem and situation. Notes factors affecting choice of solution.	Suggest solution that may not be totally suitable. Does not recognize all factors affection situation.	Suggest inappropriate solution or none at all. Fails to mention factors that impact situation.			
Rationale	Makes strong case for solution being best choice	Argues for solution but reasoning may be weak.	Does not offer reasoned argument.			
Complete Analysis	Thorough, showing thought and effort. Shoes understanding of situation and resourcefulness	Shows some thought and effort, but analysis is not complete or may not be well reasoned. Incompletely understands situation.	Shows little thought or effort. Does not show familiarity with situation presented.			
Thinking Skills Used	Shows creativity and good problem solving skills	Shows some creativity and skill in problem solving.	No problem solving skills or creativity shown.			

Feedback and comments:

Total: _____

Scoring Rubric: Kitchen Lab performance Evaluation

Kitchen # _____ Product Name: _____ Block: _____ Date: _____

Cook: _____ Asst. Cook: _____ Manager: _____ Swing: _____

Criteria	Professional (5)	Above Proficiency (4)	Proficient (3)	Below Proficiency (2)	Lacks Proficiency (1)
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SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

Sub total: _____

(wt. x 1.66)

Lab Total: _____

(out of 50 pts)

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Customer Service

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. A positive attitude is important for building customer relationships. 2. Knowing how to serve customers is the key to success in the hospitality business. 3. Foodservice workers are critical to a business' success in the foodservice industry. 4. Employees are expected to fulfill their job descriptions. 	<ol style="list-style-type: none"> 1. What special skills, talents and abilities are needed for success in the field of customer service? 2. What qualities would you want in an employee or co-worker? 3. What is customer service all about?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. That to make a good impression on guests employees practice good hygiene, & wear clean uniforms in front of customers. 2. Employees should try to anticipate customers' needs and accommodate them before being asked. 3. Employees should be aware of coworker's needs. 4. Customers with special needs include older guests, those with disabilities, families with children, customers on special diets and those with food allergies. 5. Good communication is key to providing excellent customer service. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Recognize and state the importance of customer service to food service. 2. List the reasons and ways to make a positive first impression on customers. 3. Describe a variety of customers that may have special needs. 4. Distinguish between effective and ineffective communication. 5. Explain how customer satisfaction directly affects a restaurant's success.

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6. Customer's opinions of a foodservice operation are formed by their service encounters.	6. Outline the service planning process.
7. Today's diverse workforce requires everyone to work hard to eliminate prejudices and stereotyping.	7. Explain how stereotypes and prejudices can negatively affect how people work together.
8. Teamwork encourages effective communication between coworkers and management.	8. List and demonstrate effective interviewing skills.
9. No matter what career you choose, interviewing or being interviewed will be a part of it.	9. Explain the importance of employee orientation.
10. Orientation is the processes of helping new employees learn about the establishment.	10. Discuss effective on-the-job training.
11. On-the-job training is appropriate for teaching skills that are easily demonstrated and practiced.	

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
Imagine that you are the manager of "Cherrystones" restaurant. You want every one of your employees to know, understand and apply workplace guidelines for your restaurant. Your task will be to make a large attractive poster board detailing these important guidelines. It will be hung in the employees' lunch room for all employees to adhere to.	<ul style="list-style-type: none"> • Class discussion • Role-play activities • Test/quiz • Related worksheets • Task-specific rubric • Case studies

Name: _____ Date: _____ Block: _____ Score: _____

POSTER RUBRIC

CATEGORY	4 Above Proficient	3 Proficient	2 Below	1 Lacking
Title	Title can be read from 6 ft. away, it is quite creative and it uses WordArt.	Title can be read from 4 ft. away, describes content well, and it uses WordArt.	Title can be read from 4 ft. away, describes the content well, and it doesn't use WordArt.	The title is too small and/or does not describe the content of the poster well, and/or it does not use WordArt.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Feedback:

Subtotal: _____

Weight: _____

Total: _____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Nutrition & Menu Planning

STAGE 1: IDENTIFY DESIRED RESULTS

Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. The food we eat in a day should contain at least the recommended servings from each of the food groups. 2. Valuable information is listed on a food nutrition label. 3. By planning meals a week at a time it is possible to save time and money and have a balanced diet. 4. How food is served to a customer is just as important as how it taste. 5. Restaurant managers are always looking for ways to make menus more nutritious for their customers. 	<ol style="list-style-type: none"> 1. What are the nutritional needs of those eating your prepared meal? 2. How do you read a food label? 3. Why is it a smart idea to make out a market list when you go food shopping? 4. What role does nutrition and the Food Pyramid play when meal planning? 5. What do the dietary guidelines and the pyramid have to do with my eating habits?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Nutrients serve three main functions: to provide energy, to build and repair cells and to regulate body processes. 2. Fat usually refer to both fats and oils. 3. Cholesterol is a white, waxy substance that helps the body carry out its many processes. It can be found in many foods that contain fats. 4. Proteins are made up of essential amino acids. The body makes 13 of them which are the complete proteins; incomplete proteins come from the foods you eat. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Name the key nutrients, describe their functions and list important sources of each. 2. Differentiate between types of fats and carbohydrates. 3. Describe cholesterol and food in which it is found. 4. Differentiate between complete and incomplete proteins.

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5. The food guide pyramid makes it easy to see how many servings of each group should be eaten daily.	5. Use the Food Pyramid to evaluate and analyze individual food intake.
6. The Dietary Guidelines for Americans are more general than RDA standards and are embodied in the Food Guide Pyramid.	6. Calculate individual caloric requirements.
7. How understanding information on food labels can help you make healthful food choices and plan healthful meals as well as reduce health problems.	7. Apply RDA to individual consumption of food.
8. Using food label information can assist foodservice managers in making healthful food choices and planning healthful meals for customers.	8. Read and analyze food labels.
9. Restaurants provide several healthy menu selections based on the food guide.	9. Analyze the Food Guide Pyramid in relationship to menu planning.
10. Purchasing fresh, high quality products is the first step toward creating nutritious meals.	10. Demonstrate skills in menu planning for specific family and community situations.
11. The menu should reflect the overall cost of running the operation.	11. Create a budget, work plan and schedule for one week's worth of meals.
12. The food cost percentage is equal to food cost divided by food sales.	12. Calculate the conversion factors in standard recipes.
13. To calculate the average check, total revenue is divided by the number of seats, average turnover and days open in a year.	13. Describe the difference between static and cycle menus, and between a la carte and table d'hôte menus.
	14. Determine selling prices for menus.
	15. Determine food cost percentage method.

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	<p>16. Plan menu, purchase orders and cost analysis for faculty luncheons.</p> <p>17. Practice determining average check method for various menus.</p>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
<p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>Writing Exercise:</p> <p>You are the main cook at home this week! You are to plan a 5-day menu guide for your family dinners this week. Use the Food Pyramid as a guideline and be sure to balance each dinner with food from every group. Write a recipe for every meal and create an organized grocery list. The following items will be required: menus, grocery lists and recipes for dinners Monday through Friday. Project is to be hand-written and stapled together.</p>	<ul style="list-style-type: none"> • Chapter Questions • Quiz/test • Lab rubrics • Chapter readings • Class Discussion • Related worksheets • Task specific rubrics

Rubric for Projects

Name: _____ Date: _____ Block: _____ Score: _____

Criteria	4 - Professional	3 - Proficient	2 - Developing	1 - Incomplete
Choice of Project	<input type="checkbox"/> Appropriate <input type="checkbox"/> Focused <input type="checkbox"/> Innovative <input type="checkbox"/> Relevant <input type="checkbox"/> Purposeful	<input type="checkbox"/> Generally appropriate <input type="checkbox"/> Evidence of some focus <input type="checkbox"/> Moderate creativity <input type="checkbox"/> Expresses some relevance <input type="checkbox"/> Adequate purpose shown	<input type="checkbox"/> Somewhat appropriate <input type="checkbox"/> Evidence of minimal focus <input type="checkbox"/> Limited creativity <input type="checkbox"/> Difficulty in identifying relevance <input type="checkbox"/> Includes evidence of some purpose	<input type="checkbox"/> Inappropriate <input type="checkbox"/> Lacks focus <input type="checkbox"/> Lacks innovation <input type="checkbox"/> Lacks relevance <input type="checkbox"/> Purpose unclear
Use of Planning Process	<input type="checkbox"/> Well planned <input type="checkbox"/> Willingness to take risks	<input type="checkbox"/> Attempts well developed ideas that lead to a general understanding <input type="checkbox"/> Willingness to take slight risks	<input type="checkbox"/> Limited explanation of ideas creates misunderstanding of project <input type="checkbox"/> Minimal evidence of risk taking	<input type="checkbox"/> Lacks thoroughness <input type="checkbox"/> Little evidence of willingness to take risk <input type="checkbox"/> No evidence of risk taking
Written Summary	<input type="checkbox"/> Concise <input type="checkbox"/> Depth of thought; thorough and specific development of ideas <input type="checkbox"/> Writer exhibits mastery of grammar	<input type="checkbox"/> Generally concise <input type="checkbox"/> Ideas are thoughtful with moderate evidence of topic development <input type="checkbox"/> Writer exhibits moderate command of grammar	<input type="checkbox"/> Some segments ramble <input type="checkbox"/> Omits information that creates gaps in the information <input type="checkbox"/> Errors in grammar	<input type="checkbox"/> Rambles to the extent that main point is lost <input type="checkbox"/> Omits information that creates lack of understanding <input type="checkbox"/> Limited evidence of correct use of grammar
Oral Presentation	<input type="checkbox"/> Polished <input type="checkbox"/> Engaging	<input type="checkbox"/> Well designed <input type="checkbox"/> Informative	<input type="checkbox"/> Reasonably neat <input type="checkbox"/> Somewhat maintains audience attention	<input type="checkbox"/> Sloppy <input type="checkbox"/> Poorly presented

Assignment Score _____ + Weighting _____ = Final Score

Feedback and comments:

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Food Preparation

(Breakfast Foods & Sandwiches, Salads & Garnishes, Fruits & Vegetables)

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Food, food preparation and food consumption serve a variety of roles in people's lives. 2. If you can read and follow directions, your cooking experience will be successful. 	<ol style="list-style-type: none"> 1. What is food preparation? 2. What are safety considerations to follow when dealing with food? 3. How is nutrition affected by food preparation?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. All dairy products are highly perishable and must be stored carefully. 2. Cheese is ripened or unripened. Processed cheese is pasteurized to prevent aging. 3. Eggs are graded according to USDA Grade AA, A and B and range in size from 15 oz to 30oz per dozen. 4. Egg should be received and stored according to proper sanitation procedures and must be inspected carefully upon delivery. 5. How to prepare eggs and other breakfast foods using various cooking methods. 6. Hot or cold cereal, served with milk are popular easy to make breakfast dishes. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Explain and demonstrate how to keep milk and dairy products safe and sanitary. 2. Identify characteristics of types of cheese. 3. List characteristics of eggs, including size and grade. 4. Prepare and serve eggs using a variety of cooking methods. 5. Describe ways to keep eggs and egg products safe and sanitary. 6. Prepare pancakes, crepes, waffles and French toast.

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7. Breakfast meats such as bacon, sausage, and ham can be a complete breakfast meal.	7. Prepare ham, hash, cold cereals, oatmeal and sausage.
8. Hot beverages should always be served very hot and steaming.	8. Prepare coffee, tea and cocoa.
9. It is important to know the basic methods of sandwich making and how to set up a sandwich station.	9. Prepare different types of sandwiches, including simple hot, cold, open-faced, and hors d'oeuvres, grilled, and deep-fried.
10. Sandwich preparation involves a great deal of handwork and mise en place.	10. Develop a list of sanitation procedures for preparing breakfast foods, sandwiches, dips and appetizers.
11. There are five types of salads.	11. Identify and describe the various types of salads.
12. Garnishes add color, appeal, and sometimes flavor to the salad.	12. Differentiate between various oils and vinegars.
13. Herbs are the leaves, stems, or flowers of an aromatic plant.	13. Choose ingredients and prepare a variety of appetizers.
14. Spices are the bark, roots, seeds, buds, or berries of an aromatic plant.	14. Identify and describe common herbs and spices.
15. It is important to select fruits and vegetables that are high in quality, fresh, and appropriate for the recipe or dish.	15. Describe and prepare ingredients commonly used as garnishes.
16. Fruits and vegetables require extra care from selecting to receiving to storage to serving.	16. Identify, describe and demonstrate the preparation of vegetables and fruits.
17. Always wash fresh fruit and vegetables before using them raw or cooking them.	17. List and explain the USDA quality grades for fruits and vegetables.
	18. Demonstrate the procedures for properly storing fruits & vegetables.

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	19. Prepare a variety of fruit and vegetable dishes.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Think of yourself as a contestant in a regional bake-off contest. You are to use one of the cooking methods you've learned to prepare a recipe using apples as the main ingredient. As a class, you will determine the criteria for the recipe. Recipes will be judged on nutritional value, creativity, flavor, taste and cost. Each person must submit a recipe, typed on plain, white paper. On a separate piece of paper, include an ingredient list that is organized in order of preparation. Each step in your recipe should be numbered. Necessary equipment will be identified. (Mise en place) You are to include a work-plan for preparation. Note: The method of preparation and/or ingredients may not be changed once the recipe is submitted. Be prepared to cook this recipe in the bake-off contest.</p>	<ul style="list-style-type: none"> • Chapter questions • Related worksheets • Class discussions • Quiz/tests • Task specific rubrics • Lab assessments

Scoring Rubric: Kitchen Lab performance Evaluation

Kitchen # _____ Product Name: _____ Block: _____ Date: _____
 Cook: _____ Asst. Cook: _____ Manager: _____ Swing: _____

Criteria	Professional (5)	Above Proficiency (4)	Proficient (3)	Below Proficiency (2)	Lacks Proficiency (1)
Personal hygiene IV a,b,c,d	Follows the 5 hand washing steps; hair is secured; apron is worn properly	Follows 4 out of 5 hand washing steps; hair is secured and apron is worn.	Follows 3 out of 5 hand washing steps; hair is secured; however not properly; apron is on	Follows 2 out of 5 hand washing steps; hair does not stay secured; apron is dirty.	Does not follow steps of hand washing; hair not secured and no apron is worn.
Sanitation IV a,b,c,d	All work surfaces are cleaned w/a detergent and sanitized before & after lab; sink area is wiped clean at end of lab. Maintains clean work space throughout activity. Floor is swept under table & around work triangle.	Work surfaces are cleaned w/a detergent & sanitized before & after lab; sink area is left clean & dry. Maintains clean work space. Floor is swept under table & work area	Work surfaces moderately cleaned; needed reminding of sink sanitation. Floor is swept in work triangle area only.	Work surfaces need to be cleaned & sanitized with more care to prevent cross-contamination. Floor area was not swept.	Does not follow sanitation rules when working in the kitchen lab.
Personal and Food Safety IV a,b,c,d	Extreme care is taken with all tools & equipment, including cutlery. Always pulls oven racks out; follows all safety rules as stated in beginning of course. Avoids cross-contamination throughout activity.	Care is taken with all tools & equipment, including cutlery. Pulls oven rack out occasionally; follows safety rules as stated; avoids cross-contamination	Misuse in care & procedures for some tools, equipment &/or cutlery; needs to pull oven rack out; needs to follow safety rules as stated; may have caused cross-contamination.	Below proficiency with food safety procedures and has caused cross contamination with food or surface due to misuse of tool & equipment.	Lacks proficiency with too many personal and food safety issues.
Mise en Place (prep & planning) IIa,b,d IV a,b,c,d	Thorough and efficient planning is evident before and during lab activity. Jobs are rotated daily; all food measurements and equipment are in place on work table in order of usage. All utensils & tools are organized & stored properly	Thorough planning is evident before and during lab activity. Jobs are rotated daily; food measurements & equipment are in place on work table in order of usage. Tools & utensils are organized & stored properly	Adequate planning is evident during lab activity; usually rotates job responsibilities. Needs prompting to do planning. Some disorganization with Mise en place.	Planning is not evident; too much talking and not doing your job responsibilities. Doesn't listen & is not organized with Mise en place.	Lacks knowledge in prep work and planning. Kitchen is not organized at end of lab.
Directions oral & written III, 2a,b,c,d IV a,b,c,d,	Very attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block.	Attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block	Listens to directions w/some prodding; understands most recipe terms; product came out okay and group just finishes when the bell rings	Does not listen to oral direction; written directions are confusing; product is over/under cooked; lab is incomplete at the end of block	Does not follow any directions; does not understand terms; product and lab are incomplete
Social Manners 7,8,9,10	Excellent social manners & table etiquette; table is set correctly	Very good social manners & table etiquette; one error in table setting	Good social manners & table etiquette; two errors in table setting	Below average with social manners & table etiquette; three errors in table setting	Does not demonstrate social or table manners; wrong table setting

SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

Sub total: _____
 (wt. x 1.66)
 Lab Total: _____
 (out of 50 pts)

Food Product Development Contest Scoring Rubric – Written Proposal

Name : _____ **Date :** _____ **Block :** _____ **Score :** _____

CRITERIA	9 – 10	7 – 8	5 - 6	1 - 4	SCORE
Product Name and Description	Product name is original, descriptive, and marketable. Product description provides a clear and detailed explanation of what the product is, how it is unique, and how it meets a specific consumer need.	Product name is descriptive. Product description provides a clear explanation of what the product is but an unclear or incomplete explanation of how the product is unique, and how it meets a specific consumer need.	Product name is not descriptive. Product description provides an unclear explanation of what the product is.	Product name or product description is missing or shows little effort.	_____
Originality of Product	Product is completely original. There is no other product like it on the market.	Product is mostly original but based on modifications of an existing product.	Product represents only minor modifications of an existing product.	Product is a copy of an existing product.	_____
Product Recipe	Product recipe clearly lists, in order of use, all ingredients used in the product, accurate explanations of the specific functions (based on physical, chemical, or functional properties) of all product ingredients, and detailed procedures for preparation.	Product recipe clearly lists all ingredients used in the product, reasonable, but general, explanations of the functions (based on physical, chemical, or functional properties) of all ingredients, and procedures for preparation.	Product recipe provides an incomplete list of the ingredients used in the product, incomplete or incorrect explanations of the ingredient functions, or incomplete or unclear procedures for preparation.	The list of ingredients, explanations of ingredient functions, or instructions for preparation are missing or show little effort	_____
Marketing Plan & Research	Marketing plan is appropriate for target audience, provides detailed explanation of marketing techniques to be used, provides multiple examples of marketing tools, and displays professionalism and creativity.	Marketing plan is appropriate for target audience, provides an explanation of marketing techniques to be used, provides one sample marketing tool, and displays professionalism and creativity.	Marketing plan is inappropriate for target audience, provides an incomplete explanation of marketing techniques to be used, does not provide an example of a marketing tool, and/or lacks professionalism and creativity.	Marketing plan is missing or shows little effort.	_____

Target Audience	Target market is clearly defined and an explanation is provided as to why the particular audience was chosen. Target market goes well with product theme.	Target market is broadly defined and goes well with the product theme.	Target market is defined but only goes somewhat well with the product theme.	Target market is missing or shows little effort.	_____
Package Design	Package (or detailed drawing) contains an original design feature and is made (or drawn) to scale. Visual design is professional, appeals to the target market, and provides required product information (product name, ingredients, nutritional information, etc.). A clear, detailed explanation of the selection of package materials and design (based on the physical, chemical, and functional properties of the product and package) is provided.	Package (or detailed drawing) is made (or drawn) to scale. Visual design is professional, appeals to the target market, and provides required product information (product name, ingredients, nutritional information, etc.). A general, but accurate explanation of the selection of package materials and design (based on the physical, chemical, and functional properties of the product and package) is provided.	Package (or detailed drawing) is not made (or drawn) to scale. Visual design is professional and appeals to target market, but required product information (product name, ingredients, nutritional information, etc.) is incomplete. An incomplete explanation of the selection of package materials and design is provided.	Package or package design is missing or shows little effort.	_____
Written Communication	Written proposal addresses all required areas. Writing is clear and free of grammar, spelling, and typographical errors.	Written proposal addresses most of the required areas. Writing is clear and contains no more than 5 grammar, spelling, or typographical errors.	Written proposal addresses some of the required areas. Writing is unclear and/or contains 5 or more grammar, spelling, or typographical errors.	Written proposal addresses few of the required areas. Writing is unclear and contains many grammar, spelling, or typographical errors.	_____
Total Score :					_____

Additional Comments:

Waterford High School

Course Description

Pro-Start II

This course is a continuation of the pro-start program. It begins with an overview of the restaurant and foodservice industry and includes valuable career information. You will create a career ladder, write your resume and look into the profession in more depth. You will explore dining room service and skills by continuing with food preparation, creating & planning menu, marketing and learning the art of service. Students in Pro-start II continue earning LTS hours by preparing baked goods, luncheons and meals-to-go for faculty and staff. A portfolio of your cooking abilities will be just one type of assessment in this course. You will take the National Restaurant Association Pro-Start Examination at the end of the year to earn college credit. Students passing this exam and completing required hours in this course will receive a Pro-Start National Certificate of Achievement. This is a plus on your resume and may get you the job of your dream! (Colleges recognizing the program are in the WHS Plan of Studies.) In the second year of this course, you will learn about: preparing meats, poultry, seafood, soups, sandwiches and fancy desserts. The service end also explores the front and back of the “house”, career opportunities in the food and lodging industry, how a business runs and interning at a local restaurant or hotel will be available for those who are interested.

Prerequisite: Pro-Start I and teacher permission

Credits: 1.0

Level: grades 10-12

Resources:

Becoming a Restaurant and Foodservice Professional, Year One. NRAEF.

Video: “9 ½ Tips of Resume Writing”

American Association of Family and Consumer Sciences: www.aafcs.org

National Restaurant Association: www.restaurant.org

National Tour Association: www.ntaonline.com

Various Cookbooks and Trade Magazines

www.iacp-online.org

www.culinary.net

www.nraef.org

www.foodnetwork.com

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

Content Standards Applied to Topics in:
PRO-START II

STAGE 1: IDENTIFY DESIRED RESULTS	
Content Standard(s)	
<i>Generalizations about what students should know and be able to do</i>	
<p>Family & Consumer Science National and State Standards: Nutrition, Food Production, and Services:</p> <ul style="list-style-type: none"> A. Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education. B. Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the lifespan. C. Nutritional Needs: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan. D. Acquisition, Handling & Use of Foods: Demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span. E. Food Safety: Evaluate factors that affect food safety, from production through consumption. F. Science and Technology: Evaluate the impact of science and technology on food consumption, safety, and other issues. G. Career Paths: Analyze career paths within the hospitality, food production and services, food science, dietetics and nutrition industries. I. Service: Apply concepts of service to meet customer expectations. J. Food Safety & Sanitation: Demonstrate food safety and sanitation procedures. K. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment. L. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs. M. Food preparation: Demonstrate preparation for all menu categories to produce a variety of food products. N. Food Service Management Functions: Demonstrate implementation of food service management functions. O. Internal and External Customer Service: Demonstrate the concept of internal and external customer service. 	

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

Waterford High School Expectations for Student Learning:

1. Communicate in Standard English for a variety of purposes.
2. Read a variety of materials for the understanding, evaluations, and synthesis of information.
4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses.
5. Apply the principles and processes of the sciences to analyze phenomena and solve problems related to the natural world.
6. Utilize technology to obtain, organize and communicate information and to solve problems.

Waterford High School Social Expectations

10. Engage actively in cooperative work to accomplish a specific task.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Customer Service

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Excellent service is a learned skill. 2. One of the contributing factors in the art of good service is identifying and using the various serving tools and utensils used in an operation. 3. Every operation has its own way of setting a table. 4. Proper use of Standard English is essential for communicating with your customers. 	<ol style="list-style-type: none"> 1. What skills do you need in order to get a job in the restaurant business? 2. Why do different restaurants have different table settings? 3. Why is good communication with customers important? 4. What is the proper way to serve people in a restaurant?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Different types of serving styles used today include American, French, Russian, English and quick-service. 2. Tableside preparations, tools and utensils. 3. Duties and responsibilities of service staff. 4. How to set a table, serve customers and clear tables properly. 5. Suggestive selling is a cost effective way to promote an operation's products and services. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Demonstrate the similarities and differences among American, French, English, Russian, and self-service styles. 2. Outline tableside preparations such as carving meats and slicing desserts. 3. Describe traditional service staff, and list the duties and responsibilities of each. 4. Identify the types of dining utensils: knives, forks, spoons, glasses, and china, and explain specific uses for each. 5. Identify various server tools and the correct way to stock a service station.

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FAMILY AND CONSUMER SCIENCE CURRICULUM

6. One dissatisfied customer tells an average of 10 people about their bad experience.	6. Practice setting and clearing items properly.
7. How to speak in Standard English.	7. Discuss the importance of quality customer service in today's competitive work environment.
8. Written communication skills are essential in the foodservice industry.	8. Role-play ways of describing and recommending menu items to guests.
9. To handle customer complaints as professionally as possible by listening, staying calm, and finding a solution to the problem.	9. Explore the Rule of 10, and its implications for the foodservice industry.
10. The value of teamwork by working and sharing ideas & skills in team situations.	10. Give examples of ways to respond to and resolve customer complaints.
11. What it takes to own your own business.	11. List and demonstrate effective listening and speaking skills.
12. Local food service restaurants in the community.	12. List and demonstrate the skills of effective writing.
	13. Explore what it takes to become an entrepreneur.
	14. Practice the skills needed to establish and operate a business.
	15. Analyze and evaluate successful food service restaurants in the local area.

WATERFORD PUBLIC SCHOOLS
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Scenario:</p> <p>The student all work for the Pro-Start Café. They are to write a manual for new wait staff in the restaurant.</p> <p>The students' role will be working cooperatively in teams to write a "how-to manual" for training new wait staff in the restaurant. Include styles of service, setup, wait staff responsibilities, service area, serving & clearing food.</p>	<ul style="list-style-type: none"> • Quiz/Test • Practical service labs • Class discussion • Related Worksheets • How-to-manual project • Classroom based business • Classroom participation

Scoring Rubric: Kitchen Lab performance Evaluation

Kitchen # _____ Product Name: _____ Block: _____ Date: _____

Cook: _____ Asst. Cook: _____ Manager: _____ Swing: _____

Criteria	Professional (5)	Above Proficiency (4)	Proficient (3)	Below Proficiency (2)	Lacks Proficiency (1)
Personal hygiene IV a,b,c,d	Follows the 5 hand washing steps; hair is secured; apron is worn properly	Follows 4 out of 5 hand washing steps; hair is secured and apron is worn.	Follows 3 out of 5 hand washing steps; hair is secured; however not properly; apron is on	Follows 2 out of 5 hand washing steps; hair does not stay secured; apron is dirty.	Does not follow steps of hand washing; hair not secured and no apron is worn.
Sanitation IV a,b,c,d	All work surfaces are cleaned w/a detergent and sanitized before & after lab; sink area is wiped clean at end of lab. Maintains clean work space throughout activity. Floor is swept under table & around work triangle.	Work surfaces are cleaned w/a detergent & sanitized before & after lab; sink area is left clean & dry. Maintains clean work space. Floor is swept under table & work area	Work surfaces moderately cleaned; needed reminding of sink sanitation. Floor is swept in work triangle area only.	Work surfaces need to be cleaned & sanitized with more care to prevent cross-contamination. Floor area was not swept.	Does not follow sanitation rules when working in the kitchen lab.
Personal and Food Safety IV a,b,c,d	Extreme care is taken with all tools & equipment, including cutlery. Always pulls oven racks out; follows all safety rules as stated in beginning of course. Avoids cross-contamination throughout activity.	Care is taken with all tools & equipment, including cutlery. Pulls oven rack out occasionally; follows safety rules as stated; avoids cross contamination	Misuse in care & procedures for some tools, equipment &/or cutlery; needs to pull oven rack out; needs to follow safety rules as stated; may have caused cross contamination	Below proficiency with food safety procedures and has caused cross contamination with food or surface due to misuse of tool & equipment.	Lacks proficiency with too many personal and food safety issues.
Mise en Place (prep & planning) IIa,b,d IV a,b,c,d	Thorough and efficient planning is evident before and during lab activity. Jobs are rotated daily; all food measurements and equipment are in place on work table in order of usage. All utensils & tools are organized & stored properly	Thorough planning is evident before and during lab activity. Jobs are rotated daily; food measurements & equipment are in place on work table in order of usage. Tools & utensils are organized & stored properly	Adequate planning is evident during lab activity; usually rotates job responsibilities. Needs prompting to do planning. Some disorganization with Mise en place.	Planning is not evident; too much talking and not doing your job responsibilities. Doesn't listen & is not organized with Mise en place.	Lacks knowledge in prep work and planning. Kitchen is not organized at end of lab.
Directions oral & written III, 2a,b,c,d IV a,b,c,d,	Very attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block.	Attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block	Listens to directions w/some prodding; understands most recipe terms; product came out okay and group just finishes when the bell rings	Does not listen to oral direction; written directions are confusing; product is over/under cooked; lab is incomplete at the end of block	Does not follow any directions; does not understand terms; product and lab are incomplete
Social Manners 7,8,9,10	Excellent social manners & table etiquette; table is set correctly	Very good social manners & table etiquette; one error in table setting	Good social manners & table etiquette; two errors in table setting	Below average with social manners & table etiquette; three errors in table setting	Does not demonstrate social or table manners; wrong table setting

SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

Sub total: _____
(wt. x 1.66)
lab Total: _____
(out of 50 pts)

Rubric for Projects

Name: _____ Date: _____ Block: _____ Score: _____

Criteria	4 - Professional	3 - Proficient	2 - Developing	1 - Incomplete
Choice of Project	<input type="checkbox"/> Appropriate <input type="checkbox"/> Focused <input type="checkbox"/> Innovative <input type="checkbox"/> Relevant <input type="checkbox"/> Purposeful	<input type="checkbox"/> Generally appropriate <input type="checkbox"/> Evidence of some focus <input type="checkbox"/> Moderate creativity <input type="checkbox"/> Expresses some relevance <input type="checkbox"/> Adequate purpose shown	<input type="checkbox"/> Somewhat appropriate <input type="checkbox"/> Evidence of minimal focus <input type="checkbox"/> Limited creativity <input type="checkbox"/> Difficulty in identifying relevance <input type="checkbox"/> Includes evidence of some purpose	<input type="checkbox"/> Inappropriate <input type="checkbox"/> Lacks focus <input type="checkbox"/> Lacks innovation <input type="checkbox"/> Lacks relevance <input type="checkbox"/> Purpose unclear
Use of Planning Process	<input type="checkbox"/> Well planned <input type="checkbox"/> Willingness to take risks	<input type="checkbox"/> Attempts well developed ideas that lead to a general understanding <input type="checkbox"/> Willingness to take slight risks	<input type="checkbox"/> Limited explanation of ideas creates misunderstanding of project <input type="checkbox"/> Minimal evidence of risk taking	<input type="checkbox"/> Lacks thoroughness <input type="checkbox"/> Little evidence of willingness to take risk <input type="checkbox"/> No evidence of risk taking
Written Summary	<input type="checkbox"/> Concise <input type="checkbox"/> Depth of thought; thorough and specific development of ideas <input type="checkbox"/> Writer exhibits mastery of grammar	<input type="checkbox"/> Generally concise <input type="checkbox"/> Ideas are thoughtful with moderate evidence of topic development <input type="checkbox"/> Writer exhibits moderate command of grammar	<input type="checkbox"/> Some segments ramble <input type="checkbox"/> Omits information that creates gaps in the information <input type="checkbox"/> Errors in grammar	<input type="checkbox"/> Rambles to the extent that main point is lost <input type="checkbox"/> Omits information that creates lack of understanding <input type="checkbox"/> Limited evidence of correct use of grammar
Oral Presentation	<input type="checkbox"/> Polished <input type="checkbox"/> Engaging	<input type="checkbox"/> Well designed <input type="checkbox"/> Informative	<input type="checkbox"/> Reasonably neat <input type="checkbox"/> Somewhat maintains audience attention	<input type="checkbox"/> Sloppy <input type="checkbox"/> Poorly presented

Assignment Score _____ + Weighting _____ = Final Score _____

Feedback and comments:

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FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Careers

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Resumes and portfolios are effective tools which give the potential employer an idea of your interests, talents, past experience, education and previous jobs. They should be complete, neat, and well organized. 2. To be employed in the foodservice industry you must draw on skills that help you find and keep a job. 	<ol style="list-style-type: none"> 1. What is the point of a portfolio? 2. How do I put together a resume? 3. How do I get a job in the food service industry?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. A part-time or summer job helps you develop skills such as responsibility, self-confidence, and decision making. 2. Workplace guidelines for front-of-the-house positions and back-of-the-house positions. 3. Various jobs and careers found in the hospitality and food service industry. 4. It is customary to send a typed cover letter with a resume to the potential employer. 5. A portfolio is a collection of samples that highlight your interests, talents, contributions, and studies. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify the difference between school and workplace environments. 2. Develop a list of workplace guidelines. 3. Outline examples of career opportunities in the foodservice industry. 4. Demonstrate basic employability skills in foodservice. 5. Write a cover letter for a job.

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<p>6. A resume is a written summary of your past experience, education, previous jobs, skills, and achievements related to the job you are seeking.</p> <p>7. Resumes and portfolios will change as you gain more experience, training, and education.</p> <p>8. Application forms ask basic personal information about the applicant's background.</p> <p>9. Key points for creating a good first impression at a job interview.</p> <p>10. Follow through procedures after an interview.</p>	<p>6. Compile your best examples of work into a portfolio.</p> <p>7. Write a resume that lists skills and competencies.</p> <p>8. Describe the proper way to fill out an application.</p> <p>9. Discuss the job interview and its importance in the hiring process.</p> <p>10. Practice interviewing skills.</p> <p>11. Write a follow-up letter to an interview.</p>
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>The student will be able to write a cover letter.</p> <p>Choose a job in the foodservice industry that you believe you are qualified for and write a cover letter as if you were applying for that job. Use proper grammar and punctuation, and explain why you are qualified for the position. Explain your employment goals clearly. Edit carefully for spelling and punctuation mistakes and reflect your attitude and communication skills.</p> <p>Assessment: Have students evaluate each others' letters for effectiveness and accuracy.</p> <p>Write a personal resume that you could give to an employer for a current job.</p> <p>Role-play a job interview between an employer and a prospective employee. Then switch roles. Give a short presentation on what behaviors made the most difference from each perspective.</p> <p>Design a portfolio with a collection of samples of your best work that highlight your interest, talents, contributions and studies.</p>	<ul style="list-style-type: none"> • Resume • Cover letter • Thank you note • Related worksheets • Role-Play • Test/Quiz • Task specific rubrics

Rubric for Role Playing Lesson

Name _____ **Date:** _____

Title: _____

Point system: +1 for observed behavior; 0 for no observed behavior.

- ___ Captured attention
- ___ Displayed enthusiasm

- ___ Involved audience
- ___ Relevance of topic revealed
- ___ Presented clear problem/dilemma
- ___ Clear introduction of characters
- ___ Voice volume
- ___ Appeared confident
- ___ Objectives stated and presented visually
- ___ Use of visuals

Enactment

- ___ Smooth transition into this stage
- ___ Effective pacing
- ___ Maintained student attention

Follow-up Discussion

- ___ Smooth transition into this stage
- ___ Quality of questions
- ___ Questions covered objectives

Closure

- ___ Plan in place to assess mastery of objectives
- ___ Lesson plan included a good application assignment

- ___ Overall Grade

Rubric for Portfolio

Name: _____ Date: _____ Block: _____ Score: _____

Task Description:				
Criteria	4 - Professional	3 - Proficient	2 - Novice	1 - Beginner
Planning Process	<input type="checkbox"/> Clearly defined goals <input type="checkbox"/> Detailed plan consistent with goals	<input type="checkbox"/> Defined goals <input type="checkbox"/> Plan of action loosely based on goals	<input type="checkbox"/> Limited goals <input type="checkbox"/> Undefined plan of action	<input type="checkbox"/> No clearly defined goals <input type="checkbox"/> No plan of action
Content/ Organization	<input type="checkbox"/> Includes required content <input type="checkbox"/> Content presented in a concise, well-organized manner	<input type="checkbox"/> Includes most required content <input type="checkbox"/> Organization is adequate	<input type="checkbox"/> Fewer than half of the required components <input type="checkbox"/> Some organization; difficult to follow	<input type="checkbox"/> Lack of required components <input type="checkbox"/> Lack of organization
Innovative Components	<input type="checkbox"/> Demonstrates a high degree of insight, originality, and creativity	<input type="checkbox"/> Demonstrates some originality or creativity	<input type="checkbox"/> Demonstrates a low level of creativity	<input type="checkbox"/> Demonstrates no originality or creativity
Product	<input type="checkbox"/> Polished and well presented <input type="checkbox"/> High level understanding of career concepts <input type="checkbox"/> Product would serve as a strong asset in employment search	<input type="checkbox"/> Neat and presentable <input type="checkbox"/> General knowledge base of career concepts <input type="checkbox"/> Product would be an acceptable tool in employment search	<input type="checkbox"/> Reasonably neat and presentable <input type="checkbox"/> Gaps in knowledge base of career concepts <input type="checkbox"/> With additional attention to detail, product could become valuable in employment search	<input type="checkbox"/> Poorly presented <input type="checkbox"/> No evidence of knowledge base of career concepts <input type="checkbox"/> Product is not suitable in employment search

Assignment Score _____ + weighting _____ = Final Score _____

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FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: History of Food Service and Hospitality

STAGE 1: IDENTIFY DESIRED RESULTS

Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Ancient Greeks rarely dined out but they did enjoy the social aspect of dining, and often gathered together for banquets even though restaurants were not invented for another 2000 years. 2. In the United States, transportation developed from stagecoach to railroad to automobile to commercial airline and the foodservice industry has made changes along with these transportation developments. 	<ol style="list-style-type: none"> 1. What did the Ancient Greeks and Romans have in common with the culinary arts? 2. How did the foodservice/hospitality industry begin? 3. How did the development of the railroad system in the United States cause the foodservice industry to grow?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Hospitality is one of the oldest businesses. 2. Egypt, Greece, and the Roman Empire played an important role in the early days of the foodservice industry. 3. The Agrarian Age began during the Middle Ages and changed the way people ate. 4. The basic European diet in the Middle Ages was bland and lacked variety. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Trace the history of the foodservice industry and explain its relationship to world history. 2. List famous chefs from history and note their major accomplishments. 3. Plan a medieval banquet. 4. Outline the growth of foodservice throughout the history of the United States.

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<p>5. The coffee house concept was born during the Renaissance in Oxford, England.</p> <p>6. The concept of the restaurant began in 1765 in France.</p> <p>7. The growth of the foodservice industry continued with new modes of transportation.</p> <p>8. By the 1930's the fast food segment of the foodservice industry began with the introduction of White Castle and others soon followed during the 40's & 50's.</p> <p>9. Trends in foodservice reflect the changes in lifestyle and economic conditions, offering home meal replacements, home delivery systems, and cyber shopping.</p> <p>10. The popularity of ethnic and international cuisines is booming.</p>	<p>5. List historical entrepreneurs who influenced food service in the United States.</p> <p>6. List current trends in society and explain how they influence the foodservice industry.</p> <p>7. Research a variety of cuisines of the world such as Asian Cuisine, Africa and the Middle East, and the Americas.</p>
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

<p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>The student is to think of themselves as food historians for the food network channel on T.V. Their assignment for the next segment is to trace the history of the foodservice industry and explain its relationship to world history by creating a timeline that shows this industry's development. Presentation can be creative; posters, power point, etc., writing skills must follow WHS student academic expectations.</p>	<ul style="list-style-type: none"> • Quizzes/Tests • Text readings • Related worksheets • Timeline • Research report

Name: _____ Date: _____ Block: _____ Score: _____

POSTER RUBRIC

CATEGORY	4 Above Proficient	3 Proficient	2 Below	1 Lacking
Title	Title can be read from 6 ft. away, it is quite creative and it uses WordArt.	Title can be read from 4 ft. away, describes content well, and it uses WordArt.	Title can be read from 4 ft. away, describes the content well, and it doesn't use WordArt.	The title is too small and/or does not describe the content of the poster well, and/or it does not use WordArt.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Feedback:

Subtotal: _____

Weight: _____

Total: _____

Research Rubric

Name_____

Due Date_____

Waterford High School Mission:

- Read, write and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Handed in on due date	1 school day late	2 school (1 class day) late	3 school days late	4 school (2 class days) late	5 or more school days late
Research	All education including completed application included	Completed application included	All education information downloaded and included	Application partially completed	Application only included	No education information included
Essay	All 5 parts are included	4 parts included	3 parts included	2 parts included	1 part included	No written essay component
Essay grammar	No errors	1-2 grammatical errors	3-4 grammatical errors	5-6 grammatical errors	7-8 grammatical errors	9 or more grammatical errors
Essay spelling	No errors	1-2 spelling errors	3-4 spelling errors	5-6 spelling errors	7-8 spelling errors	9 or more spelling errors
Essay punctuation	No errors	1-2 punctuation errors	3-4 punctuation errors	5-6 punctuation errors	7-8 punctuation errors	9 or more punctuation errors
Total						

Total_____X3.3=_____

Rubric for PowerPoint Presentation

Name (s): _____ Date: _____ Block: ____ Score: _____

Task Description:				
Criteria	Strong Impact 4	Good Impact 3	Some Impact 2	Minimal Impact 1
Introduction	<input type="checkbox"/> Fully captures the attention of the audience <input type="checkbox"/> Topic has a clear focus	<input type="checkbox"/> Captures the attention of the audience <input type="checkbox"/> Topic is mostly focused	<input type="checkbox"/> Few audience members seem interested <input type="checkbox"/> Topic focus is vague	<input type="checkbox"/> Audience is not captured <input type="checkbox"/> No topic focus
Content	<input type="checkbox"/> Accurate <input type="checkbox"/> Organized <input type="checkbox"/> Fully understands topic	<input type="checkbox"/> Mostly accurate <input type="checkbox"/> Mostly organized <input type="checkbox"/> Understands topic	<input type="checkbox"/> Partially accurate <input type="checkbox"/> Partially organized <input type="checkbox"/> Fair understanding	<input type="checkbox"/> Inaccurate <input type="checkbox"/> Unorganized <input type="checkbox"/> Does not understand
Writing Mechanics; Text Elements; Citations	<input type="checkbox"/> No errors in grammar, usage, mechanics, spelling <input type="checkbox"/> Text elements easy to read (fonts, size) <input type="checkbox"/> Background and color enhance readability of text <input type="checkbox"/> Sources are properly cited so audience can determine credibility	<input type="checkbox"/> Text is written with little or no editing required <input type="checkbox"/> Text elements are somewhat easy to read, but do not distract from the presentation <input type="checkbox"/> Background and color distract from readability <input type="checkbox"/> Most sources of information are properly cited	<input type="checkbox"/> Grammar, usage, mechanics, and spelling impair readability <input type="checkbox"/> Text elements are too busy or are difficult to read <input type="checkbox"/> Background and color distract and make text difficult to read <input type="checkbox"/> Some sources are not properly cited	<input type="checkbox"/> Grammar, usage, mechanics, and spelling errors distract; major editing needed <input type="checkbox"/> Text elements extremely difficult to read <input type="checkbox"/> Choice of background and color needs improvement <input type="checkbox"/> Most sources are incorrectly cited
Layout	<input type="checkbox"/> Includes placeholders, such as title, bulleted list, and graphics <input type="checkbox"/> Appropriate use of white space	<input type="checkbox"/> Includes some titles, bulleted lists, and graphics <input type="checkbox"/> Too much text; distracts from white space	<input type="checkbox"/> Minimal use of layout placeholders <input type="checkbox"/> Text dominates slide	<input type="checkbox"/> Poor use of placeholders <input type="checkbox"/> Slide is too full
Graphics, Sound, Animation	<input type="checkbox"/> Enhances overall theme	<input type="checkbox"/> Somewhat enhances theme, but are lacking in resolution or quality	<input type="checkbox"/> Seems unrelated to theme; poor quality, resolution	<input type="checkbox"/> Unrelated to theme and distracts from content; inappropriate
Teamwork	<input type="checkbox"/> The project is clearly a group effort	<input type="checkbox"/> Most of the team members contribute to group effort	<input type="checkbox"/> Few people contribute their fair share of work	<input type="checkbox"/> No collaboration in teamwork

Feedback:

Presentation grade: _____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Marketing and Menu

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. A menu is the most important document that defines the purpose, strategy, market, service, and theme of an operation. 2. A restaurant's reputation is important to the success of an establishment. 	<ol style="list-style-type: none"> 1. What is a menu? 2. What is marketing? 3. Why do you think menu planning is important? 4. What criteria do you use when choosing a restaurant to dine?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. The menu is an important working tool used by managers to plan, organize, operate, and control back-of-the-house operations. 2. The menu is a published announcement of what the restaurant has to offer customers in the front-of-the-house. 3. Many operations use special menus for breakfast, brunch, holidays, teas, parties, and formal dinners and seasonal menus. 4. Several factors must be considered in developing the menu content. 5. Menu analysis helps managers make decisions about keeping, cutting, or adding menu items. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Define a la carte; table d' hote, California, du jour, and cycle menus. 2. Discuss the various types of menus. 3. Explain the two main functions of a successful menu. 4. Create a variety of menus. 5. Organize the information on a menu.

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<p>6. Managers must constantly be able to change their marketing strategies by observing and quickly reacting to market trends.</p> <p>7. Market segmentation means breaking down the potential market of customers into smaller groups of similar individuals.</p> <p>8. Market demand can be predicted by using previous sales records or by forecasting.</p> <p>9. An operation needs an organized promotions plan within its marketing plan.</p> <p>10. Restaurants need a mission statement for its customers.</p>	<p>6. Design and lay out a menu.</p> <p>7. Distinguish among and discuss basic marketing concepts such as product-service mix, marketing mix, and market trends.</p> <p>8. Outline the components of a marketing plan.</p> <p>9. Describe how markets are commonly segmented.</p> <p>10. Forecast market demands in the restaurant industry.</p> <p>11. Discuss the components of a promotional campaign.</p> <p>12. Create and write a restaurant promotion and mission statement.</p>
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>The goal of this project is to design and create a fully detailed menu from a restaurant typical of the country you have to research. The menu will reflect traditional foods of your country, as well as the background of those foods. Your menu should include the following parts:</p> <ul style="list-style-type: none"> • Menu items will be written in Standard English and be descriptive of the dish. • The menu itself will be attractively designed. • An interesting story of how your restaurant began. • A dinner menu featuring foods typically seen in a restaurant from your country. • A featured “recipe of the month” listing ingredients & directions for preparation. • A back cover which will have information in paragraph form and will explain how the foods reflect the traditional cuisine of the country. • Menu should include appetizers, soups, salads, entrees, desserts and beverages. • Include 3 of each of the categories of food and 2 beverages. • Each dish should have a description to help the diner understand their choice. • Create a mission statement for their menu. • Write a restaurant promotion slogan. 	<ul style="list-style-type: none"> • Quiz • Test • Class readings • Related worksheets • Menu project rubric • Research report

Menu Planning Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically (1,2,4)
- Analyze challenging problems (3,4,5,6)
- Apply skills in life practice (11)

	5	4	3	2	1	0
Timing	Handed in on due date	1 school day late	2 school (2 class) day late	3 school days late	4 school(2 class) days late	5 or more school days late
Menus	Planned for 7 days	Planned for 6 days	Planned for 5 days	Planned for 3-4 days	Planned for 1-2 days	Not included
Pyramid	Completely planned around it every day	1 day not planned around Pyramid	2-3 not planned around Pyramid	4-5 not planned around Pyramid	6 not planned around Pyramid	None planned around Pyramid
Budget	Right on budget	Over budget by less than \$20	Over budget by more than \$20	Under budget by less than \$20	Under budget by less than \$40	Budget not included
Shopping List	Complete	Missing 1-2 items	Missing 3-4 items	Missing 5-6 items	Missing 7 or more items	Not included
Store Brochures	Included and menu planned according to weekly specials	$\frac{3}{4}$ planned around specials, including brochures	$\frac{1}{2}$ planned around specials, brochures included	$\frac{1}{4}$ planned around specials, brochures included	Planned around weekly specials but no brochures	Random planning
Total						

Total _____ X 3.33=_____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Potatoes and Grains

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Whole grains have a shorter shelf life than milled grains and should be purchased in quantities that can be used within three weeks. 2. Potatoes, grains, and pastas are tasty, nutritious, and filling, and they have become an important part of the contemporary menu. 3. Legumes are a good protein substitute. 4. Different potato varieties will produce different results when used in food preparation. 5. Pasta and dumplings are prepared from a dough or batter that always includes a starch, such as flour, meal, or potatoes, and a liquid. 	<ol style="list-style-type: none"> 1. How do you store pasta products, potatoes, and legumes? 2. What kinds of legumes and grains are you familiar with? 3. Are yams the same as sweet potatoes? 4. How many different types of pasta have you eaten?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Potatoes should be firm and relatively smooth. 2. Any potatoes with black or green spots, mild, large cuts, or sprouts are unacceptable. 3. Potatoes should be stored in a dry place at temperatures ranging from 60°F to 70°F. 4. Whole grains should be stored in the refrigerator or the freezer. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Outline the various types of potatoes and their characteristics. 2. Identify and describe different types of potato. 3. Discuss how to properly store potatoes. 4. Prepare potatoes using a variety of recipes and cooking techniques.

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<p>5. Dried beans can be kept for one to two years; however, they are best when they are used within six months of purchase.</p> <p>6. Dried pastas and noodles are essential convenience foods because they store well, cook quickly, and provide a base or accompaniment for many popular dishes.</p> <p>7. The basic pasta dough recipe produces stiff dough that can be stretched, rolled into these sheets, and cut into desired shapes.</p> <p>8. The accompanying sauce that is served must be the right consistency to complement the shape and flavor of the pasta.</p> <p>9. Safety and sanitation rules in the foods laboratory.</p> <p>10. How to prepare a variety of dishes using grain as the main ingredient.</p>	<p>5. Identify the various types of grains and starches.</p> <p>6. Distinguish among various forms of wheat.</p> <p>7. Identify and describe different types of grains and legumes.</p> <p>8. Research healthful recipes that use flour such as bran, rice or whole wheat.</p> <p>9. Prepare grains and legumes using a variety of recipes and cooking techniques.</p> <p>10. Discuss the types of dried pasta and noodles.</p> <p>11. Identify and describe different types of pasta.</p> <p>12. Discuss the concept of single-stage and multiple-stage cooking techniques.</p> <p>13. Prepare pasta using a variety of recipes and cooking techniques.</p>
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Prepare various recipes using different pastas and different cooking methods. You are a student in Pro-start 2 learning the skills of the foodservice industry. You will be practicing the art of cooking by following lab procedures and rules. Assessment on skill methods and product outcome.</p> <p>Lab 1: dry heat method w/pasta Lab 2: moist heat method/pasta Lab3: combination method w/pasta Complete lab assessment on products, lab procedures and <i>Mise en place</i>. Choose recipe to prepare & sell to the public. Prepare cost analysis: serving /cost Serve to public in Pro-Start Café. Evaluate meal service techniques.</p>	<ul style="list-style-type: none"> • Cooking labs and assessments • Quiz, test • Related worksheets • Chapter questions • Class discussions • Lab rubric

Scoring Rubric: Kitchen Lab performance Evaluation

Kitchen # _____ Product Name: _____ Block: _____ Date: _____

Cook: _____ Asst. Cook: _____ Manager: _____ Swing: _____

Criteria	Professional (5)	Above Proficiency (4)	Proficient (3)	Below Proficiency (2)	Lacks Proficiency (1)
Personal hygiene IV a,b,c,d	Follows the 5 hand washing steps; hair is secured; apron is worn properly	Follows 4 out of 5 hand washing steps; hair is secured and apron is worn.	Follows 3 out of 5 hand washing steps; hair is secured; however not properly; apron is on	Follows 2 out of 5 hand washing steps; hair does not stay secured; apron is dirty.	Does not follow steps of hand washing; hair not secured and no apron is worn.
Sanitation IV a,b,c,d	All work surfaces are cleaned w/a detergent and sanitized before & after lab; sink area is wiped clean at end of lab. Maintains clean work space throughout activity. Floor is swept under table & around work triangle.	Work surfaces are cleaned w/a detergent & sanitized before & after lab; sink area is left clean & dry. Maintains clean work space. Floor is swept under table & work area	Work surfaces moderately cleaned; needed reminding of sink sanitation. Floor is swept in work triangle area only.	Work surfaces need to be cleaned & sanitized with more care to prevent cross-contamination. Floor area was not swept.	Does not follow sanitation rules when working in the kitchen lab.
Personal and Food Safety IV a,b,c,d	Extreme care is taken with all tools & equipment, including cutlery. Always pulls oven racks out; follows all safety rules as stated in beginning of course. Avoids cross-contamination throughout activity.	Care is taken with all tools & equipment, including cutlery. Pulls oven rack out occasionally; follows safety rules as stated; avoids cross contamination	Misuse in care & procedures for some tools, equipment &/or cutlery; needs to pull oven rack out; needs to follow safety rules as stated; may have caused cross contamination	Below proficiency with food safety procedures and has caused cross contamination with food or surface due to misuse of tool & equipment.	Lacks proficiency with too many personal and food safety issues.
Mise en Place (prep & planning) IIa,b,d IV a,b,c,d	Thorough and efficient planning is evident before and during lab activity. Jobs are rotated daily; all food measurements and equipment are in place on work table in order of usage. All utensils & tools are organized & stored properly	Thorough planning is evident before and during lab activity. Jobs are rotated daily; food measurements & equipment are in place on work table in order of usage. Tools & utensils are organized & stored properly	Adequate planning is evident during lab activity; usually rotates job responsibilities. Needs prompting to do planning. Some disorganization with Mise en place.	Planning is not evident; too much talking and not doing your job responsibilities. Doesn't listen & is not organized with Mise en place.	Lacks knowledge in prep work and planning. Kitchen is not organized at end of lab.
Directions oral & written III, 2a,b,c,d IV a,b,c,d,	Very attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block.	Attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block	Listens to directions w/some prodding; understands most recipe terms; product came out okay and group just finishes when the bell rings	Does not listen to oral direction; written directions are confusing; product is over/under cooked; lab is incomplete at the end of block	Does not follow any directions; does not understand terms; product and lab are incomplete
Social Manners 7,8,9,10	Excellent social manners & table etiquette; table is set correctly	Very good social manners & table etiquette; one error in table setting	Good social manners & table etiquette; two errors in table setting	Below average with social manners & table etiquette; three errors in table setting	Does not demonstrate social or table manners; wrong table setting

SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

Sub total: _____

(wt. x 1.66)

Lab Total: _____

(out of 50 pts)

WATERFORD PUBLIC SCHOOLS
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UNIT: Stocks, Soups, and Sauces

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. The five basic sauces are known as mother sauces, or leading sauces. These sauces are all made by combining a liquid with a thickening agent. 2. Many sauces are formed from a stock and roux. A roux is the most commonly used thickening agent. 3. The popularity of soups today may be due to increased nutrition consciousness. 	<ol style="list-style-type: none"> 1. Are all soups served hot? 2. What is a mirepoix? 3. How do you make a roux? 4. What is the difference between a stock and a soup?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. There are many different types of stock such as white stock, brown stock, bouillon, and fumet. 2. Stocks contain a major flavoring ingredient, liquid, aromatics, and mirepoix. 3. Aromatic vegetables are the second most important contributors of flavor to stocks. 4. Bones used for meat and fish stocks must be cut into the right size and prepared by blanching, browning, or stewing. 5. Bones that are browned are roasted and then simmered in water to enhance the flavor of the stock. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify the four essential parts of stock and the proper ingredients for each. 2. List and describe the various types of stock and their ingredients. 3. Prepare basic mirepoix. 4. Evaluate and use convenience bases. 5. Explain the functions of sauces.

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<p>6. Starches are the most common and most useful thickeners used in sauce making.</p> <p>7. A roux must be cooked so that the finished sauce does not have the raw starch taste of the flour.</p> <p>8. There are two kinds of soup: clear soups and thick soups. Quality stock forms the best soup base.</p> <p>9. Flavored stocks, broths, and consommés are considered clear soups. Thick soups are cream soups and puree soups.</p> <p>10. Both cream and puree soups use a pureed main ingredient that is then blended into the rest of the soup.</p> <p>11. The Grand sauces include Brown, Veloute, Béchamel, Tomato and Hollandaise.</p> <p>12. When selecting the correct sauce to serve with a meal, a few factors should be considered: the sauce should be suitable for the style of service; the sauce should be suitable for the main ingredient's cooking technique; and the sauce's flavor must be appropriate for the flavor of the food.</p>	<p>6. List the ways to cool stock properly.</p> <p>7. Prepare white, blond, and brown roux and use them to thicken liquids.</p> <p>8. Thicken liquids with cornstarch and other starches.</p> <p>9. Identify the grand sauces and describe other sauces made from them.</p> <p>10. List the proper ingredients for sauces.</p> <p>11. Prepare several kinds of sauces.</p> <p>12. Identify the major categories of soups.</p> <p>13. Explain the preparation of the basic ingredients for broth, consommé, puree, clear, and cream soups.</p> <p>14. Compare the steps in the preparation of milk base versus stock based soups.</p>
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	<p>15. Prepare cream soups, bisques, chowders, specialty soups and clear soups.</p> <p>16. Serve soups properly.</p>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
<p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>The goal is to observe what happens when you add a starch to a hot liquid. Students in the lab will need 2 pts. of chicken broth, two small sauce pots, 4 tbsp. flour, and 1/2 cup container with a cover.</p> <ol style="list-style-type: none"> 1. Pour one pint of chicken broth into a pot and heat it until it becomes very hot. 2. Add 2 T of flour to the broth. Stir and continue heating. Observe and record what you notice about the broth. 3. Pour the remaining pint of broth into a pot and heat it until it becomes very hot. 4. Place remaining 2 T of flour into a small cup and add ¼ cup of water. Cover and shake well. 5. Pour this mixture into the broth, stir, and continue heating. Observe and record what you notice about this broth. 6. Explain what you observed in each pot of broth. 7. Why do you think it is a good idea to disperse the starch in a small amount of cold liquid before you add it to your soup or sauce? <p>Record student finding and discuss findings.</p>	<ul style="list-style-type: none"> • Chapter questions • Related worksheets • Lab assessment tasks/test • Quiz and test • Lab analysis

Scoring Rubric: Kitchen Lab performance Evaluation

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SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

sub total: _____

(wt. x 1.66)

Lab Total: _____

(out of 50 pts)

V. APPLY THE PRINCIPLES AND PROCESSES OF THE SCIENCES TO ANALYZE THE PHENOMENA AND SOLVE PROBLEMS RELATED TO THE NATURAL WORLD

	EXCELLENT	VERY PROFICIENT	PROFICIENT	APPROACHING PROFICIENCY	LACKING PROFICIENCY	SCORE
V-a. Observe	The student recognizes most science phenomena in the natural world and demonstrates higher order thinking to formulate insightful questions regarding these observations.	The student recognizes most science phenomena in the natural world and demonstrates higher order thinking to formulate questions regarding these observations.	The student recognizes most science phenomena in the natural world and formulates questions regarding these observations.	The student recognizes some science phenomena in the natural world and attempts to formulate questions regarding these observations.	The student shows little or no attempt to recognize science phenomena in the natural world.	
V-b. Hypothesize	The student creates a relevant hypothesis which demonstrates a comprehensive understanding of the problem and contains both the independent and dependent variables.	The student creates a relevant hypothesis which demonstrates a good understanding of the problem and contains both the independent and dependent variables.	The student creates a relevant hypothesis which demonstrates an adequate understanding of the problem and contains both the independent and dependent variables.	The student attempts to create a relevant hypothesis which demonstrates a minimal understanding of the problem and may contain the independent and/or dependent variables.	The student shows little or no attempt to create a hypothesis based on the problem and is unable to identify variables.	
V-c. Experiment	The student can effectively design relevant experiments using resources in a safe and controlled manner, critically analyzing the key factors of the given scientific problem.	The student can design relevant experiments using resources in a safe and controlled manner, critically analyzing most of the key factors of the given scientific problem.	The student can design relevant experiments using resources in a safe and controlled manner, analyzing some of the key factors of the given scientific problem.	The student attempts to design relevant experiments using resources in a safe and controlled manner.	The student shows little or no attempt to design experiments.	
V-d. Analyze	The student gathers, accurately organizes, classifies and explains relevant data to address the key factors of the given scientific problem.	The student gathers, organizes, classifies and explains relevant data to address most of the key factors of the given scientific problem.	The student gathers, organizes, classifies and explains data to address some of the key factors of the given scientific problem.	The student gathers and attempts to organize classify and explain data to address some of the factors of the given scientific problem.	The student shows little or no attempt to gather and organize data.	
V-e. Draw Conclusions	The student is able to synthesize and draw relevant conclusions using the collected data with insight and accuracy. Unexpected results are analyzed and possible conclusions are evaluated.	The student is able to synthesize and draw relevant conclusions using the collected data. Some unexpected results are analyzed and possible conclusions are evaluated.	The student is able to synthesize and draw conclusions using the collected data. Few unexpected results may be identified and/or possible conclusions evaluated.	The student attempts to draw conclusions using some collected data.	The student does not draw conclusions.	

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FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Meat, Poultry, and Seafood

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Meat is a popular menu item. Because so much of the food service dollar is spent on meat, it must be chosen and cooked carefully. 2. Poultry is a popular food service item that is lower in fat and less expensive than red meat. 3. Each time you prepare one of these recipes, you should be thinking not just about that one product but about the techniques you are using and how they can be applied to other products. 	<ol style="list-style-type: none"> 1. How can you recognize quality in meat? 2. What is marbling? 3. How do you prepare different poultry dishes?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. All meat, poultry, and seafood are considered potentially hazardous food. 2. Government inspections of meat are mandatory; grading is optional and is handled by the USDA. 3. Meat should be loosely wrapped in air-permeable paper and stored under refrigeration. 4. How to match cuts and qualities of meat to the best cooking methods. 5. Moist-heat cooking techniques produce food that is delicately flavored and moist with a rich broth. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Outline the federal grading systems for meats and poultry. 2. Identify both the similarities and the differences between meat and poultry. 3. Handle meats, poultry & seafood safely. 4. Describe the various forms of meat, poultry and fish. 5. Demonstrate proper procedures for purchasing, storing, and fabricating meat, poultry and fish.

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6. Combination cooking methods- braising and stewing-use both dry and moist heat to cook food that is less tender.	6. Match various cooking methods with different forms of meat, poultry and fish.
7. To prevent cross-contamination poultry should not come in contact with any other type of meat.	7. Identify and describe different types of primal cuts and retail cuts of meat.
8. Poultry is given a mandatory inspection for wholesomeness and may be graded as USDA A, B, or C.	8. Practice trimming silver skin and butter flying meats and poultry.
9. Poultry fabrication includes disjointing and boning, cutting a bird into pieces, preparing boneless chicken breasts and trussing.	9. Give examples of the various types of poultry.
10. Dressing and stuffing for poultry are baked separately for food safety.	10. Identify any domestic poultry item with reference to its kind, class, and style.
11. Most food service establishments purchase fish in the forms in which they intend to cook them.	11. Explain the differences between “light meat” and “dark meat” and describe how these differences affect cooking.
12. Fish and shellfish are some of the most perishable foods you will handle. It is especially important to store them carefully and use them quickly.	12. Determine doneness in cooked poultry and meats.
13. There are two types of shellfish: mollusks and crustaceans.	13. Store poultry items properly.
14. Fish fabrication techniques include scaling, trimming, gutting, and filleting.	14. Prepare a variety of poultry dishes by roasting, broiling, baking, sautéing, simmering and braising.
15. When fish is cooked, the flesh breaks apart into its natural separations.	15. Prepare a variety of meat dishes by roasting, broiling, baking, sautéing, simmering and braising.

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<p>16. There are four types of microorganism that can contaminate food and cause food borne illness: bacteria, viruses, parasites and fungi.</p>	<p>16. Outline the federal grading systems for fish and seafood.</p> <p>17. Recognize the basic market forms of fish.</p> <p>18. Describe the various forms of fish and seafood.</p> <p>19. Prepare a variety of fish dishes.</p> <p>20. Determine doneness in cooked fish.</p> <p>21. Identify food borne illnesses related to meats, poultry and fish.</p>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
<p style="text-align: center;">Performance Task(s)</p> <p style="text-align: center;"><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p style="text-align: center;">Other Evidence</p> <p style="text-align: center;"><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>Imagine that you write a food column in your local paper called “Advice from Angela”, You often answer questions from readers. You will be given 5 letters from readers (teacher) that pertain to meats, poultry and fish problems that your readers have encountered. You are to write your solutions to their problems, using the criteria found in your book as your guide.</p> <p>Cooking Labs: Students will experiment with various kinds of meat, poultry and seafood. They will apply effective <i>mise en place</i> through practice, demonstrate proper use of equipment and tools, follow basic food safety and sanitation guidelines, demonstrate proper procedures for fabricating protein foods and match various cooking methods with different forms of meat, poultry, and seafood.</p>	<ul style="list-style-type: none"> • Worksheets • Quizzes/unit test • Lab experiences • Lab rubrics • Meals-to-go

Case Study Rubric

Name: _____ Date: _____ Block: ____ Score: _____

Criteria	Above Proficiency (3)	Proficient (2)	Below Proficiency (1)	Level	Weighting	Total
Problem Identification	Identifies problem Accurately and Completely	Identifies part Of problem	Does not Identify problem			
Identifying Options	Identifies many options, Including innovative ones. Thoroughly cites advantages And disadvantages of each	Identifies several Options and basic advantages	Identifies few or no options, and or unable to clearly and accurately identify advantages and disadvantages			
Solution	Suggests solution suitable for problem and situation. Notes factors affecting choice of solution.	Suggest solution that may not be totally suitable. Does not recognize all factors affection situation.	Suggest inappropriate solution or none at all. Fails to mention factors that impact situation.			
Rationale	Makes strong case for solution being best choice	Argues for solution but reasoning may be weak.	Does not offer reasoned argument.			
Complete Analysis	Thorough, showing thought and effort. Shows understanding of situation and resourcefulness	Shows some thought and effort, but analysis is not complete or may not be well reasoned. Incompletely understands situation.	Shows little thought or effort. Does not show familiarity with situation presented.			
Thinking Skills Used	Shows creativity and good problem solving skills	Shows some creativity and skill in problem solving.	No problem solving skills or creativity shown.			

Feedback and comments:

Total: _____

Scoring Rubric: Kitchen Lab performance Evaluation

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SHORT ANSWERS:

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WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: Desserts and Baked Goods

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Baking is a science in which exact measurements and proper handling in ingredients and equipment are essential to ensure quality baked products. 2. There are baking techniques that must be followed which relate to the baking industry on a practical and theoretical basis. 3. Ingredients used in baking perform a specific function, and need to be weighed and mixed properly. 	<ol style="list-style-type: none"> 1. Why is baking like a science? 2. How does the consumer determine the nutritional value of baked products?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Baking is a science in which exact measurements and proper handling of ingredients and equipment are essential. 2. Cooking and baking require exact weighing and measuring of ingredients to ensure consistent quality and minimal waste. 3. Math skills are essential in the professional kitchen to determine recipe yields and conversions. 4. Strengtheners provide stability and make sure that the baked item does not collapse once it is removed from the oven. 5. Leaveners introduce air into products and fall into three categories: chemical, organic, and physical. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify and use common ingredients in baking. 2. Identify and describe types and roles of strengtheners, shortenings, sweeteners, flavorings, leaveners, and thickeners. 3. Calculate ingredients weights using baker's percentages. 4. Convert recipes to a new yield. 5. Proof bake shop items.

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6. Lean dough is made with flour, yeast and water which rich dough is made with the addition of shortening or tenderizing ingredients.	6. Mix yeast dough using the straight mix method.
7. Methods for preparing quick breads.	7. Apply the biscuit method and muffin method for mixing batters.
8. Quick breads use chemical leaveners and do not require a rising period whereas yeast dough does require a rising period.	8. Prepare different types of quick breads and cake batters.
9. Icings or frostings are sweet coatings for cakes and other baked goods.	9. Identify the different types of cakes and icings.
10. Types of cakes and batters.	10. Prepare basic icings.
11. Different types of dough.	11. Assemble and ice cakes.
12. Steamed puddings are more stable because of the greater percentage of eggs and sugar in the batter.	12. Differentiate between flakey and mealy pie dough.
13. Basic pie dough is sometimes called 3-2-1 dough because it's made of three parts flour; two parts fat, and one part water.	13. Prepare and describe steamed puddings and dessert soufflés.
14. Because of their high sugar content, cookies are best when they are baked in convection ovens.	14. Prepare pie dough using the 3-2-1 method.
15. Chocolate and cocoa are derived from cocoa or cacao beans and must be cooked carefully.	15. List and define the six types of cookies.
	16. Prepare cookie dough's by the three basic mixing methods.
	17. Prepare six basic types of cookies: dropped, rolled, molded, icebox, bar and sheet.
	18. Explain how chocolate is made.

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	<p>19. Practice candy making.</p> <p>20. Demonstrate how to store chocolate properly.</p> <p>21. List the characteristics of ice cream.</p> <p>22. List the steps used to prepare poached fruits and tortes.</p>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
<p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>The goal for this assignment is to prepare and display various desserts and baked goods for the WHS open house. As a student in pro-start 2, you are to convert recipes to new yields, prepare different types of quick breads, cakes, and icings. Estimate the number of products and servings that will be needed. Students will perform cost analysis on goods.</p> <p>Assessment: Grade will be based upon laboratory procedures, skills, team work, estimated amounts of products and presentation procedures for displaying products for public consumption.</p>	<ul style="list-style-type: none"> • Worksheets • Chapter reading • Related worksheets • Quiz, test • Lab assessments & rubrics • Practical application • Catered event rubric

Scoring Rubric: Kitchen Lab performance Evaluation

Kitchen # _____ Product Name: _____ Block: _____ Date: _____

Cook: _____ Asst. Cook: _____ Manager: _____ Swing: _____

Criteria	Professional (5)	Above Proficiency (4)	Proficient (3)	Below Proficiency (2)	Lacks Proficiency (1)
Personal hygiene IV a,b,c,d	Follows the 5 hand washing steps; hair is secured; apron is worn properly	Follows 4 out of 5 hand washing steps; hair is secured and apron is worn.	Follows 3 out of 5 hand washing steps; hair is secured; however not properly; apron is on	Follows 2 out of 5 hand washing steps; hair does not stay secured; apron is dirty.	Does not follow steps of hand washing; hair not secured and no apron is worn.
Sanitation IV a,b,c,d	All work surfaces are cleaned w/a detergent and sanitized before & after lab; sink area is wiped clean at end of lab. Maintains clean work space throughout activity. Floor is swept under table & around work triangle.	Work surfaces are cleaned w/a detergent & sanitized before & after lab; sink area is left clean & dry. Maintains clean work space. Floor is swept under table & work area	Work surfaces moderately cleaned; needed reminding of sink sanitation. Floor is swept in work triangle area only.	Work surfaces need to be cleaned & sanitized with more care to prevent cross-contamination. Floor area was not swept.	Does not follow sanitation rules when working in the kitchen lab.
Personal and Food Safety IV a,b,c,d	Extreme care is taken with all tools & equipment, including cutlery. Always pulls oven racks out; follows all safety rules as stated in beginning of course. Avoids cross-contamination throughout activity.	Care is taken with all tools & equipment, including cutlery. Pulls oven rack out occasionally; follows safety rules as stated; avoids cross contamination	Misuse in care & procedures for some tools, equipment &/or cutlery; needs to pull oven rack out; needs to follow safety rules as stated; may have caused cross contamination	Below proficiency with food safety procedures and has caused cross contamination with food or surface due to misuse of tool & equipment.	Lacks proficiency with too many personal and food safety issues.
Mise en Place (prep & planning) IIa,b,d IV a,b,c,d	Thorough and efficient planning is evident before and during lab activity. Jobs are rotated daily; all food measurements and equipment are in place on work table in order of usage. All utensils & tools are organized & stored properly	Thorough planning is evident before and during lab activity. Jobs are rotated daily; food measurements & equipment are in place on work table in order of usage. Tools & utensils are organized & stored properly	Adequate planning is evident during lab activity; usually rotates job responsibilities. Needs prompting to do planning. Some disorganization with Mise en place.	Planning is not evident; too much talking and not doing your job responsibilities. Doesn't listen & is not organized with Mise en place.	Lacks knowledge in prep work and planning. Kitchen is not organized at end of lab.
Directions oral & written III, 2a,b,c,d IV a,b,c,d,	Very attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block.	Attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block	Listens to directions w/some prodding; understands most recipe terms; product came out okay and group just finishes when the bell rings	Does not listen to oral direction; written directions are confusing; product is over/under cooked; lab is incomplete at the end of block	Does not follow any directions; does not understand terms; product and lab are incomplete
Social Manners 7,8,9,10	Excellent social manners & table etiquette; table is set correctly	Very good social manners & table etiquette; one error in table setting	Good social manners & table etiquette; two errors in table setting	Below average with social manners & table etiquette; three errors in table setting	Does not demonstrate social or table manners; wrong table setting

SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

Sub total: _____

(wt. x 1.66)

Lab Total: _____

(out of 50 pts)

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UNIT: Tourism and the Retail Industry

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> Travelers are visitors to your area and want to know what's happening in town, where to stay, where to eat, and how to get from one place to another. Marketers classify tourism according to the type of travel experience that people are looking for. 	<ol style="list-style-type: none"> What is tourism? Why do people want to visit Southeastern Connecticut?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> Why people travel. Tourism is a combination of all of the services that people require and will pay for when they are away from home for any period of time. The two broad categories of travelers-leisure travelers and business travelers. Southeastern Connecticut is a destination area for many tourists. Where the major tourist cities were in the past and are today. How evolving modes of transportation have influenced the travel and tourism industry. Recreation is part of the entertainment segment of tourism. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> Explain the role of tourism in the hospitality industry. Categorize the types of businesses that make up the tourism industry. List and discuss reasons why people travel. Define and discuss travel and tourism. Identify area events and predict why they have a positive economic impact. Trace the development of the tourism industry from the 1700s through the 21st century. Summarize the impact of the development of various kinds of transportation on the travel and tourism industry.

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8. The national park system is operated by the National Park Service, which is part of the U.S. Department of the Interior.	8. Explain how the building of railroads in the 1800s affected travel. Predict new ways of travel for the 21 st century.
9. The history and development of theme parks.	9. Identify types of recreational areas found in CT.
10. Most countries require that anyone crossing their borders have a valid passport.	10. Discuss the reasons that people visit national and state parks.
11. Foreign currency is different from US and how money is exchanged.	11. Obtain brochures from state and/or national parks outlining the recreational activities offered at each.
12. People can travel by car, plane, train, bus or ship.	12. List services of state and national parks.
13. Travel and tourism offer many kinds of job opportunities for those seeking careers in the hospitality industry.	13. List the reasons why theme parks are important to the hospitality and travel industries.
14. Travel agents help travelers with all of their travel needs and tour guides lead organized groups.	14. Outline the processes and special circumstances involved in international travel.
15. Concierges are employed by hotels, motels, and resorts.	15. Compare the advantages and disadvantages of travel by airplane, car, train, bus and cruise ship.
16. Customer service skills are crucial for anyone working in the hospitality field.	16. Identify career opportunities offered by travel and tourism.
17. In recent years, shopping areas have become major destinations for travelers.	17. Compare the roles of a travel agent and a tour guide.
18. The retail industry is a major source of employment in the U.S.	18. Outline the work done by concierges, state and local tourist offices, corporate travel offices, and convention and meeting planners.

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	<p>19. Describe required customer service skills in the travel industry.</p> <p>20. Identify the differences among specialty stores, & department stores.</p>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
<p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>The student will be able to: Research local tourist attractions and create an informational brochure using current technology available to them. You are the concierge of the Marriott Hotel. It is summer time and a family has come to you for information on recreational activities. Your job is to provide them with a wide range of informational services. You are to research one of the following attractions and create a brochure for tourists. It may include but not limited to: state parks, beaches, water parks, sporting events, theatrical performances, shopping areas, dining areas, museums, theme parks, casino, and aquariums. Included in the brochure should be information such as; attraction or activity name, location, time of business, amenities, cost and pictures.</p>	<ul style="list-style-type: none"> • Chapter question • Quiz/test • Class discussion • Worksheets • Work samples/brochure • Brochure rubric

Name: _____ Block: _____ Date: _____ Score: _____

Rubric for Brochure

Task Description:				
Criteria	Professional 4	Proficient 3	Needs Work 2	Unsatisfactory 1
Content	<input type="checkbox"/> Demonstrates in depth understanding of topic <input type="checkbox"/> Accurately utilizes researched information in the brochure <input type="checkbox"/> Handed in on time	<input type="checkbox"/> Demonstrates understanding of the topic <input type="checkbox"/> Employs research information with an adequate degree <input type="checkbox"/> One day late	<input type="checkbox"/> Demonstrates little understanding of topic <input type="checkbox"/> Employs research information with a fair degree of accuracy <input type="checkbox"/> Two days late	<input type="checkbox"/> Lacks understanding of topic <input type="checkbox"/> Reports only the most basic parts of the information <input type="checkbox"/> 3 days late
Written Presentation	<input type="checkbox"/> Well organized content <input type="checkbox"/> Attractive and well designed format <input type="checkbox"/> Clear and easily understood message <input type="checkbox"/> Computer generated with strong visual appeal	<input type="checkbox"/> Content is organized <input type="checkbox"/> Format is adequate <input type="checkbox"/> Message is sufficiently understood <input type="checkbox"/> Computer generated with acceptable eye appeal	<input type="checkbox"/> Content lacks organization <input type="checkbox"/> Format is difficult to follow and poorly organized <input type="checkbox"/> Message not clearly understood <input type="checkbox"/> Computer generated but poorly designed	<input type="checkbox"/> Unorganized content <input type="checkbox"/> Hard to follow <input type="checkbox"/> Message difficult to understand; tendency to wander or ramble <input type="checkbox"/> Handwritten or computer generated with little organization or skill
Research Quality	<input type="checkbox"/> Three sources used <input type="checkbox"/> Use of reliable sources <input type="checkbox"/> Accurate analysis of research	<input type="checkbox"/> Two sources used <input type="checkbox"/> Sources have some reliability <input type="checkbox"/> Adequate analysis of research	<input type="checkbox"/> One source used <input type="checkbox"/> Questionable reliability of sources <input type="checkbox"/> Basic information with questionable accuracy	<input type="checkbox"/> No sources used <input type="checkbox"/> Little reliability of sources <input type="checkbox"/> Inaccurate information
Visual Appeal	<input type="checkbox"/> Imaginative; original <input type="checkbox"/> Use of graphics make the message "come alive"	<input type="checkbox"/> Creativity is acceptable <input type="checkbox"/> Use of graphics adequate to present message	<input type="checkbox"/> Little creativity used <input type="checkbox"/> Poor selection of graphics	<input type="checkbox"/> No originality <input type="checkbox"/> Graphics do not tie in with the message

Assignment Score _____ + Weight _____ = Final Score _____

Waterford High School
Course Description

Bake Shoppe

The art of baking and pastry appeals to both the palate and the eye. This semester class will introduce you to a variety of dough and batters such as breads, cakes, muffins, pies, biscuits, scones, pastries and other elegant desserts. Attention to detail, eye-hand coordination and an artistic flair are key skills for those interested in baking and pastry. You will explore baking techniques and attain an in depth knowledge of how different ingredients function together. You will engage actively in cooperative work to accomplish specific tasks such as preparing baked goods for open house, special occasions and holidays along with selling products to faculty members. Learning Through Service hours can be earned through activities associated with this course.

Prerequisite: Intro to Culinary Arts. This course is offered in the Fall semester.

Credits: 0.5

Level: grades 10-12

Resources:

Food for Today, Kowtaluk, Helen. Glencoe-McGraw Hill.

Servsafe Essentials. NRAEF.

Videos: "Food Borne Illnesses", "Accident Prevention", "Kitchen Safety"

American Society of Bakery Engineers: www.asbe.org

National Restaurant Association: www.restaurant.org

American Culinary Federation: www.acfchefs.org

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Content Standards Applied to Topics in:
BAKE SHOPPE

STAGE 1: IDENTIFY DESIRED RESULTS	
Content Standard(s)	
<i>Generalizations about what students should know and be able to do</i>	
<p>Family & Consumer Science National and State Standards: Nutrition, Food Production, and Services:</p> <ul style="list-style-type: none"> C. Nutritional Needs: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan. D. Acquisition, Handling & Use of Foods: Demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span. E. Food Safety: Evaluate factors that affect food safety, from production through consumption. J. Food Safety & Sanitation: Demonstrate food safety and sanitation procedures. K. Food Production Equipment: Demonstrate selecting, using and maintaining food production equipment. L. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs. M. Food preparation: Demonstrate preparation for all menu categories to produce a variety of food products. <p>Waterford High School Expectations for Student Learning:</p> <ul style="list-style-type: none"> 1. Communicate in Standard English for a variety of purposes. 2. Read a variety of materials for the understanding, evaluations, and synthesis of information. 3. Apply mathematical principles to organize data, draw accurate conclusions, and solve and justify problems. 4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses. 5. Apply the principles and processes of the sciences to analyze phenomena and solve problems related to the natural world. 6. Utilize technology to obtain, organize and communicate information and to solve problems. <p>Waterford High School Social Expectations</p> <ul style="list-style-type: none"> 10. Engage actively in cooperative work to accomplish a specific task. 	

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UNIT: 1

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Food becomes contaminated by exposure to harmful microorganisms or chemical substances. Insects and rodents can also physically contaminate food. 2. Burns and injuries can easily occur in a foodservice work place. Establish safety procedures and know first aid measures to prevent or minimize damage. 3. Safety and sanitation is of utmost importance in the welfare of our lives. 4. Nutrition knowledge and skills are necessary to be successful in producing baked products. 	<ol style="list-style-type: none"> 1. What is a food-borne illness? 2. What steps can we take to prevent food-borne illness? 3. What workplace habits should be followed to prevent injuries? 4. What safety procedures must be followed when working in a bakery? 5. What skills and knowledge are needed for commercial food production?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Types of food-borne illnesses. 2. Conditions for bacterial growth. 3. That food labels are valuable tools for making wise food choices. 4. The nutrition facts panel provides easy to read nutrition information on the spot. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Define food-borne illness. 2. List the conditions needed for bacteria to grow. 3. Identify types of information found on food labels. 4. Explain how to interpret nutrition information found on food labels.

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5. Principles of personal hygiene.	5. Describe steps to prevent food-borne illness in the following areas: personal hygiene, food handling and storage, cleaning and sanitizing, and pest control.
6. Safety and sanitation procedures during the food laboratories.	6. Demonstrate food handling and preparation techniques that prevent cross contamination between raw, cooked, and ready to eat foods.
7. Proper food storage techniques and temperatures.	7. Demonstrate the concepts of safety and sanitation, nutrition and professional kitchen conduct.
8. Kitchen organization through Mise en place.	8. Value Mise en place as a concept central to working in a professional manner.
9. Rules and regulations of the FCS food laboratory.	9. Identify safe workplace habits that prevent injuries from the following: cuts, burns, falls, operation of equipment and strains.
10. Cleaning and maintenance procedure for major kitchen equipment and small tools used in the industry.	10. Practice principles of personal hygiene.
11. A master cleaning schedule.	11. Work safely and in a professional manner in the bakeshop.
12. The functions and cleaning methods of food service equipment.	12. Identify the bakery equipment, tools and their uses.
13. Understanding baking techniques and how they relate to the baking industry on a practical and theoretical basis is an important educational concept.	13. Demonstrate and use appropriate procedures for cleaning and maintaining equipment.
	14. Operate small tools and equipment properly.
	15. Prepare baked products that meet special dietary guidelines.

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	16. Prepare baked products for catered events and retail sale.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
<p style="text-align: center;">Performance Task(s)</p> <p style="text-align: center;"><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p style="text-align: center;">Other Evidence</p> <p style="text-align: center;"><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>Lecture/discussion on food-borne illness and bacteria growth.</p> <p>Given a specific illness, each student will research a food-borne illness. They will present their findings in a power point presentation with no more than ten slides. Present an oral report to class using your power point as your guide.</p> <p>Kitchen safety training: Imagine that you are responsible for training new kitchen employees in a bakery. Write an outline for a five minutes oral presentation that you would give to employees on their first day on the job to teach them the kitchen safety procedures of your bakery. Create any visual aids you believe would be helpful in training new employees. Give your presentation to the class and give your presentation outline to your teacher.</p>	<ul style="list-style-type: none"> • Power point presentation • Oral presentation • Rubrics • Class discussions • Test/Quiz • Safety poster • Participation in kitchen tour and safety checklist

IB. COMMUNICATE IN STANDARD ENGLISH FOR A VARIETY OF PURPOSES – SPEAKING/PRESENTING

	EXCELLENT	VERY PROFICIENT	PROFICIENT	APPROACHING PROFICIENCY	LACKING PROFICIENCY	SCORE
IB(a) Physical Presence	The student maintains excellent eye contact and appropriate body language, all of which contribute to a professional and poised presentation.	The student maintains good eye contact and appropriate body language, all of which contribute to a effective presentation.	The student maintains eye contact and usually maintains appropriate body language.	The student maintains minimal eye contact and body language.	The student maintains little to no eye contact and displays inappropriate body language.	
IB(b) Content	The student has excellent knowledge of the topic, demonstrating depth and elaboration in a concise manner.	The student has good knowledge of the topic, demonstrating depth and elaboration in a concise manner.	The student has knowledge of the topic, demonstrating depth and/or elaboration.	The student has minimal knowledge of the topic.	The student has little to no knowledge of the topic.	
IB(c) Organization	The student displays an excellent, logical and purposeful progression of subject matter and meets time requirements.	The student displays a logical and purposeful progression of subject matter and meets time requirements	The student displays adequate use of a logical progression of subject matter and meets time requirements.	The student displays a minimal progression of subject matter and time requirement is not met.	The student displays little to no progression of subject matter and time requirement is not met.	
IB(d)Sensory Aids	The student demonstrates an excellent use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates a good use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates an adequate use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates a minimal use of sensory aids and little connection with the audience.	The student demonstrates little to no use of sensory aids and no connection with the audience.	
IB(e)Voice	The student's voice is audible, clear, expressive and well paced.	The student's voice is audible, clear, and well paced.	The student's voice is mostly audible and clear.	The student's voice is minimally audible and occasionally clear.	The student's voice and is not audible and/or clear.	

Topic: _____

Student Name: _____

Final Score: _____

Rubric for PowerPoint Presentation

Name (s): _____ Date: _____ Block: ____ Score: _____

Task Description:				
Criteria	Strong Impact 4	Good Impact 3	Some Impact 2	Minimal Impact 1
Introduction	<input type="checkbox"/> Fully captures the attention of the audience <input type="checkbox"/> Topic has a clear focus	<input type="checkbox"/> Captures the attention of the audience <input type="checkbox"/> Topic is mostly focused	<input type="checkbox"/> Few audience members seem interested <input type="checkbox"/> Topic focus is vague	<input type="checkbox"/> Audience is not captured <input type="checkbox"/> No topic focus
Content	<input type="checkbox"/> Accurate <input type="checkbox"/> Organized <input type="checkbox"/> Fully understands topic	<input type="checkbox"/> Mostly accurate <input type="checkbox"/> Mostly organized <input type="checkbox"/> Understands topic	<input type="checkbox"/> Partially accurate <input type="checkbox"/> Partially organized <input type="checkbox"/> Fair understanding	<input type="checkbox"/> Inaccurate <input type="checkbox"/> Unorganized <input type="checkbox"/> Does not understand
Writing Mechanics; Text Elements; Citations	<input type="checkbox"/> No errors in grammar, usage, mechanics, spelling <input type="checkbox"/> Text elements easy to read (fonts, size) <input type="checkbox"/> Background and color enhance readability of text <input type="checkbox"/> Sources are properly cited so audience can determine credibility	<input type="checkbox"/> Text is written with little or no editing required <input type="checkbox"/> Text elements are somewhat easy to read, but do not distract from the presentation <input type="checkbox"/> Background and color distract from readability <input type="checkbox"/> Most sources of information are properly cited	<input type="checkbox"/> Grammar, usage, mechanics, and spelling impair readability <input type="checkbox"/> Text elements are too busy or are difficult to read <input type="checkbox"/> Background and color distract and make text difficult to read <input type="checkbox"/> Some sources are not properly cited	<input type="checkbox"/> Grammar, usage, mechanics, and spelling errors distract; major editing needed <input type="checkbox"/> Text elements extremely difficult to read <input type="checkbox"/> Choice of background and color needs improvement <input type="checkbox"/> Most sources are incorrectly cited
Layout	<input type="checkbox"/> Includes placeholders, such as title, bulleted list, and graphics <input type="checkbox"/> Appropriate use of white space	<input type="checkbox"/> Includes some titles, bulleted lists, and graphics <input type="checkbox"/> Too much text; distracts from white space	<input type="checkbox"/> Minimal use of layout placeholders <input type="checkbox"/> Text dominates slide	<input type="checkbox"/> Poor use of placeholders <input type="checkbox"/> Slide is too full
Graphics, Sound, Animation	<input type="checkbox"/> Enhances overall theme	<input type="checkbox"/> Somewhat enhances theme, but are lacking in resolution or quality	<input type="checkbox"/> Seems unrelated to theme; poor quality, resolution	<input type="checkbox"/> Unrelated to theme and distracts from content; inappropriate
Teamwork	<input type="checkbox"/> The project is clearly a group effort	<input type="checkbox"/> Most of the team members contribute to group effort	<input type="checkbox"/> Few people contribute their fair share of work	<input type="checkbox"/> No collaboration in teamwork

Feedback:

Presentation grade: _____

WATERFORD PUBLIC SCHOOLS
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UNIT: 2

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. There are a variety of job opportunities available in the food industry. 2. Measurement, not only for portion control and cost control but also for consistency in the quality of the final product is important. 3. Ingredients used in baking perform a specific function and need to be weighed and mixed properly. 	<ol style="list-style-type: none"> 1. What skills are needed to pursue a career in the baking industry? 2. How does a baker alter recipes to meet a variety of nutritional needs? 3. Why do some cakes fall if they are removed from the oven too soon? 4. When is a good idea to add a garnish to a plate?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Career paths and job opportunities in hospitality, food production, and baking. 2. Career advancement starts by attending community colleges, universities and culinary schools which specialize in this field of food service. 3. Apply communication skills to help you find and keep a job. 4. Baked goods for food service are prepared by professional bakers or pastry chefs with many years of experience. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify job opportunities in various commercial and noncommercial service and food production operations. 2. Describe a variety of baking related careers and how education plays a role. 3. Discuss the idea of professionalism and how it applies to the presentation of food. 4. Outline the duties of each type of chef, cook and baker.

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5. Measurement is by weight rather than by volume measure because weighing is much more accurate.	5. Distinguish among bread, pastry, and cake flours by touch and sight.
6. The baker's scale must balance before setting the weights and it must balance again after scaling.	6. Explain the importance of weighing baking ingredients.
7. The percentage of each ingredient is its total weight divided by the weight of the flour, multiplied by 100%.	7. Use a baker's balance scale.
8. Sometimes you have to change a recipe if the yield is not the amount you need.	8. Use formulas based on baker's percentages.
9. To find the total cost of a standard recipe, you must know both the ingredient amounts needed and the market price of each one.	9. Formulate the connection between recipes/formulas and proper measuring techniques.
10. The major ingredients in baking consist of flour, starches, fats, butters, oils, sugars, liquids, eggs, leavening agents, salt, flavorings and spices.	10. Convert recipes from original yield to desired yield using conversion factors.
11. People tend to eat with their eyes and so it is important to present a dish in an attractive manner.	11. Calculate standard recipe cost and cost per serving.
12. Understanding yeast products is key when preparing types of dough.	12. Identify the major ingredients of baked goods and their functions and characteristics.
13. It takes practice and skill with proficiency in assembling cakes and baked products.	13. Produce breads and dinner rolls.
	14. Produce sweet dough products.
	15. Produce Danish pastry and croissants.

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	<ol style="list-style-type: none">16. Prepare muffins, coffee cakes, scones, puff dough products and pies.17. Demonstrate the ability to prepare baked goods, design and prepare plated desserts in a professional manner.18. Perform basic cake mixing methods.19. Prepare basic icings.20. Outline the characteristics of basic cake types.21. Produce both high-fat and low-fat type of cakes.22. List the steps in assembling and icing different layer cakes.23. Assemble and ice cakes.
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Imagine that you are going to be a pastry chef in a shop that will make all different types of specialty cupcakes. Write a letter to your business partner detailing what equipment you want to purchase for the shop and why. Be sure to explain the purpose of each piece of equipment. Your letter should be in standard English letter format. Check your grammar and spelling before turning in your letter.</p> <p>Given adequate time in the computer lab, students will research careers paths available in the food service industry i.e. bakers and pastry chefs. An oral report on their research will follow.</p> <p>Baked goods preparation. Given formulas for baked goods, students will calculate cost per serving and prepare goods following Mise en place and food safety in the kitchen laboratory. Products will be sold to the faculty.</p>	<ul style="list-style-type: none"> • Class discussion • Research report • Oral presentation • Student worksheets • Text readings • Quiz/Test • Lab rubrics

IB. COMMUNICATE IN STANDARD ENGLISH FOR A VARIETY OF PURPOSES – SPEAKING/PRESENTING

	EXCELLENT	VERY PROFICIENT	PROFICIENT	APPROACHING PROFICIENCY	LACKING PROFICIENCY	SCORE
IB(a) Physical Presence	The student maintains excellent eye contact and appropriate body language, all of which contribute to a professional and poised presentation.	The student maintains good eye contact and appropriate body language, all of which contribute to a effective presentation.	The student maintains eye contact and usually maintains appropriate body language.	The student maintains minimal eye contact and body language.	The student maintains little to no eye contact and displays inappropriate body language.	
IB(b) Content	The student has excellent knowledge of the topic, demonstrating depth and elaboration in a concise manner.	The student has good knowledge of the topic, demonstrating depth and elaboration in a concise manner.	The student has knowledge of the topic, demonstrating depth and/or elaboration.	The student has minimal knowledge of the topic.	The student has little to no knowledge of the topic.	
IB(c) Organization	The student displays an excellent, logical and purposeful progression of subject matter and meets time requirements.	The student displays a logical and purposeful progression of subject matter and meets time requirements	The student displays adequate use of a logical progression of subject matter and meets time requirements.	The student displays a minimal progression of subject matter and time requirement is not met.	The student displays little to no progression of subject matter and time requirement is not met.	
IB(d)Sensory Aids	The student demonstrates an excellent use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates a good use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates an adequate use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates a minimal use of sensory aids and little connection with the audience.	The student demonstrates little to no use of sensory aids and no connection with the audience.	
IB(e)Voice	The student's voice is audible, clear, expressive and well paced.	The student's voice is audible, clear, and well paced.	The student's voice is mostly audible and clear.	The student's voice is minimally audible and occasionally clear.	The student's voice and is not audible and/or clear.	

Topic: _____

Student Name: _____

Final Score: _____

Rubric for Written Report

Name: _____ Date: _____ Block: _____ Score: _____

Task Description:				
Criteria	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Topic	<input type="checkbox"/> Directly relevant	<input type="checkbox"/> Somewhat relevant	<input type="checkbox"/> Remotely related	<input type="checkbox"/> Totally unrelated
Organization	<input type="checkbox"/> Good organization; points are logically ordered; sharp sense of beginning and end	<input type="checkbox"/> Organized; points are somewhat jumpy; sense of beginning and ending	<input type="checkbox"/> Some organization; points jump around; beginning and ending are unclear	<input type="checkbox"/> Poorly organized; no logical progression; beginning and ending are vague
Quality of Information	<input type="checkbox"/> Consistently motivates and assists others	<input type="checkbox"/> Quick to volunteer and assist	<input type="checkbox"/> Generally works well with others	<input type="checkbox"/> Seldom works well with others
Grammar, Usage, Mechanics, Spelling	<input type="checkbox"/> No errors	<input type="checkbox"/> Only one or two errors	<input type="checkbox"/> More than two errors	<input type="checkbox"/> Numerous errors distract from understanding
Interest Level	<input type="checkbox"/> Vocabulary is varied; supporting details vivid	<input type="checkbox"/> Vocabulary is varied; supporting details useful	<input type="checkbox"/> Vocabulary is unimaginative; details lack "color"	<input type="checkbox"/> Basic vocabulary; needs descriptive words
Neatness	<input type="checkbox"/> Typed; clean; neatly bound in a report cover; illustrations provided	<input type="checkbox"/> Legible writing, well-formed characters; clean and neatly bound in a report cover	<input type="checkbox"/> Legible writing, some ill-formed letters, print too small or too large; papers stapled together	<input type="checkbox"/> Illegible writing; loose pages
Timeliness	<input type="checkbox"/> Report on time	<input type="checkbox"/> Report one class period late	<input type="checkbox"/> Report two class periods late	<input type="checkbox"/> Report more than one week late

Feedback and Comments:

Assignment score: _____

Scoring Rubric: Kitchen Lab performance Evaluation

Kitchen # _____ Product Name: _____ Block: _____ Date: _____

Cook: _____ Asst. Cook: _____ Manager: _____ Swing: _____

Criteria	Professional (5)	Above Proficiency (4)	Proficient (3)	Below Proficiency (2)	Lacks Proficiency (1)
Personal hygiene IV a,b,c,d	Follows the 5 hand washing steps; hair is secured; apron is worn properly	Follows 4 out of 5 hand washing steps; hair is secured and apron is worn.	Follows 3 out of 5 hand washing steps; hair is secured; however not properly; apron is on	Follows 2 out of 5 hand washing steps; hair does not stay secured; apron is dirty.	Does not follow steps of hand washing; hair not secured and no apron is worn.
Sanitation IV a,b,c,d	All work surfaces are cleaned w/a detergent and sanitized before & after lab; sink area is wiped clean at end of lab. Maintains clean work space throughout activity. Floor is swept under table & around work triangle.	Work surfaces are cleaned w/a detergent & sanitized before & after lab; sink area is left clean & dry. Maintains clean work space. Floor is swept under table & work area	Work surfaces moderately cleaned; needed reminding of sink sanitation. Floor is swept in work triangle area only.	Work surfaces need to be cleaned & sanitized with more care to prevent cross-contamination. Floor area was not swept.	Does not follow sanitation rules when working in the kitchen lab.
Personal and Food Safety IV a,b,c,d	Extreme care is taken with all tools & equipment, including cutlery. Always pulls oven racks out; follows all safety rules as stated in beginning of course. Avoids cross-contamination throughout activity.	Care is taken with all tools & equipment, including cutlery. Pulls oven rack out occasionally; follows safety rules as stated; avoids cross contamination	Misuse in care & procedures for some tools, equipment &/or cutlery; needs to pull oven rack out; needs to follow safety rules as stated; may have caused cross contamination	Below proficiency with food safety procedures and has caused cross contamination with food or surface due to misuse of tool & equipment.	Lacks proficiency with too many personal and food safety issues.
Mise en Place (prep & planning) IIa,b,d IV a,b,c,d	Thorough and efficient planning is evident before and during lab activity. Jobs are rotated daily; all food measurements and equipment are in place on work table in order of usage. All utensils & tools are organized & stored properly	Thorough planning is evident before and during lab activity. Jobs are rotated daily; food measurements & equipment are in place on work table in order of usage. Tools & utensils are organized & stored properly	Adequate planning is evident during lab activity; usually rotates job responsibilities. Needs prompting to do planning. Some disorganization with Mise en place.	Planning is not evident; too much talking and not doing your job responsibilities. Doesn't listen & is not organized with Mise en place.	Lacks knowledge in prep work and planning. Kitchen is not organized at end of lab.
Directions oral & written III, 2a,b,c,d IV a,b,c,d,	Very attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block.	Attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block	Listens to directions w/some prodding; understands most recipe terms; product came out okay and group just finishes when the bell rings	Does not listen to oral direction; written directions are confusing; product is over/under cooked; lab is incomplete at the end of block	Does not follow any directions; does not understand terms; product and lab are incomplete
Social Manners 7,8,9,10	Excellent social manners & table etiquette; table is set correctly	Very good social manners & table etiquette; one error in table setting	Good social manners & table etiquette; two errors in table setting	Below average with social manners & table etiquette; three errors in table setting	Does not demonstrate social or table manners; wrong table setting

SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

Sub total: _____

(wt. x 1.66)

Lab Total: _____

(out of 50 pts)

Waterford High School
Course Description

Multi-Cultural Cuisine

Many familiar everyday dishes in America originated in Europe but have been completely absorbed into our local cuisine! During this semester course students will explore the world of food as it applies to culture and cuisine. You will be researching your country of origin along with preparing foods from around the world. Countries to explore and investigate will include but not be limited to: U.S.A., Canada, Latin America, Africa & Middle East, Europe, Asia and the Pacific.

Prerequisite: Intro to Culinary Arts. This course is offered in the Spring semester.

Credits: 0.5

Level: All grades

Resources:

Food for Today, Kowtaluk, Helen. Glencoe-McGraw Hill.

International Cuisine, MacVeigh, Jeremy. Delmar.

Videos: "Bugs for Breakfast", "Multicultural Cuisine"

Various Food Magazines

www.eatethnic.com

www.fcs.uga.edu

www.lacp-online.org

www.culinary.net

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

Content Standards Applied to Topics in:
MULTI-CULTURAL CUISINE

STAGE 1: IDENTIFY DESIRED RESULTS
Content Standard(s)
<i>Generalizations about what students should know and be able to do</i>
Family & Consumer Science National and State Standards: Nutrition, Food Production, and Services: <ul style="list-style-type: none">B. Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the lifespan.C. Nutritional Needs: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.D. Acquisition, Handling & Use of Foods: Demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.E. Food Safety: Evaluate factors that affect food safety, from production through consumption.L. Planning Menu Items: Demonstrate planning menu items based on standardized recipes to meet customer needs.
Waterford High School Expectations for Student Learning: <ul style="list-style-type: none">1. Communicate in Standard English for a variety of purposes.2. Read a variety of materials for the understanding, evaluations, and synthesis of information.4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses.6. Utilize technology to obtain, organize and communicate information and to solve problems.
Waterford High School Social Expectations <ul style="list-style-type: none">10. Engage actively in cooperative work to accomplish a specific task.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 1

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. People all over the world eat foods that they are accustomed to. 2. Culture is a set of customs, traditions, and beliefs shared by a group of people. 3. In today's global society people eat foods from other cultures. 	<ol style="list-style-type: none"> 1. Why do different cultures have such different cuisines and food customs? 2. What is culture? How does it relate to food choices? 3. What happens when food customs are introduced into new areas?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Geographical location and climate influence our food patterns. 2. The history of food in relation to its origin. 3. Traditional holidays around the world. 4. That your lifestyle, values, priorities, and emotions influence your choice of foods. 5. Your preferences begin with the influence of culture, family, friends and the media. 6. Many of the foods we eat today originated in Europe and Asia. 7. Food customs are often a focal point in cultural traditions. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Evaluate the affect of geographical location and climate on food patterns. 2. Identify foods of different cultures and describe their history. 3. Describe the role of food in traditional celebrations around the world. 4. Predict how food choices are influenced by available resources and technology. 5. Identify personal influences on food choices. 6. Analyze the impact of social traditions of food habits. 7. List foods that are part of our daily lives that were imported from another country.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

8. How to be a host/hostess/ guest in various cultural settings.	8. Analyze social, economic and environmental influences on dietary habits.
9. The make-up of common ingredients found in foods around the world.	9. List the responsibilities of host, hostess, and guest in various cultural settings.
10. Different specialty shops in local neighborhood and the community.	10. Compare and contrast the ingredients used in various regions and countries.
11. How to practice good nutrition and good health.	11. List specialty food shops in the community.
	12. Compare the ways people of different cultures meet their basic nutrient needs.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Timeline: Divide the class into small groups. Each group is to develop a time line that traces the use of a certain food staple (such as wheat, rice or corn) throughout known history. Time line should show new technologies that influenced changes in the ways foods are used. Each group will give an oral report on their findings.</p> <p>Poster: Provide students with magazines and ask them to find pictures of foods associated with different cultural groups or regions around the world. Have students use pictures to create posters, identifying the foods pictured and the culture or regions with which they are associated. Have students present their posters to the class.</p> <p>Research: Have students imagine themselves as travelers on a global foods tour. Provide a list of ethnic foods. Students in class are to research one of the foods. A report written in standard English format will be on its history and traditions surrounding the food and any customs for serving and eating the food in the culture you have chosen. Prepare the recipe that you have selected and present it to class.</p>	<ul style="list-style-type: none"> • Class discussion • Text readings • Worksheets • Case studies • Oral report rubric • Poster rubric • Research rubric • Quiz/test

IB. COMMUNICATE IN STANDARD ENGLISH FOR A VARIETY OF PURPOSES – SPEAKING/PRESENTING

	EXCELLENT	VERY PROFICIENT	PROFICIENT	APPROACHING PROFICIENCY	LACKING PROFICIENCY	SCORE
IB(a) Physical Presence	The student maintains excellent eye contact and appropriate body language, all of which contribute to a professional and poised presentation.	The student maintains good eye contact and appropriate body language, all of which contribute to a effective presentation.	The student maintains eye contact and usually maintains appropriate body language.	The student maintains minimal eye contact and body language.	The student maintains little to no eye contact and displays inappropriate body language.	
IB(b) Content	The student has excellent knowledge of the topic, demonstrating depth and elaboration in a concise manner.	The student has good knowledge of the topic, demonstrating depth and elaboration in a concise manner.	The student has knowledge of the topic, demonstrating depth and/or elaboration.	The student has minimal knowledge of the topic.	The student has little to no knowledge of the topic.	
IB(c) Organization	The student displays an excellent, logical and purposeful progression of subject matter and meets time requirements.	The student displays a logical and purposeful progression of subject matter and meets time requirements	The student displays adequate use of a logical progression of subject matter and meets time requirements.	The student displays a minimal progression of subject matter and time requirement is not met.	The student displays little to no progression of subject matter and time requirement is not met.	
IB(d)Sensory Aids	The student demonstrates an excellent use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates a good use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates an adequate use of sensory aids which enhances the presentation and develops a connection with the audience.	The student demonstrates a minimal use of sensory aids and little connection with the audience.	The student demonstrates little to no use of sensory aids and no connection with the audience.	
IB(e)Voice	The student's voice is audible, clear, expressive and well paced.	The student's voice is audible, clear, and well paced.	The student's voice is mostly audible and clear.	The student's voice is minimally audible and occasionally clear.	The student's voice and is not audible and/or clear.	

Topic: _____

Student Name: _____

Final Score: _____

Name: _____ Date: _____ Block: _____ Score: _____

POSTER RUBRIC

CATEGORY	4 Above Proficient	3 Proficient	2 Below	1 Lacking
Title	Title can be read from 6 ft. away, it is quite creative and it uses WordArt.	Title can be read from 4 ft. away, describes content well, and it uses WordArt.	Title can be read from 4 ft. away, describes the content well, and it doesn't use WordArt.	The title is too small and/or does not describe the content of the poster well, and/or it does not use WordArt.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Feedback:

Subtotal: _____

Weight: _____

Total: _____

Research Rubric

Name _____

Due Date _____

Waterford High School Mission:

- Read, write and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Handed in on due date	1 school day late	2 school (1 class day) late	3 school days late	4 school (2 class days) late	5 or more school days late
Research	All education including completed application included	Completed application included	All education information downloaded and included	Application partially completed	Application only included	No education information included
Essay	All 5 parts are included	4 parts included	3 parts included	2 parts included	1 part included	No written essay component
Essay grammar	No errors	1-2 grammatical errors	3-4 grammatical errors	5-6 grammatical errors	7-8 grammatical errors	9 or more grammatical errors
Essay spelling	No errors	1-2 spelling errors	3-4 spelling errors	5-6 spelling errors	7-8 spelling errors	9 or more spelling errors
Essay punctuation	No errors	1-2 punctuation errors	3-4 punctuation errors	5-6 punctuation errors	7-8 punctuation errors	9 or more punctuation errors
Total						

Total _____ X3.3= _____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 2

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Organization, planning and procedures are essential for an effective work environment. 2. Food preparation is the utilization of resources to produce a product. 3. There are similarities and differences in the foods found throughout the world. 	<ol style="list-style-type: none"> 1. What is Mise en place and why is it important? 2. What are the steps in planning for food preparation? 3. What skills should one possess to create culturally diverse foods?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. The guidelines for safety and sanitation procedures when working with foods. 2. The safe use and care of kitchen equipment and utensils. 3. Social expectations of the laboratory and as a student at WHS. 4. Fractions, measurements, and conversions when interpreting recipes. 5. Kitchen management skills and Mise en place. 6. How to increase and decrease recipes using math formulas. 7. The rules and regulations of the FCS department and laboratory. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Practice safety and sanitation procedures. 2. Practice Mise en place. 3. Demonstrate selecting, using, and maintaining food production equipment. 4. Work together collaboratively to produce a product. 5. Demonstrate accurate methods of measuring by volume and weight. 6. Calculate conversion factors for increasing or decreasing recipes. 7. Practice basic principles of kitchen management.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

8. How to store food properly.	8. Identify equipment and utensils frequently used in foreign food cookery.
9. Mealtime table manners and etiquette.	9. Practice the rules and regulations of the FCS department and laboratory.
10. Various types of table settings from around the world.	10. Identify proper food storage methods.
11. Factors that influence individual eating patterns and customs.	11. Apply mealtime manners appropriate to various cultures.
12. Food science and food preparation techniques.	12. Examine types of table service used in various cultures.
13. Plate presentation for all food types.	13. Select dishes, glasses, and flatware appropriate to various cultures.
14. Menu service and presentations.	14. Identify factors that influence food choices and customs.
15. Cooking techniques from various regions and countries.	15. Compare and contrast American and foreign methods of food preparation.
	16. Enhance food presentation techniques through garnishing.
	17. Plan menus from various regions and cultures around the world.
	18. Prepare a variety of dishes characteristic of cultures from around the world.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Working cooperatively in group settings, students will plan and prepare various meals from regions and countries of the world.</p> <p>Food labs will include but not be limited to the foods of:</p> <p>Latin America Africa, North Africa The Middle East Western Europe Eastern Europe Asia Southeast Asia India Caribbean Islands U.S and Canada</p>	<ul style="list-style-type: none"> • Text Readings • Class discussions • Worksheets • Student Lab Rubrics • Quiz/tests • International Foods Day Project

Rubric for Projects

Name: _____ Date: _____ Block: _____ Score: _____

Criteria	4 - Professional	3 - Proficient	2 - Developing	1 - Incomplete
Choice of Project	<input type="checkbox"/> Appropriate <input type="checkbox"/> Focused <input type="checkbox"/> Innovative <input type="checkbox"/> Relevant <input type="checkbox"/> Purposeful	<input type="checkbox"/> Generally appropriate <input type="checkbox"/> Evidence of some focus <input type="checkbox"/> Moderate creativity <input type="checkbox"/> Expresses some relevance <input type="checkbox"/> Adequate purpose shown	<input type="checkbox"/> Somewhat appropriate <input type="checkbox"/> Evidence of minimal focus <input type="checkbox"/> Limited creativity <input type="checkbox"/> Difficulty in identifying relevance <input type="checkbox"/> Includes evidence of some purpose	<input type="checkbox"/> Inappropriate <input type="checkbox"/> Lacks focus <input type="checkbox"/> Lacks innovation <input type="checkbox"/> Lacks relevance <input type="checkbox"/> Purpose unclear
Use of Planning Process	<input type="checkbox"/> Well planned <input type="checkbox"/> Willingness to take risks	<input type="checkbox"/> Attempts well developed ideas that lead to a general understanding <input type="checkbox"/> Willingness to take slight risks	<input type="checkbox"/> Limited explanation of ideas creates misunderstanding of project <input type="checkbox"/> Minimal evidence of risk taking	<input type="checkbox"/> Lacks thoroughness <input type="checkbox"/> Little evidence of willingness to take risk <input type="checkbox"/> No evidence of risk taking
Written Summary	<input type="checkbox"/> Concise <input type="checkbox"/> Depth of thought; thorough and specific development of ideas <input type="checkbox"/> Writer exhibits mastery of grammar	<input type="checkbox"/> Generally concise <input type="checkbox"/> Ideas are thoughtful with moderate evidence of topic development <input type="checkbox"/> Writer exhibits moderate command of grammar	<input type="checkbox"/> Some segments ramble <input type="checkbox"/> Omits information that creates gaps in the information <input type="checkbox"/> Errors in grammar	<input type="checkbox"/> Rambles to the extent that main point is lost <input type="checkbox"/> Omits information that creates lack of understanding <input type="checkbox"/> Limited evidence of correct use of grammar
Oral Presentation	<input type="checkbox"/> Polished <input type="checkbox"/> Engaging	<input type="checkbox"/> Well designed <input type="checkbox"/> Informative	<input type="checkbox"/> Reasonably neat <input type="checkbox"/> Somewhat maintains audience attention	<input type="checkbox"/> Sloppy <input type="checkbox"/> Poorly presented

Assignment Score _____ + Weighting _____ = Final Score _____

Feedback and comments:

Scoring Rubric: Kitchen Lab performance Evaluation

Kitchen # _____ Product Name: _____ Block: _____ Date: _____

Cook: _____ Asst. Cook: _____ Manager: _____ Swing: _____

Criteria	Professional (5)	Above Proficiency (4)	Proficient (3)	Below Proficiency (2)	Lacks Proficiency (1)
Personal hygiene IV a,b,c,d	Follows the 5 hand washing steps; hair is secured; apron is worn properly	Follows 4 out of 5 hand washing steps; hair is secured and apron is worn.	Follows 3 out of 5 hand washing steps; hair is secured; however not properly; apron is on	Follows 2 out of 5 hand washing steps; hair does not stay secured; apron is dirty.	Does not follow steps of hand washing; hair not secured and no apron is worn.
Sanitation IV a,b,c,d	All work surfaces are cleaned w/a detergent and sanitized before & after lab; sink area is wiped clean at end of lab. Maintains clean work space throughout activity. Floor is swept under table & around work triangle.	Work surfaces are cleaned w/a detergent & sanitized before & after lab; sink area is left clean & dry. Maintains clean work space. Floor is swept under table & work area	Work surfaces moderately cleaned; needed reminding of sink sanitation. Floor is swept in work triangle area only.	Work surfaces need to be cleaned & sanitized with more care to prevent cross-contamination. Floor area was not swept.	Does not follow sanitation rules when working in the kitchen lab.
Personal and Food Safety IV a,b,c,d	Extreme care is taken with all tools & equipment, including cutlery. Always pulls oven racks out; follows all safety rules as stated in beginning of course. Avoids cross-contamination throughout activity.	Care is taken with all tools & equipment, including cutlery. Pulls oven rack out occasionally; follows safety rules as stated; avoids cross contamination	Misuse in care & procedures for some tools, equipment &/or cutlery; needs to pull oven rack out; needs to follow safety rules as stated; may have caused cross contamination	Below proficiency with food safety procedures and has caused cross contamination with food or surface due to misuse of tool & equipment.	Lacks proficiency with too many personal and food safety issues.
Mise en Place (prep & planning) IIa,b,d IV a,b,c,d	Thorough and efficient planning is evident before and during lab activity. Jobs are rotated daily; all food measurements and equipment are in place on work table in order of usage. All utensils & tools are organized & stored properly	Thorough planning is evident before and during lab activity. Jobs are rotated daily; food measurements & equipment are in place on work table in order of usage. Tools & utensils are organized & stored properly	Adequate planning is evident during lab activity; usually rotates job responsibilities. Needs prompting to do planning. Some disorganization with Mise en place.	Planning is not evident; too much talking and not doing your job responsibilities. Doesn't listen & is not organized with Mise en place.	Lacks knowledge in prep work and planning. Kitchen is not organized at end of lab.
Directions oral & written III, 2a,b,c,d IV a,b,c,d,	Very attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block.	Attentive to oral instructions; student demonstrates understanding of recipe terminology; product is prepared according to directions; lab is completed before the end of the block	Listens to directions w/some prodding; understands most recipe terms; product came out okay and group just finishes when the bell rings	Does not listen to oral direction; written directions are confusing; product is over/under cooked; lab is incomplete at the end of block	Does not follow any directions; does not understand terms; product and lab are incomplete
Social Manners 7,8,9,10	Excellent social manners & table etiquette; table is set correctly	Very good social manners & table etiquette; one error in table setting	Good social manners & table etiquette; two errors in table setting	Below average with social manners & table etiquette; three errors in table setting	Does not demonstrate social or table manners; wrong table setting

SHORT ANSWERS:

1. Explain how your product came out.

2. What would you change about the recipe or work for next time?

Sub total: _____

(wt. x 1.66)

Lab Total: _____

(out of 50 pts)

Waterford High School
Course Description

Child Development

This year long course explores all aspects of pregnancy, childbirth and the growing child in today's society. The dilemmas of teenage pregnancy for both the teenage mother and father are discussed. Topics such as contraception and abortion are included in the unit pertaining to pregnancy as well as the physical and emotion changes during pregnancy. Parenting techniques, feeding, bathing, potty training, discipline and stimulating a child's creativity through play are among the many topics discussed. You experience the "joys" of parenting by having the computerized Baby over a weekend. Current issues in child development are discussed such as television and its effects on children, child abuse and adoption. Other topics include divorce and the single parent, disabled children and SIDS.

Prerequisite: None

Credits: 1.0

Level: All grades

Resources:

Children: The Early Years, Decker, Celia Anita. Goodheart-Wilcox

Field Trip: Lawrence and Memorial Hospital

Guest Speakers:

Adrien McElwee from Groton on relationships
Teen mom panel
Planned Parenthood
Sandy Campbell from L&M Hospital

Videos:

Riding in Cars with Boys	Step Dancing: Remarried Family
Daddy	If These Walls Could Talk
Fifteen and Pregnant	The Miracle of Life
Babies Having Babies	A Place for Amie
Too Soon For Sex	Baby Think it Over (both versions)
Sex, Lies, and The Truth	Pregnancy
In-Vitro Mix-Up	Birth and the Newborn
Adoption Problems	The Miracle of Birth
Chinese Adoption	The Timeless Way
Baby Brokers	

Activity: Bingo

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

Content Standards Applied to Topics in:
CHILD DEVELOPMENT

STAGE 1: IDENTIFY DESIRED RESULTS	
Content Standard(s)	
<i>Generalizations about what students should know and be able to do</i>	
<p>Family & Consumer Science National and State Standards: Nutrition, Food Production, and Services:</p> <ul style="list-style-type: none"> A. Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education. B. Principles of Human Growth & Development: Analyze principles of human growth and development during childhood. C. Factors Affecting Human Growth& Development: Analyze conditions that influence human growth and development during childhood. D. Strategies for Promoting Growth & Development: Analyze strengths that promote growth and development during childhood. E. Roles and Responsibilities of Parenting: Analyze the roles and responsibilities of parenting. F. Parenting Practices: Evaluate parenting practices that maximize human growth and development. G. External Support Systems: Evaluate external support systems that provide services for parents. H. Pre-Parenting Factors: Analyze physical and emotional factors related to beginning the parenting process. I. Positive Collaborative Relationships: Demonstrate techniques for positive collaborative relationships with children. <p>Waterford High School Expectations for Student Learning:</p> <ul style="list-style-type: none"> 1. Communicate in Standard English for a variety of purposes. 2. Read a variety of materials for the understanding, evaluations, and synthesis of information. 3. Apply mathematical principles to organize data, draw accurate conclusions, and solve and justify problems. 4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses. 5. Apply the principles and processes of the sciences to analyze phenomena and solve problems related to the natural world. 6. Utilize technology to obtain, organize and communicate information and to solve problems. <p>Waterford High School Social Expectations:</p> <ul style="list-style-type: none"> 7. Demonstrate behavior that adheres to reasonable and appropriate standards of conduct. 8. Practice behavior that reflects integrity and fairness. 9. Respect individual, cultural, and racial diversity. 10. Engage actively in cooperative work to accomplish a specific task. 	

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FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 1

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Child Development is the scientific study of children from conception to adolescence. 2. Parenting is one of the most difficult and also one of the most important jobs in the world. 3. There are many reasons why people become parents. 4. Heredity and environment work together in child development. 	<ol style="list-style-type: none"> 1. What is Child Development and why is it important to study it before having children? 2. How does one become a good parent? 3. What factors influence growth and development of children?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. There are many reasons to study Child Development. 2. Children have physical needs, intellectual needs, social needs, trust needs, love/guidance needs. 3. Children's rights need to be protected. 4. Healthy families have specific characteristics. 5. Culture influences the family. 6. There are several forms of adoption. 7. Parenthood can be obtained by several alternative means. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. List reasons for learning about Child Development. 2. Describe the individual life cycle. 3. Describe changes affecting families today. 4. Explain the role of families in today's society. 5. List the main advantages and disadvantages of living in different types of families. 6. Explain changes that take place during the family life cycle. 7. Describe the major roles of parents.

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<p>8. There are many current family planning options.</p> <p>9. Women have options when deciding to carry a pregnancy to term or not.</p> <p>10. It is costly to raise a child.</p> <p>11. The difficulty of balancing needs of family and work.</p>	<p>8. Define three parenting styles.</p> <p>9. Explain the differences between the types of families.</p> <p>10. Explain the types of adoption.</p> <p>11. Analyze some of the motivations for and against parenthood.</p> <p>12. Identify factors to consider before becoming a parent.</p> <p>13. Describe types of family planning.</p> <p>14. Explain physical and psychological problems of infertility.</p>
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

<p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>1. You are a teen who has just decided to become sexually active. Research the various types of birth control available to you, how and where they could be obtained, and cost and then write a brief essay explaining how you would make the decision about which one to use.</p> <p>2. Research and present to the class the cost of raising a child during the first year of life. Include store flyers showing the cost of formula, diapers, baby furniture and other layette necessities. Explain how you could support the cost of this child while you are still in high school.</p> <p>3. Students will respond to the teen mom speakers by writing a brief essay on the pros and cons of becoming a teen mom.</p>	<ul style="list-style-type: none"> • Vocabulary Sheets • Work Sheets • Class Discussion • Quizzes • Tests • Agenda book/rubric • Oral report rubric • Research report rubric

Name_____

Agenda Rubric

Waterford High School Mission:

- *Apply skills in life practice*

	(5)	(4)	(3)	(2)	(1)	(0)
Requirements	2 additional sections were added	1 additional section added	All required parts are included	Missing 1 part	Missing 2 or more parts	Nothing done
Topic of the day (what did we cover, not what we did, i.e. video, worksheet, test)	Entry for each class	Missing 1 entry	Missing 2 entries	Missing 3 entries	Missing 4 entries	Missing 5 or more entries
School Calendar	All blue/white days; guest speakers; social events; sporting events; SAT, PSAT, etc.	Missing 1 of the school calendar requirements	Missing 2 of the school calendar requirements	Missing 3 of the school calendar requirements	Missing 4 of the school calendar requirements	None of the school calendar requirements
Personal Calendar	Including more than 2 birthdays and 3 personal plans(date, work, practice, rehearsal schedule)	Missing one of the personal calendar requirement	Missing two of the personal calendar requirement	Missing three of the personal calendar requirement	Missing four of the personal calendar requirement	No personal plans
Appearance	Use of different color pen to show different types of events (school versus personal events)	Partial use of different color pens	Agenda is whole with your name on it	Agenda is tattered with your name on it	Agenda is tattered without your name on it	Agenda is not whole and your name is not on it
Timing	Agenda is handed in on due date	Agenda is handed in 1 school day late.	Agenda is handed in 2 school days late.	Agenda is 3 school days late.	Agenda is 4 or more school days late.	Agenda not turned in

Score_____X 3.3=_____

A=90-100

B=80-89

C=70

D=60-69

F=59 or below

Child Development
Birth Control Essay Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, read and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Essay handed in on due date	Essay handed in 1 school day late	Essay handed in 2 school (1 class) day late	Essay handed in 3 school days late	Essay handed in 4 school (2 class) days late	Essay handed in 5 or more school days late
Chemical methods	5 or more chemical methods researched	4 chemical methods researched	3 chemical methods researched	2 chemical methods researched	1 chemical method researched	No mention of chemical methods
Barrier methods	5 or more barrier methods researched	4 barrier methods researched	3 barrier methods researched	2 barrier methods researched	1 barrier method researched	No mention of barrier methods
Others	5 other methods researched	4 other methods researched	3 other methods researched	2 other methods researched	1 other method researched	No other types of birth control mentioned
How obtained	All methods completely explained how and where they can be obtained	All methods generally explained how and where they can be obtained	Only 2 method completely explained	2 methods generally explained	1 method explained	No mention of where or how any method can be obtained
Cost	Complete cost comparison	Cost comparison of 2	Cost comparison of 1	Cost noted of 2-3 types	Cost noted of 1 type	Cost not mentioned
Explanation	Complete explanation of your choice	1 reason of explanation missing	2 reasons of explanation missing	3 reasons of explanation missing	Your choice noted	No explanation of your choice
Grammar, spelling, punctuation	No errors	1-2 errors	3-4 errors	5-6 errors	7-8 errors	8 or more errors
Total						

Total _____ X 2.5=_____

Child Development
Cost of Raising a Child Rubric

Name_____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Project handed in on due date	Handed in 1 school day late	2 school (1 class) day late	3 school days late	4 school (2 class) days late	5 or more school days late
Cost	All costs shown with attached support	All costs shown but no supporting evidence	Missing 1 major cost but with supporting evidence	Missing 1 item but no supporting evidence of anything	Missing 2 or more items and/or all supporting evidence	Cost not itemized
Explanation	Explanation of student support complete and probable	Explanation of student support complete but not realistic	Explanation of student support incomplete	Explanation missing 1 major item	Explanation Missing major items	No explanation
Grammar, spelling, punctuation	No errors	1-2 errors	3-4 errors	5-6 errors	7-8 errors	9 or more errors
Oral report	Complete presentation, including supporting evidence, and able to answer all questions	General presentation but missing evidence or unable to answer questions	General presentation but 1 other part	General presentation	Vague presentation only	No oral presentation

Total_____ X 4=_____

Child Development
Teen Mom Response Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Essay handed in on due date	1 school day late	2 school (1 class) day late	3 school days late	4 school (2 class) days late	5 or more school days late
Pros	5 or more pros to teen parenting discussed	4 pros discussed	3 pros discussed	2 pros discussed	1 pro discussed	No mention of pros
Cons	5 or more cons discussed	4 cons discussed	3 cons discussed	2 cons discussed	1 con discussed	No mention of cons
Grammar, spelling, punctuation	No errors	1-2 errors	3-4 errors	5-6 errors	7-8 errors	9 or more errors
Total						

Total _____ X 4 = _____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 2

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Biologically conception can be thought of as the “miracle of life”. 2. The male and female reproductive parts are responsible for conception. 3. Prenatal care is essential for a healthy pregnancy and baby. 4. Many prenatal tests are done to insure the health of the baby and mother. 5. Pregnant women have special dietetic needs. 6. Some pregnancies can have complications. 7. Newborns need special care. 8. Newborns have certain physical traits. 9. There are many ways to soothe a fussy baby. 10. Parents have their own needs even with a new baby. 	<ol style="list-style-type: none"> 1. What is conception? 2. What is prenatal care? 3. What are STDs and how do they affect pregnancy? 4. What are the stages of pregnancy? 5. How is a baby born? 6. What care does a newborn need?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. There are many reasons why a pregnancy should be planned. 2. It is important for the baby’s father to be involved in the pregnancy. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Describe what happens during conception. 2. Explain how genetic factors affect prenatal development.

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3. Choosing an obstetrician or nurse midwife is an important part of prenatal care.	3. Describe how a person inherits traits through genes.
4. Healthy habits contribute to a healthy baby.	4. List the three different types of multiple pregnancies.
5. Congenital problems are issues that the baby is born with.	5. Differentiate the main stages of prenatal development.
6. There are several methods of pain management for the labor and delivery process.	6. Describe the early signs of pregnancy.
7. Parents have many responsibilities concerning their newborns.	7. Explain the role of the environment on prenatal development.
8. Newborns have certain reflexes.	8. Explain the relationship between the health of the mother and the health of the baby.
9. There are advantages and disadvantages to both bottle and breast feeding.	9. Describe how diseases, drugs, radiation, environmental pollutants, and congenital problems can harm the fetus.
10. Babies need special layette items.	10. List ways family members can be involved during pregnancy.
	11. Describe the birth process and some of the possible complications of delivery.
	12. Describe physical and emotional changes in the mother during the postpartum period.
	13. Describe the characteristics of a newborn.
	14. Identify a newborn's physical, intellectual, and social-emotional needs.

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	15. Explain how parents of newborns can meet their own needs.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
1. The student will take “Baby Think It Over” home for the weekend and care for “Baby” each time it cries. The student will complete a diary determining why “Baby” cried, give “Baby” a bath two times over the weekend and complete all required paperwork.	<ul style="list-style-type: none"> • Tests • Quizzes • Vocabulary sheets • Work sheets • Agenda Book • Task Specific Rubrics

Name_____

Agenda Rubric

Waterford High School Mission:

- *Apply skills in life practice*

	(5)	(4)	(3)	(2)	(1)	(0)
Requirements	2 additional sections were added	1 additional section added	All required parts are included	Missing 1 part	Missing 2 or more parts	Nothing done
Topic of the day (what did we cover, not what we did, i.e. video, worksheet, test)	Entry for each class	Missing 1 entry	Missing 2 entries	Missing 3 entries	Missing 4 entries	Missing 5 or more entries
School Calendar	All blue/white days; guest speakers; social events; sporting events; SAT, PSAT, etc.	Missing 1 of the school calendar requirements	Missing 2 of the school calendar requirements	Missing 3 of the school calendar requirements	Missing 4 of the school calendar requirements	None of the school calendar requirements
Personal Calendar	Including more than 2 birthdays and 3 personal plans(date, work, practice, rehearsal schedule)	Missing one of the personal calendar requirement	Missing two of the personal calendar requirement	Missing three of the personal calendar requirement	Missing four of the personal calendar requirement	No personal plans
Appearance	Use of different color pen to show different types of events (school versus personal events)	Partial use of different color pens	Agenda is whole with your name on it	Agenda is tattered with your name on it	Agenda is tattered without your name on it	Agenda is not whole and your name is not on it
Timing	Agenda is handed in on due date	Agenda is handed in 1 school day late.	Agenda is handed in 2 school days late.	Agenda is 3 school days late.	Agenda is 4 or more school days late.	Agenda not turned in

Score_____X 3.3=_____

A=90-100

B=80-89

C=70

D=60-69

F=59 or below

“Baby Think It Over” Rubric

Name_____

Date_____

Waterford High School Mission:

- Apply skills in life practice
- Engage in a school culture that adheres to responsible standards of behavior, fosters acceptance and honors diversity
- Find success in both collaborative and individualized experiences

	5	4	3	2	1	0
Preparation	You arrived on due date with all requirements	On time but 1 item missing	On time but 2 items missing	On time but 3 items missing	Late but with all items	No show or no items required
Readiness Quiz	90% or better	80%-89%	70% -79%	60%-69%	50%-59%	Less than 59%
Car Seat Quiz	90% or better	80%-89%	70%-79%	60%-69%	50%-59%	Less than 59%
Diary	Complete with details	Complete with some details	Complete with few details	Incomplete, but details	Not complete, no details	Not done
Bath	2 detailed	1 detailed	2 no details	1 no details		No bath time
Parent evaluation	Complete		Partially done			Not done
Post simulation questionnaire	Complete		Partially done			Not done
Performance data	90%-100%	80%-89%	70%-79%	60%-69%	50%-59%	Inconclusive
Total						

Score_____X 2.5=_____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 3

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Infants develop many motor skills during the first year. 2. Brain development supports learning. 3. Babies develop attachment behaviors. 4. Developmental delays can be recognized. 	<ol style="list-style-type: none"> 1. How does a child develop physically during the first year? 2. How does a child develop intellectually during the first year? 3. How do babies communicate? 4. Social-emotional development of babies occurs in the first year. 5. Babies have developmental needs during the first year.
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Physical development is head-to-foot and center-to-extremity. 2. Children have motor, vision thinking and memory centers. 3. Infants have preferences for experiences. 4. Babies express emotions. 5. Babies need a basic feeding plan for the first year. 6. Babies have intellectual needs that call for an enriched environment. 7. Babies need sensory stimulation. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify how an infant develops physically during the first year. 2. List the order in which an infant's motor skills develop. 3. Describe how infants express what they know through language. 4. List the order in which infants learn and become aware of themselves. 5. Identify temperamental differences in babies. 6. Describe the infant's major first-year social tasks. 7. Explain the roots of four emotions—love, fear, anxiety, and anger.

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8. Babies have typical behavior patterns at different ages.	8. Plan ways to meet the developmental needs of babies in their first year. 9. Demonstrate skills that meet babies' physical needs. 10. Stimulate babies' mental development.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
Each student will write a research paper on a topic they would like to know more about in the field of Child Development. Individual topics will be selected from an approved list of suggested topics.	<ul style="list-style-type: none"> • Vocabulary Sheets • Quizzes • Tests • Agenda book • Work sheets • Agenda Book • Task Specific Rubrics

Name_____

Agenda Rubric

Waterford High School Mission:

- *Apply skills in life practice*

	(5)	(4)	(3)	(2)	(1)	(0)
Requirements	2 additional sections were added	1 additional section added	All required parts are included	Missing 1 part	Missing 2 or more parts	Nothing done
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School Calendar	All blue/white days; guest speakers; social events; sporting events; SAT, PSAT, etc.	Missing 1 of the school calendar requirements	Missing 2 of the school calendar requirements	Missing 3 of the school calendar requirements	Missing 4 of the school calendar requirements	None of the school calendar requirements
Personal Calendar	Including more than 2 birthdays and 3 personal plans(date, work, practice, rehearsal schedule)	Missing one of the personal calendar requirement	Missing two of the personal calendar requirement	Missing three of the personal calendar requirement	Missing four of the personal calendar requirement	No personal plans
Appearance	Use of different color pen to show different types of events (school versus personal events)	Partial use of different color pens	Agenda is whole with your name on it	Agenda is tattered with your name on it	Agenda is tattered without your name on it	Agenda is not whole and your name is not on it
Timing	Agenda is handed in on due date	Agenda is handed in 1 school day late.	Agenda is handed in 2 school days late.	Agenda is 3 school days late.	Agenda is 4 or more school days late.	Agenda not turned in

Score_____X 3.3=_____

A=90-100

B=80-89

C=70

D=60-69

F=59 or below

Child Development Term Paper Rubric

Name _____

Due Date _____

Date _____

Grade _____

	5	4	3	2	1	0
Timing	Paper handed in on time	Paper handed in 1 school day late	Paper handed in 2 school days late	Paper handed in 3 school days late	Paper handed in 4 school days late	Paper handed in 5 or more days late
Introduction	Excellent introduction	Good introduction	Adequate introduction	Partial introduction	Poor introduction	No introduction
Developmental paragraphs	Excellent development of subtopics, logical order and good transition	Good development of subtopics, logical order and good transition	Good development of subtopics, logical order but lacking transition	Good development of subtopics and transition but order is not logical	Adequate development of subtopics, logical order and transition	Poor development of subtopics, logical order or transition
Conclusion	Excellent conclusion	Good conclusion	Adequate conclusion	Incomplete conclusion	Poor conclusion	No conclusion
Internal citations	All cited work is included correctly	Missing 1 cited work	Missing 2 cited works	Missing 3 cited works	Missing 4 cited works	No cited work
Works cited	Included and correctly formatted	Included but 1 error in formatting	Included but 2 errors in formatting	Included but 3 errors in formatting	Included but no formatting	Not included
Grammar and spelling	All grammar and spelling correctly done	1-2 grammar / spelling errors	3-4 grammar / spelling errors	5-6 grammar / spelling errors	7-8 grammar / spelling errors	9 or more grammar / spelling errors
Cover Page	Present					Not present

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 4

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Play affects a child's mental, social-emotional, physical, and language development. 2. Play provides enrichment activities for children. 3. Parents must guide children through the various types of play and play experiences. 4. Safe environments must be created to reduce the number of preventable accidents. 5. There are safety standards for children. 6. There are safety features for toys. 	<ol style="list-style-type: none"> 1. Why is play a child's "job"? 2. What are the types of play? 3. What is the role of adults in children's play? 4. How can some accidents be prevented? 5. What are the accidents that children are likely to experience?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Play is very important in the development of the whole child. 2. The right environment and supplies enhance creative learning. 3. Nutrition, rest, cleanliness, and physical activity are important to protecting children's health and safety. 4. There is a recommended childhood immunization schedule. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Describe the importance of play and play activities in children's lives. 2. Explain how adults can help children learn through play, art, music, science, and reading. 3. Explain ways to protect children from diseases and illnesses. 4. Create a safe environment for young children.

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<p>5. Some of the symptoms indicating possible illnesses.</p> <p>6. Some accidents and illnesses require emergency care, some require medical attention and some can be dealt with home remedies.</p>	<p>5. Teach young children simple safety practices.</p> <p>6. Discuss the steps in preparing a child for medical care in the doctor's office, in the hospital, and at home.</p>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Students will create a poster for Creative Playschool, showing the 25 skills that play helps to develop in toddlers.</p>	<ul style="list-style-type: none"> • Vocabulary Sheets • Class Discussion • Quizzes • Tests • Agenda Book • Illness report • Task Specific Rubrics • Poster rubric

Name_____

Agenda Rubric

Waterford High School Mission:

- *Apply skills in life practice*

	(5)	(4)	(3)	(2)	(1)	(0)
Requirements	2 additional sections were added	1 additional section added	All required parts are included	Missing 1 part	Missing 2 or more parts	Nothing done
Topic of the day (what did we cover, not what we did, i.e. video, worksheet, test)	Entry for each class	Missing 1 entry	Missing 2 entries	Missing 3 entries	Missing 4 entries	Missing 5 or more entries
School Calendar	All blue/white days; guest speakers; social events; sporting events; SAT, PSAT, etc.	Missing 1 of the school calendar requirements	Missing 2 of the school calendar requirements	Missing 3 of the school calendar requirements	Missing 4 of the school calendar requirements	None of the school calendar requirements
Personal Calendar	Including more than 2 birthdays and 3 personal plans(date, work, practice, rehearsal schedule)	Missing one of the personal calendar requirement	Missing two of the personal calendar requirement	Missing three of the personal calendar requirement	Missing four of the personal calendar requirement	No personal plans
Appearance	Use of different color pen to show different types of events (school versus personal events)	Partial use of different color pens	Agenda is whole with your name on it	Agenda is tattered with your name on it	Agenda is tattered without your name on it	Agenda is not whole and your name is not on it
Timing	Agenda is handed in on due date	Agenda is handed in 1 school day late.	Agenda is handed in 2 school days late.	Agenda is 3 school days late.	Agenda is 4 or more school days late.	Agenda not turned in

Score_____X 3.3=_____

A=90-100

B=80-89

C=70

D=60-69

F=59 or below

Child Development
Childhood Disease Report Rubric

Name _____

Date _____

Assigned Ailment _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyzed challenging problems
- Engage in a school culture that adheres to responsible standards of behavior, fosters acceptance and honors diversity

	5	4	3	2	1	0
Timing	Turned in on due date	1 school day late	2 school days (1 class) late	3 school days late	4 school days (2 classes) late	5 or more school days late
Length	1 or more typed pages	$\frac{3}{4}$ typed page	$\frac{1}{2}$ typed page	$\frac{1}{4}$ typed page	Less than $\frac{1}{4}$ typed page	Not typed
General Information	All information included and correct	All information included but not current	Most information included and current	Most information included but not current	Minimal information included but current	Minimal information included
Incubation	Included or N/A					Not mentioned
Communicability	Included or N/A					Not mentioned
Signs and symptoms	Described completely	Most described	Some described	Few described		Not mentioned
Treatment	Described in detail	Completely described	Mostly described	Somewhat described	Little mention	Not mentioned
Oral presentation	Report not read at all	Report consulted rarely	Report consulted occasionally	Report consulted frequently		Report read to class
Questions	All questions answered completely	Most questions answered completely	Some questions answered completely	Few questions answered without help	Few questions answered	Had no answers to questions
Total						

Play Poster Rubric

Name: _____ Block: _____ Grade: _____

Category	5	4	3	2	1	0
Number of Examples	All 25 examples are correctly identified	21 to 24 examples are correctly identified	18 to 20 examples are correctly identified	15 to 17 examples are correctly identified	11 to 14 examples are correctly identified	13 or less examples are correctly identified
Title	“Playtime” creatively displayed	“Playtime” displayed neatly	“Playtime” displayed	“Playtime” illegible	Sloppy title	No title
Pictures	Each picture creatively mounted and correctly labeled	All pictures neatly mounted and correctly labeled	All pictures mounted and labeled	Pictures not mounted and labeled neatly	Some pictures mounted and labeled	No pictures or labels
Spelling and Grammar	No spelling and grammar errors	1 – 2 spelling or grammar errors	3 – 4 spelling or grammar errors	5 – 6 spelling or grammar errors	7 – 8 spelling or grammar errors	More than 9 spelling or grammar errors
Timing	Project handed in on due date	Project handed in one school day late	Project handed in two days late (next class)	Project handed in three days late	Project handed in four school days late (two classes late)	Project handed in Five or more days late
Appearance	Poster shows considerable creativity, thoughtfulness and effort	Poster shows creativity, thoughtfulness and effort	Poster shows some thought and effort	Poster lacks effort	Poster is messy	Poster is unacceptable

Waterford High School

Course Description

Early Childhood Education

(College Career Pathways-College Credit)

Interested in pursuing a career as an elementary school teacher, social worker, pediatric nurse, doctor, day care provider or just like interacting with young children? This is the course for you! It is a follow-up course designed to help you practice the principles of child development previously learned in Child Development. The first half of the year you will be completing the requirements for the Three Rivers Community College Introduction to Early Childhood Education course. Field trips, use of a college textbook, and various college preparation activities will be included. The second half of the year, you will be completing an internship at The Friendship School. You will spend part of your time at Waterford High School learning how to do lesson plans, how to observe children, and coordinating activities around different themes. We will work on researching schools that offer this as a major, certification requirements, resumes, job searches, and applying for jobs. The rest of the time will be spent practicing those teaching skills with a Pre-K teacher for a hands-on experience.

Prerequisite: Child Development and teacher recommendation

Credits: 1.0

Level: Grades 10-12

Resources:

Beginning Essentials in Early Childhood Education, Gordon, Ann Miles and Brown, Kathryn Williams. Delmar.

Visual Aid: Presentations from Three Rivers Community College

Field Trips:

Pfizer Daycare Center
L&M Daycare Center
Montessori Preschool
Creative Play School
The Friendship School

Videos:

NAEYC Career Encounter: Early Childhood Education
I Am Your Child – Quality Child Care: Making the Right Choice for You & Your Child
Careers in Education

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

Content Standards Applied to Topics in:
EARLY CHILDHOOD EDUCATION

STAGE 1: IDENTIFY DESIRED RESULTS	
Content Standard(s)	
<i>Generalizations about what students should know and be able to do</i>	
<p>Family & Consumer Science National and State Standards: Nutrition, Food Production, and Services:</p> <ul style="list-style-type: none"> A. Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education. B. Principles of Human Growth & Development: Analyze principles of human growth and development during childhood. C. Factors Affecting Human Growth& Development: Analyze conditions that influence human growth and development during childhood. D. Strategies for Promoting Growth & Development: Analyze strengths that promote growth and development during childhood. E. Roles and Responsibilities of Parenting: Analyze the roles and responsibilities of parenting. F. Parenting Practices: Evaluate parenting practices that maximize human growth and development. <p>Waterford High School Expectations for Student Learning:</p> <ul style="list-style-type: none"> 1. Communicate in Standard English for a variety of purposes. 2. Read a variety of materials for the understanding, evaluations, and synthesis of information. 4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses. 5. Apply the principles and processes of the sciences to analyze phenomena and solve problems related to the natural world. 6. Utilize technology to obtain, organize and communicate information and to solve problems. <p>Waterford High School Social Expectations:</p> <ul style="list-style-type: none"> 7. Demonstrate behavior that adheres to reasonable and appropriate standards of conduct. 8. Practice behavior that reflects integrity and fairness. 9. Respect individual, cultural, and racial diversity. <p>Waterford High School Civic Expectations:</p> <ul style="list-style-type: none"> 11. Participate in activities that foster citizenship, the democratic process, and community awareness. 	

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 1

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. The early childhood education field is the history and evolution of childrearing. 2. Throughout history many people have developed various philosophies concerning childrearing. 3. There are several types of early childhood programs available from child care to early childhood education. 4. Developmentally Appropriate Practices (DAP) are the basis for contemporary preschool programs. 	<ol style="list-style-type: none"> 1. What is it meant by field of early childhood education? 2. Who were the early childhood philosophers? 3. What types of early childhood programs are currently available? 4. What are DAPs?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. The importance of childhood has evolved over the past 400 years. 2. There are many different types of preschool programs. 3. People such as John Dewy, Friedrich Froebel, Leo Vygotsky, Jean Piaget and Maria Montessori have influenced the field of Early Childhood Education. 4. Various early childhood programs have different characteristics. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify the evolution and history of childhood for the past 400 years. 2. Identify and described the key people who influenced the field of early childhood education. 3. Define the characteristics of Waldorf schools, Montessori schools, Reggio Emilia, School Readiness, Head Start and Perry Preschool Programs. 4. Explain what Developmentally Appropriate Practices are and why they are important.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

<p>5. Developmentally Appropriate Practices: Early Childhood Programs from Birth through Age 8 (NAEYC's position paper) is used to plan and assess early childhood education programs.</p> <p>6. There are specific licensing regulations for child care in each state.</p> <p>7. There are specific guidelines for evaluating programs including The Physical Environment, The Staff, Parent Relationships, Organization and Administration, The Overall Program and Cultural Responsiveness.</p>	<p>5. Research the licensing regulations for child care programs in Connecticut.</p> <p>6. Develop an evaluation plan for preschool programs.</p> <p>7. Identify ten essentials for high quality programs.</p>
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

<p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>1. Each student will research a theorist who has made a significant contribution to the field of Early Childhood Education, write a brief report highlighting his or her contributions to this field of study and present an oral report to the class.</p> <p>2. Each student will research the Connecticut daycare licensing procedure and write a brief report on how to go about opening a daycare center in Connecticut.</p> <p>3. Each student will research The National Association of Young Children (NAEYC). They each will write a report on when, how and why it was established and what guidelines have been suggested because of it.</p>	<ul style="list-style-type: none"> • Vocabulary sheets • Research reports • Class discussion • Tests • Field trip to Montessori School • Task Specific Rubrics

Name_____

ECE Theorist Presentation and Notes

	5	4	3	2	1	0
Notes handed in on time to be copied	Day notes taken	Day before due for class	Morning due for class	Lunch on day of class	Handed in after presentation	Not handed in
Names	Names of all parties responsible for notes are on them	Some names on notes				No names on notes
Note Formation	Notes in bullet or numbered form, organized, neat, easy to read and understand, complete	Notes not numbered or in bullet form but complete	Notes neat and easy to read, organized and easy to understand but missing a couple important facts	Notes organized but missing several important facts	Notes are messy and incomplete	No notes turned in
Theorist	Notes include theorist first and last name spelled correctly	Notes included first and last name but one or both spelled incorrectly	Notes include only first or last name	Notes include first and last name but one misspelled	Notes include first and last names and both spelled incorrectly	Name of theorist not included in notes
Note information	All significant points are identified, included year of discovery	One significant point missing	Two significant points missing	Three significant points missing	Four or more significant points missing	Nothing significant noted
Presentation	Notes presented by all partners and all significant info included	Notes presented by one partner and all significant info included	Notes Presented by all partners but significant info missing	Notes presented by one partner and significant info missing	Note presentation incomplete, hard to follow	No presentation
Total						

Total_____X 3.3=_____

90-100=A

80-89=B

70-79=C

60-69=D

59 and less=F

Early Childhood Education
Connecticut Daycare Licensing Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Report handed in on due date	1 school day late	2 school (1 class) day late	3 school days late	4 school (2 class) days late	5 or more school days late
CT licensing procedure	All criteria Explained in detail	Missing 1 piece	Missing 2 pieces	Missing 3 pieces	Missing 4 or more pieces	No explanation
Grammar, spelling, punctuation	No errors	1-2 errors	3-4 errors	5-6 errors	7-8 errors	9 or more errors
Total						

Total _____ X 3.33= _____

Early Childhood Education
NAEYC Research Rubric

Name_____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Report handed in on due date	1 school day late	2 school (1 class) day late	3 school days late	4 school (2 class) days late	5 or more school days late
How, When, Why	All aspects of NAEYC discussed in detail	All aspects discussed in general	2 discussed in detail	1 discussed in detail	2 discussed generally	1 discussed generally
Guidelines	All guidelines discussed in detail	All discussed generally	Missing 1 major guideline	Missing 2 major guidelines	Missing 3 or more guidelines	Not mentioned
Grammar, spelling, punctuation	No errors	1-2 errors	3-4 errors	5-6 errors	7-8 errors	9 or more errors
Total						

Total_____ X 4=_____

PRESCHOOL VISITION RUBRIC

Name _____

	5	4	3	2	1	0
Timing	Paper handed in on time	Paper handed in 1 school day late	Paper handed in 2 school days late	Paper handed in 3 school days late	Paper handed in 4 or more school days late	Paper not handed in
Communication	Paper written in complete sentences, using correction punctuation.	Paper written in complete sentences with 1-2 punctuation errors.	Paper written in complete sentences with 3-4 punctuation errors.	Paper not written in complete sentences	Paper not written in complete sentences with 1-2 other error	Paper not written in complete sentences with 3 or more other errors
Spelling	No spelling errors	1-2 spelling errors	3-4 spelling errors	5-6 spelling errors	7-8 spelling errors	More than 9 spelling errors
Analysis of preschool (1)	All objective questions answered correctly	1 objective question not answered correctly	2 objective questions not answered correctly	3 objective questions not answered correctly	4 objective questions not answered correctly	5 or more objective questions not answered correctly
Analysis of preschool (2)	All subjective questions answered completely	1 subjective question not answered completely	2 subjective questions not answered completely	3 subjective questions not answered completely	4 subjective questions not answered completely	5 or more subjective questions not answered completely.
TOTAL						

Total _____ X 4 = _____

90-100=A
80-89 =B
70-79 =C
60-69 =D
59 or less=F

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 2

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. The “whole child” concept is based on the accepted principle that all areas of human growth and development are inter-related. 2. There are adjustments for teaching children of varying levels of development. 3. There are major developmental and learning theories that affect early childhood education. 	<ol style="list-style-type: none"> 1. What is meant by the term “whole child”? 2. Who are the children with special needs? 3. What are central developmental topics that affect early childhood education?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. There are Guidelines for Using Word Pictures. 2. There are many ways to plan programs for developmental differences and learning styles. 3. There are a variety of disabilities a teacher may encounter. 4. Inclusive classrooms are mandated by law. 5. The implications of the NCLB Act of 2002. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Use Word Picture Guides for each age group of young children. 2. Identify the key learning domains commonly associated to child development such as Social-Emotional, Language, Motor, Creative and Cognitive. 3. Recognize age appropriate and culturally appropriate developmental expectations for the young child. 4. Why are there school laws to protect special needs children? 5. Explain NCLB.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

<p>6. Cultural, racial and ethnic sensitivity is necessary in every early education program.</p> <p>7. There are basic principles of development.</p> <p>8. Maslow's theory of self-actualization is part of all learning.</p> <p>9. Play is an important learning tool for young children.</p> <p>10. Many theories can be applied to the classroom and work with young children.</p>	<p>6. Compare and contrast the theories of human development including but not limited to: Behaviorist Theory, Cognitive Theory, Humanistic Theory, and Multiple Intelligence Theory.</p> <p>7. Who is Maslow and why is his theory so significant to education?</p> <p>8. What is the importance of play in the preschool environment?</p> <p>9. Identify the basic questions that theorists and research attempt to answer.</p>
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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

<p>Performance Task(s)</p> <p><i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i></p>	<p>Other Evidence</p> <p><i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i></p>
<p>Each student will participate in an observation in an inclusive classroom. Students will produce a list of suggestions on ways to further include these students so they have the same educational opportunities as "normal" students.</p>	<ul style="list-style-type: none"> • Vocabulary sheets for this unit • Class discussion • Tests • Field trip to The Friendship School • Task Specific Rubrics • Observation rubric

PRESCHOOL VISITION RUBRIC

Name _____

	5	4	3	2	1	0
Timing	Paper handed in on time	Paper handed in 1 school day late	Paper handed in 2 school days late	Paper handed in 3 school days late	Paper handed in 4 or more school days late	Paper not handed in
Communication	Paper written in complete sentences, using correction punctuation.	Paper written in complete sentences with 1-2 punctuation errors.	Paper written in complete sentences with 3-4 punctuation errors.	Paper not written in complete sentences	Paper not written in complete sentences with 1-2 other error	Paper not written in complete sentences with 3 or more other errors
Spelling	No spelling errors	1-2 spelling errors	3-4 spelling errors	5-6 spelling errors	7-8 spelling errors	More than 9 spelling errors
Analysis of preschool (1)	All objective questions answered correctly	1 objective question not answered correctly	2 objective questions not answered correctly	3 objective questions not answered correctly	4 objective questions not answered correctly	5 or more objective questions not answered correctly
Analysis of preschool (2)	All subjective questions answered completely	1 subjective question not answered completely	2 subjective questions not answered completely	3 subjective questions not answered completely	4 subjective questions not answered completely	5 or more subjective questions not answered completely.
TOTAL						

Total _____ X 4 = _____

90-100=A
80-89 =B
70-79 =C
60-69 =D
59 or less=F

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 3

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Teaching is a professional commitment. 2. Observation and assessment of children and teachers must follow best practices. 3. There are multiple ways to assess both children and teachers. 4. Families and teachers must form an essential partnership for children to develop to their fullest potential. 5. The American family has changed in recent years and so have the concerns of parents regarding the education of their children. 	<ol style="list-style-type: none"> 1. What qualifications does a good teacher possess? 2. How do observations help us to understand people and their behavior? 3. Why do children behave the way they do? 4. What are some major concerns of parents?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Good teachers have specific qualifications. 2. There is a professional code of ethics for teachers. 3. Teachers are evaluated on a regular basis. 4. Teachers must be culturally competent. 5. Classroom environment directly affects children's behavior. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Analyze personal development and relate to their growth as a teacher. 2. Explain what the professional code of ethics is for teachers. 3. Develop a process for evaluating teachers. 4. Describe ways that make teachers culturally competent. 5. Critique classroom environments and assess how they affect the behavior of the children.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

6. There is a difference between discipline and punishment.	6. Evaluate different methods of dealing with children with behavior problems.
7. Families deal with behavior problems in different ways.	7. Identify the ingredients for a good parent program.
8. There are many benefits to an effective family-school partnership.	8. Generalize the components for a successful parent-teacher conference.
9. Teachers play an important role in providing a supportive atmosphere for families.	

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
1. Each student will develop a teacher evaluation guide that a trained evaluator could use to evaluate a teacher's performance. 2. Given two case studies, each student will assess how the behavior problem illustrated in each case was addressed and evaluate the teacher's handling of each situation, giving suggestions for improvement and also giving positive feedback where appropriate.	<ul style="list-style-type: none"> • Vocabulary sheets • Class discussion • Tests • Field trip Creative Playschool • Task specific rubrics • Case study rubric

Early Childhood Education
Case Study Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Case studies handed in on time	1 school day late	2 school (1 class) day late	3 school days late	4 school (2 class) days late	5 or more school days late
Assessment	Each case study correctly assessed	Each case adequately assessed	1 case study correctly assessed	1 case study adequately assessed	Both case studies superficially discussed	Neither case study assessed
Teacher Evaluation	Teacher handles situation correctly in both cases	Teacher handled situation correctly in 1 case	Teacher handled 1 situation adequately	Teacher handled 1 situation incorrectly	Teacher handled both situations incorrectly	No mention of teacher 's handling of situation
Suggestions	No suggestions necessary	4 suggestions given	3 suggestions given	2 suggestions given	1 suggestion given	No suggestions
Feedback	Comments both positive and negative given to teacher	Only positive comments given	Only negative comments given	Irrelevant comments given		No comments given
Total						

Total _____ X 4= _____

Early Childhood Education
Teacher Evaluation Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Evaluation turned in on due date	1 school day late	2 school (1 class) day late	3 school days late	4 school (2 class) days late	5 or more days late
Objective	Objective DAP and very specific	DAP but general	Very specific but not DAP	General but not DAP	Random objective	No objective
Teacher preparation	Teacher totally prepared with all necessary parts	Teacher missing 1 item necessary to complete the task	Missing 2 items	Missing 3 items	Missing 4 or more items	Teacher totally unprepared
Teacher rapport with students	Great rapport with all students	Great rapport with majority of students	All students acknowledged and included	Great rapport with a few students	Little rapport with a few students	No rapport with any student
Teacher explanation	All students understood concept	Majority of students understood concept	½ students understood concept	¼ students understood concept	Teacher explanation too vague, difficult, out of sequence	No students understood anything
Class presentation	Detailed explanation in oral report	1 piece of report missing	2 pieces of report missing	Vague oral report	Very disorganized oral report	No oral report
Total						

Total _____ X 3.33= _____

PRESCHOOL VISITION RUBRIC

Name _____

	5	4	3	2	1	0
Timing	Paper handed in on time	Paper handed in 1 school day late	Paper handed in 2 school days late	Paper handed in 3 school days late	Paper handed in 4 or more school days late	Paper not handed in
Communication	Paper written in complete sentences, using correction punctuation.	Paper written in complete sentences with 1-2 punctuation errors.	Paper written in complete sentences with 3-4 punctuation errors.	Paper not written in complete sentences	Paper not written in complete sentences with 1-2 other error	Paper not written in complete sentences with 3 or more other errors
Spelling	No spelling errors	1-2 spelling errors	3-4 spelling errors	5-6 spelling errors	7-8 spelling errors	More than 9 spelling errors
Analysis of preschool (1)	All objective questions answered correctly	1 objective question not answered correctly	2 objective questions not answered correctly	3 objective questions not answered correctly	4 objective questions not answered correctly	5 or more objective questions not answered correctly
Analysis of preschool (2)	All subjective questions answered completely	1 subjective question not answered completely	2 subjective questions not answered completely	3 subjective questions not answered completely	4 subjective questions not answered completely	5 or more subjective questions not answered completely.
TOTAL						

Total _____ X 4 = _____

90-100=A
80-89 =B
70-79 =C
60-69 =D
59 or less=F

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 4

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. There are specific criteria in creating a developmentally appropriate learning environment. 2. There is a relationship between play and curriculum. 3. Children learn a vast amount of knowledge in the early years. 4. The teacher has a role in planning curriculum. 	<ol style="list-style-type: none"> 1. What criteria are used in creating a developmentally appropriate learning environment? 2. What health and safety measures are considered when planning the total environment? 3. In creating an interpersonal environment, how does the teacher create an atmosphere for learning? 4. What factors define curriculum in the early childhood setting? 5. What is developmentally appropriate curriculum? Culturally appropriate curriculum? 6. What are the physical and motor, cognitive, language, social, emotional, and creative skills that children acquire in an early childhood setting?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. In order to meet the needs of children the environment should include certain things. 2. The school environment should be anti-bias. 3. Children's safety is of utmost importance. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Determine recommended staff-child ratios within group sizes. 2. Analyze the checklist for an inclusive environment. 3. Compile a safety list for indoor environments.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

4. Scheduling should reflect the needs and ages while meeting the program's goals.	4. Recognize common childhood conditions and how they should be handled.
5. Routines are learning opportunities and that transition times are necessary for the classroom to run smoothly.	5. Develop a preschool child care center that meets safety and stimulation needs.
6. Classrooms must have developmentally appropriate and multicultural curricula.	6. Identify basic materials needed to develop a safe Early Childhood Classroom and Outdoor Playground/Yard.
7. Play is the cornerstone of learning.	7. Evaluate different program schedules to determine which best meets the needs of children's ages and stages.
8. There is a variety of motor skills that manifest themselves at different ages.	8. Evaluate guidelines for Developmentally Appropriate Curriculum.
9. Teachers are responsible for helping children develop behavioral, emotional, sensory-motor and social skills.	9. Identify Characteristics of a Multicultural curriculum.
10. Special adaptations are necessary for children with special needs.	10. Evaluate the guidelines for ways teachers facilitate play.
11. There is a guideline for the physical development of children.	11. Evaluate curriculum planning for language development.
	12. Evaluate adaption of curricula for children with special needs.
	13. Discuss translating brain research into curriculum.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<ol style="list-style-type: none"> 1. The student will develop weekly lesson plans for a preschool classroom and ways to evaluate them. 2. Each student will develop a weekly lesson planning showing inclusively for children with special needs. 3. Using DAP equipment according to NAEYC standards students will plan a preschool classroom and playground. 4. Students will write a comparison paper of five preschool/daycare centers comparing and contrasting them according to philosophy, cost and teacher qualification. 5. After attending a local school board or PTO meeting the student will write a short report about how the needs of young children are being met by a particular school or district. 	<ul style="list-style-type: none"> • Vocabulary sheets • Class discussion • Tests • Projects • Task Specific Rubrics

Early Childhood Education
Preschool/Playground Plan Rubric

Name_____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Plans handed in on due date	1 school days late	2 school (1 class) day late	3 school days late	4 school (2 class) days late	5 or more school days late
Preschool classroom	DAP in every part	1DAP piece missing	2 DAP pieces missing	3 DAP pieces missing	4 DAP pieces missing	No DAP pieces included
Playground	DAP in every part	1 DAP piece missing	2 DAP pieces missing	3 DAP pieces missing	4 DAP pieces missing	No DAP Pieces included
Total						

Total_____ X 6.66=_____

Bulletin Board Rubric

Name _____

	5	4	3	2	1	0
Timing	Done ahead of time but not before previous week is over	Done ahead of time and interferes with previous week	Done ahead of time but appears to be thrown together	Done morning children arrive but well planned	Done as children are arriving	Not done
Theme Appropriate	Theme clearly evident	Theme somewhat evident	Theme represented very little	Theme is a "stretch"	Not correct theme	No theme
Age Appropriate	Students get it immediately	Students get it when explained	Too simple	Too difficult for little ones	Peers get it when explained	Peers didn't get it either
Eye Catching	WOW	Creative and colorful	Colorful, needs more creativity	OK	Marginal	Blah
Cost	Free and very creative	Little cost and very creative	Few \$, adequate creativity	Little cost and little creativity	Lot of \$, not much creativity	Way overboard

Score _____ X 4 = _____

90-100 A
 80-89 B
 70-79 C
 60-69 D
 Less than 60 G

Early Childhood Education
Lesson Plan Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice
- Find success in both collaborative and individualized experiences
- Engage in a school culture that adheres to responsible standards of behavior, fosters acceptance and honors diversity

	5	4	3	2	1	0
Objectives are DAP	Meet all DAP criteria	Missing 1 part of DAP criteria	Missing 2 parts of DAP criteria	Missing 3 parts of DAP criteria	None of objectives are DAP	No objective given
Timing	Lesson plans handed in on time	1 day late	2 days late	3 days late	4 days late	Lesson plans not handed in
Tasks	Very specific, DAP	Mostly specific but DAP	Somewhat specific but DAP	General but DAP	Not DAP	Not specific
Class timing	Can be successfully completed in allotted time	Can be successfully completed but somewhat rushed in allotted time	Can be adequately completed in allotted time	Can be somewhat completed in allotted time	Too much time allowed	Cannot be completed in allotted time
Directions	Directions well planned out and well organized	Directions complete but not well organized	Directions too vague	Directions disorganized	Directions not directed to all abilities	No directions given for tasks
Total						

_____ X 4=_____

Early Childhood Education
Comparison Paper Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Handed in on due date	1 school day late	2 school (1 class) day late	3 school days late	4 school (2 class) days late	5 or more school days late
Facilities	All parts compared (space, bathrooms, playground, safety, learning areas, cleanliness)	4 areas compared	3 areas compared	2 areas compared	1 area mentioned	No Comparison made
Teachers	Comparison of teacher qualifications, ratio, enthusiasm	Comparison of 2	1 mentioned			No comparison made
Cost	Cost comparison					No cost comparison
Philosophy	Comparison of philosophies described in detail		Some comparison of philosophy		Philosophy barely mentioned	No mention of philosophy
Preference	Explanation of which you prefer and why		Preference made but not reasoning			No preference mentioned
TOTAL						

_____X3.33=_____

Early Childhood Education
Public Meeting Rubric

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Apply Skills in life practice

	5	4	3	2	1	0
Timing	Handed in on due date	Handed in 1 school day late	Handed in 2 school (1 class) day late	Handed in 3 school days late	Handed in 4 school (2 class) days late	5 or more school days late
Description of Meeting facilitator	Name and position of facilitator	1 missing	Both missing	General idea of was in charge		No idea who ran the meeting
Comments/ Questions	Name 5 general or specific types of questions	Name 4	Name 3	Name 2	Name 1	None
Agree/Disagree	Explain why you agreed/disagreed with 5 items mentioned	4 items	3 items	2 items	1 item	No mention of your agreement/d disagreement
If you had a chance	5 things you would have brought up	4 things	3 things	2 things	1 thing	I don't know
Who was most know knowledgeable/ interested at the meeting	Got 3 or more of their names	2 names	1 name	No names but there were 3 or more	No names but there was 1-2	No one was interested
Place and date of meeting	Both	1				Not mentioned
Paper	Completely answered all questions	Completely answered 4 questions	Completely Answered 1-3	Briefly answered all	Briefly answered 1-3	Briefly mentioned

PRESCHOOL VISITION RUBRIC

Name_____

	5	4	3	2	1	0
Timing	Paper handed in on time	Paper handed in 1 school day late	Paper handed in 2 school days late	Paper handed in 3 school days late	Paper handed in 4 or more school days late	Paper not handed in
Communication	Paper written in complete sentences, using correction punctuation.	Paper written in complete sentences with 1-2 punctuation errors.	Paper written in complete sentences with 3-4 punctuation errors.	Paper not written in complete sentences	Paper not written in complete sentences with 1-2 other error	Paper not written in complete sentences with 3 or more other errors
Spelling	No spelling errors	1-2 spelling errors	3-4 spelling errors	5-6 spelling errors	7-8 spelling errors	More than 9 spelling errors
Analysis of preschool (1)	All objective questions answered correctly	1 objective question not answered correctly	2 objective questions not answered correctly	3 objective questions not answered correctly	4 objective questions not answered correctly	5 or more objective questions not answered correctly
Analysis of preschool (2)	All subjective questions answered completely	1 subjective question not answered completely	2 subjective questions not answered completely	3 subjective questions not answered completely	4 subjective questions not answered completely	5 or more subjective questions not answered completely.
TOTAL						

Total_____X 4 =_____

90-100=A
80-89 =B
70-79 =C
60-69 =D
59 or less=F

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

INTERNSHIP: SECOND SEMESTER

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Many traits must be developed to contribute to positive and caring relationships in the classroom. 2. Leadership skills are necessary to work effectively with other individuals in the classroom. 3. There are many components essential for careers in education and family-community services. 4. There are specific skills necessary for employment in a child oriented career. 	<ol style="list-style-type: none"> 1. What are traits that contribute to positive and caring relationships are necessary to develop? 2. What leadership skills and knowledge are necessary to work effectively with other individuals? 3. What components are essential for careers in education and family-community services? 4. What are the employability skills necessary for a child oriented career?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Teaching is an ever evolving and changing career. 2. Teachers must keep up with current trends in education. 3. Teachers must be able to communicate with peers, students, parents and administration. 4. Teachers must provide a positive, unbiased and safe environment for every child at all times. 5. There are laws to protect the safety of teachers in school. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Work effectively with their cooperating teacher. 2. Participate with their cooperating teacher in technical assistance and hands on teaching. 3. Deal with peers, students, parents and administrators in a professional manner. 4. Identify laws that affect the workplace. 5. Describe discrimination in the workplace and identify some of the laws that protect teachers.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

6. Teachers' Unions protect teacher's rights and serve as a representative to administration when a teacher feels that they were treated unfairly.	6. Recognize sexual harassment and identify actions to combat it.
7. Stress causes many negative effects in the classroom to teachers, students and the learning process.	7. Describe the causes and effects of stress in the classroom.
8. There are many ways to deal with the causes of stress in the classroom.	8. Identify effective strategies for coping with stress in the classroom.
9. Mentoring programs can assist a teacher in any area that is causing stress or where the teacher needs additional support.	9. Assess the importance of positive attitude and self-confidence contributes to success in the classroom.
10. Gossip and pressure is in every profession.	10. Explain the value of enthusiasm and energy when working with young children.
11. Teachers must be evaluated by a trained assessor who should be able to give positive reinforcement and suggestions for improvement if needed.	11. Describe positive ways to assert yourself in school with peers and administration.
12. Anger in the classroom is toxic to the atmosphere and must be dealt with outside of the teaching environment.	12. Analyze the various ways to accept criticism of your performance or judgments in the classroom.
13. Teachers serve as a role model for students and therefore should dress, speak and act professionally at all times.	13. Explain best practice for handling your own anger in the classroom.
14. There is a professional code of conduct that all teachers must abide by.	14. Dress and act professionally in the school environment.
	15. Discuss the code of conduct for teacher.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<ol style="list-style-type: none"> 1. Each student will be assigned to work with a cooperating teacher at The Friendship School. Students will have hand on experiences in the classroom including, but not limited to: assisting in lesson planning, carrying out planned lessons, bulletin boards, reading to students as a class and one on one, working with students one on one in a particular area where the cooperating teacher feels the preschooler needs additional help. 2. Students will also observe students through the one way mirror to practice evaluation techniques. 3. Students will either sit in on teacher/parent conferences or observe through the one way mirror. 4. The class instructor will evaluate the student's performance and give feedback to the student on how they are performing their assigned duties in the classroom on a regular basis. 5. Cooperating teacher will assess the student once each quarter and give feedback both positive and/or negative and suggestions for improvement. 	<ol style="list-style-type: none"> 1. Written evaluations by the student's instructor while observing the student in the preschool classroom. 2. Student's instructor and cooperating teacher will discuss the student's compliance with the expectations set forth and evaluate the student's experience. 3. Students will convene in seminar (on Wednesday afternoons) to compare their internship experiences. 4. Students will write an evaluation of their experience during the middle and end of each quarter. 5. Class discussion during seminar.

Bulletin Board Rubric

Name _____

	5	4	3	2	1	0
Timing	Done ahead of time but not before previous week is over	Done ahead of time and interferes with previous week	Done ahead of time but appears to be thrown together	Done morning children arrive but well planned	Done as children are arriving	Not done
Theme Appropriate	Theme clearly evident	Theme somewhat evident	Theme represented very little	Theme is a "stretch"	Not correct theme	No theme
Age Appropriate	Students get it immediately	Students get it when explained	Too simple	Too difficult for little ones	Peers get it when explained	Peers didn't get it either
Eye Catching	WOW	Creative and colorful	Colorful, needs more creativity	OK	Marginal	Blah
Cost	Free and very creative	Little cost and very creative	Few \$, adequate creativity	Little cost and little creativity	Lot of \$, not much creativity	Way overboard

Score _____ X 4 = _____

90-100 A
 80-89 B
 70-79 C
 60-69 D
 Less than 60 G

Early Childhood Education
Lesson Plan Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice
- Find success in both collaborative and individualized experiences
- Engage in a school culture that adheres to responsible standards of behavior, fosters acceptance and honors diversity

	5	4	3	2	1	0
Objectives are DAP	Meet all DAP criteria	Missing 1 part of DAP criteria	Missing 2 parts of DAP criteria	Missing 3 parts of DAP criteria	None of objectives are DAP	No objective given
Timing	Lesson plans handed in on time	1 day late	2 days late	3 days late	4 days late	Lesson plans not handed in
Tasks	Very specific, DAP	Mostly specific but DAP	Somewhat specific but DAP	General but DAP	Not DAP	Not specific
Class timing	Can be successfully completed in allotted time	Can be successfully completed but somewhat rushed in allotted time	Can be adequately completed in allotted time	Can be somewhat completed in allotted time	Too much time allowed	Cannot be completed in allotted time
Directions	Directions well planned out and well organized	Directions complete but not well organized	Directions too vague	Directions disorganized	Directions not directed to all abilities	No directions given for tasks
Total						

_____ X 4=_____

The Friendship School Cooperating Teacher expectations: 2nd semester

- Cooperating teacher completes a rubric for intern twice per quarter (4 total).
- Cooperating addresses any concerns with student's instructor.
- Cooperating teacher allows intern to interact with students in any way they deem appropriate (the more hands on the better) whether it be reading to the class, working with students one-on-one, developing a lesson, teaching a lesson, doing a bulletin board or anything else that could be discussed with the instructor.
- Allowing student's instructor to observe the intern "in action" through the observation mirror.

WHS expectations of student interns: Interns show up for each scheduled date.

- Interns arrive on time for each scheduled date.
- Interns arrive dressed appropriately each time.
- Interns arrive with positive attitude and willing to do whatever is asked of them.
- Interns act professional at all times

Performance Evaluation Review Instrument

Based on the criteria below, rate the intern's performance.

4 = Strongly Agree

2 = Somewhat Disagree

3 = Somewhat Agree

1 = Strongly Disagree

Criteria	4	3	2	1
Professionalism at Work				
Acts with maturity and professionalism				
Is punctual and dependable				
Is self-reliant				
Dresses neatly and appropriately				
Manages time well				
Takes responsibility for actions				
Attitude, Initiative, and Communication				
Has a cooperative, positive attitude				
Willing to accept new challenges				
Adapts to new circumstances				
Demonstrates a desire to learn				
Accepts and acts on criticism				
Respects others' skills, needs, and opinions				
Communicates articulately				
Asserts own views effectively				
Job Performance				
Meets deadlines				
Understands and follows directions				
Demonstrates job-related skills				
Demonstrates mastery of relevant job-related knowledge				
Demonstrates problem-solving skills				
Completes assigned tasks competently				
Is detail-oriented, accurate				

Additional comments:

Sponsor's Signature

Date

Intern's Signature

Date

Waterford High School
Course Description

Independent Living

You are now preparing to leave high school and whether you pursue further education or enter the world of work your life will change. These are some of the topics you will cover in order to ease the transition:

- How to live on your own, maintain your present lifestyle and how to cope in the event things do not work out as you planned
- Who's FICA and why does he get part of my paycheck?
- Higher education opportunities and costs
- What is the right career for you and what do you need to achieve it
- The cost of credit
- How to use your checkbook and keeping it current
- Keeping your wheels-and-you-rolling
- Buying and leasing cars
- Car, Health and Home insurances
- Cost of interest, budgeting and investment alternatives
- How to communicate and get along with others at home and in the workplace
- Wellness Issues: weight management, eating disorders, stress management
- Interpersonal relations: friendship, dating, and marriage and how your personal values and goals affect them all.

Prerequisite: None

Credits: 1.0

Level: grades 11-12

Resources:

Shaping Your Future, Eubanks, Eddy; Sasse, Connie R.; Glosson, Linda R.
Glencoe-McGraw Hill.

Guest Speakers:

Dr. Gilbert Maffeo, Mitchell College
Adrien McElwee, Groton Social Services
Planned Parenthood
Local Car Dealer

Waterford High School

Course Description

Resources: (continued)

Videos:

Ready...Set...Goals
Personality and Values: What's Important to You?
Your Place in the Family
Adult Living: Part 2
Getting Back into the Swing of Things: Returning to School
Finding a Job When Your Past is Not So Hot
Getting Basic Works Habits without College Training
Selling Yourself without a College Degree
Career Self-Assessment: Where Do You Fit
The Road to College
Self-Image and Your Career
School to Work: Workplace Basics
Jobs for the 21st Century
Credit Cards: Living with Plastic
Checking Accounts: A Guide to Selection and Use
User-Friendly Budgeting
A Penny Saved: How to Grow Money
Top 9 ½ Tips to Understanding Your Paycheck
Top 9 ½ Resume Tips
Body Language: An Intro to Non-Verbal Communications
Gender & Communication: She Talks, He Talks
Say it Better: Fearless Public Speaking
Communication: The Person to Person Skill
Risky Roads
Make the Right Move
How to Buy a Used Car
Your Consumer Rights

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

Content Standards Applied to Topics in:
INDEPENDENT LIVING

STAGE 1: IDENTIFY DESIRED RESULTS	
Content Standard(s)	
<i>Generalizations about what students should know and be able to do</i>	
<p>Family & Consumer Science National and State Standards: Nutrition, Food Production, and Services:</p> <ul style="list-style-type: none"> A. Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education. B. Principles of Human Growth & Development: Analyze principles of human growth and development during childhood. C. Factors Affecting Human Growth& Development: Analyze conditions that influence human growth and development during childhood. D. Strategies for Promoting Growth & Development: Analyze strengths that promote growth and development during childhood. E. Roles and Responsibilities of Parenting: Analyze the roles and responsibilities of parenting. F. Parenting Practices: Evaluate parenting practices that maximize human growth and development. <p>Waterford High School Expectations for Student Learning:</p> <ul style="list-style-type: none"> 1. Communicate in Standard English for a variety of purposes. 2. Read a variety of materials for the understanding, evaluations, and synthesis of information. 3. Apply mathematical principles to organize data, 4. Acquire and evaluate information in order to interpret events, issues and/or ideas, and to make informed judgments and responses. 6. Utilize technology to obtain, organize and communicate information and to solve problems. <p>Waterford High School Social Expectations:</p> <ul style="list-style-type: none"> 10. Engage actively in cooperative work to accomplish a specific task. <p>Waterford High School Civic Expectations:</p> <ul style="list-style-type: none"> 11. Participate in activities that foster citizenship, the democratic process, and community awareness. 	

***WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM***

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 1

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Family background has a huge impact in personal development. 2. Learning to manage your life through problem solving, decision making, and goal setting is essential. 3. Being resilient and able to bounce back is important for overall life satisfaction. 4. A positive approach to life means having a resilient, “I-can-do-it” attitude. 	<ol style="list-style-type: none"> 1. How did I get to be who I am today? 2. How will relationships impact my life? 3. What do I need to learn to make decisions about my life?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Many factors such as interests and aptitudes influence career choices. 2. A variety of resources are available for learning more about the world of work. 3. Keeping a positive approach is essential to have in the world of work. 4. Goal setting, decision making, management, and problem solving help everyone deal with life’s challenges and opportunities. 5. There are six steps to follow in the decision making process. 6. Understanding yourself, your needs, your values, and your worth will help you make good choices. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Explore career interest areas. 2. Research different careers. 3. Identify the steps for decision making. 4. Demonstrate the decision making process. 5. Describe the characteristics of an independent person. 6. Discuss the similarities and differences in the decision-making and management processes.

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FAMILY AND CONSUMER SCIENCE CURRICULUM

7. Keeping a positive approach is essential to have in the world of work.	7. Investigate goals according to values and priorities.
8. Values are the foundation of character.	8. Identify common values and how they affect character.
9. Accepting responsibilities for your actions is part of being an adult.	9. Identify personal resources and how they can be used effectively.
10. How being involved in your community benefits you and others.	10. Explain the importance of being positive.
11. By volunteering, you help both yourself and others in the community.	11. List ways to become involved in community activities.
12. Effective leaders have characteristics that include initiative and persistence; thoughtfulness; vision and imagination; sincerity and integrity; and acceptance.	12. Plan a community service activity.
	13. Summarize the benefits that you may receive from getting involved in the community.
	14. Identify characteristics of effective leaders.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>The goal of this project is for students to write an essay explaining their values, goals, family background; why they are the person they have become. It will be written in Standard English, typed, double spaced and two pages in length. Students will follow through with this project by producing a decoupage bottle about them and report orally to the class.</p> <p>Research Paper: Students will research a career that they are interested in pursuing, including necessary education, educational requirements, cost employment trends. Students will use various technologies as research tools.</p>	<ul style="list-style-type: none"> • Vocabulary Sheets • Related Work Sheets • Quizzes/Tests • Oral presentation • Research Paper • Agenda Book • Task Specific Rubrics

Name_____

Agenda Rubric

Waterford High School Mission:

- *Apply skills in life practice*

	(5)	(4)	(3)	(2)	(1)	(0)
Requirements	2 additional sections were added	1 additional section added	All required parts are included	Missing 1 part	Missing 2 or more parts	Nothing done
Topic of the day (what did we cover, not what we did, i.e. video, worksheet, test)	Entry for each class	Missing 1 entry	Missing 2 entries	Missing 3 entries	Missing 4 entries	Missing 5 or more entries
School Calendar	All blue/white days; guest speakers; social events; sporting events; SAT,PSAT,etc	Missing 1 of the school calendar requirements	Missing 2 of the school calendar requirements	Missing 3 of the school calendar requirements	Missing 4 of the school calendar requirements	None of the school calendar requirements
Personal Calendar	Including more than 2 birthdays and 3 personal plans(date, work, practice, rehearsal schedule)	Missing one of the personal calendar requirement	Missing two of the personal calendar requirement	Missing three of the personal calendar requirement	Missing four of the personal calendar requirement	No personal plans
Appearance	Use of different color pen to show different types of events (school versus personal events)	Partial use of different color pens	Agenda is whole with your name on it	Agenda is tattered with your name on it	Agenda is tattered without your name on it	Agenda is not whole and your name is not on it
Timing	Agenda is handed in on due date	Agenda is handed in 1 school day late.	Agenda is handed in 2 school days late.	Agenda is 3 school days late.	Agenda is 4 or more school days late.	Agenda not turned in

Score_____X 3.3=_____

A=90-100

B=80-89

C=70

D=60-69

F=59 or below

Independent Living Career Research Rubric

Name _____

Due Date _____

Waterford High School Mission:

- Read, write and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Handed in on due date	1 school day late	2 school (1 class day) late	3 school days late	4 school (2 class days) late	5 or more school days late
Research	All education including completed application included	Completed application included	All education information downloaded and included	Application partially completed	Application only included	No education information included
Essay	All 5 parts are included	4 parts included	3 parts included	2 parts included	1 part included	No written essay component
Essay grammar	No errors	1-2 grammatical errors	3-4 grammatical errors	5-6 grammatical errors	7-8 grammatical errors	9 or more grammatical errors
Essay spelling	No errors	1-2 spelling errors	3-4 spelling errors	5-6 spelling errors	7-8 spelling errors	9 or more spelling errors
Essay punctuation	No errors	1-2 punctuation errors	3-4 punctuation errors	5-6 punctuation errors	7-8 punctuation errors	9 or more punctuation errors
Total						

Total _____ X3.3= _____

Name_____

INDEPENDENT LIVING “ME” PAPER RUBRIC

Waterford High School Mission:

- *Read, write, and think critically*
- *Analyze challenging problems*
- *Apply skills in life practice*

	5	4	3	2	1	0
Due date	Paper handed in on due date.	Paper handed in 1 school day late.	Paper handed in 2 school days (1 class day) late.	Paper handed in 3 school days late.	Paper handed in 4 school days (2 class days) late.	Paper handed in 5 or more school days late.
Paper length (handwritten will be prorated)	Paper is 2 full typed pages or longer.	Paper is 1 $\frac{3}{4}$ pages typed.	Paper is 1 $\frac{1}{2}$ pages typed.	Paper is 1 $\frac{1}{4}$ pages typed.	Paper is 1 typed page.	Paper is less than 1 typed page.
Spelling	No spelling errors.	1-2 spelling errors.	3-4 spelling errors.	5-6 spelling errors.	7-8 spelling errors.	9 or more spelling errors.
Picture	Picture on front cover.					No picture on front cover.
Punctuation/ Grammar	No punctuation /grammar errors.	1-2 punctuation /grammar errors.	3-4 punctuation /grammar errors.	5-6 punctuation / grammar errors.	7-8 punctuation / grammar errors.	9 or more punctuation/ grammar errors.
Paragraphs	Each topic addressed in separate paragraph.	1 topic skipped.	2 topics skipped.	3 topics skipped.	4 topics skipped.	5 or more topics skipped.
Topics complete	Each topic completely addressed.	Majority of topics completely addressed.	Majority of topics just Vaguely Addressed but 1-2 completely addressed.	All topics just vaguely addressed.	Majority of topics just vaguely addressed.	Majority of topics not mentioned.

Score_____X2.85=_____

90-100=A
80-89= B
70-79= C
60-69= D

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 2

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. When used and managed properly, credit cards offer us convenience, a sense of security and allow us to build a healthy credit history. 2. Financial services that will help you manage your money and can help you reach your financial goals. 	<ol style="list-style-type: none"> 1. How does one choose the best credit card? 2. Why do businesses check with credit bureaus before extending credit to individuals? 3. How will you spend your money? 4. What is a budget?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Keeping and monitoring financial records is essential to remain solvent. 2. Developing a budget plan involves estimating your income and expenses, planning for savings, and creating a trial budget. 3. When using a budget, you will need to select a recordkeeping system. 4. Credit can be misused but also help meet financial goals. 5. Credit card companies are those that pay in full or keep a revolving balance. 6. There are many types of credit and the pros and cons of each. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Create a personal budget based on wants, needs, fixed expenses, flexible expenses and personal income. 2. Identify guidelines for savings. 3. Create a personal log of all purchases made during the course of this unit. 4. List personal, financial, legal, and practical issues to consider before living on your own. 5. Identify types of credit card consumers. 6. Identify how to use credit wisely.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

<p>7. Keeping accurate records in your check register is necessary for keeping your account in balance.</p> <p>8. Most checking account statements have a worksheet on the back that will help you reconcile your account.</p> <p>9. Savings, checking and investments accounts vary.</p> <p>10. ATMs and debit cards are convenient electronic ways to access checking accounts, but require careful use and accurate recordkeeping.</p> <p>11. There are many ways to finance your education and training.</p>	<p>7. Discuss the important of establishing credit and maintaining a good credit history.</p> <p>8. Compare types of credit companies.</p> <p>9. Define terminology associated with savings & checking accounts.</p> <p>10. Compare and contrast the characteristics of a passbook savings account, a CD and a bond.</p> <p>11. Compare investment and savings alternatives.</p> <p>12. Write checks, keep a check register and balance a checkbook.</p> <p>13. Practice reconciling a checking account.</p> <p>14. Demonstrate the use of a planner as an organizational tool.</p>
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WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
The goal of this project is for students to research and budget for a spring vacation for their senior year. You have \$2,000.00 saved for your vacation, and your friends are doing their research too! You want this to be the best vacation ever! Before the “trip”, you may encounter expenses or unexpected income during class. Therefore, you may have to use some of your money you have saved. You will have to draw on this account before you leave for vacation. Information will be displayed on a poster and clearly advertised. You will be expected to keep a vacation itinerary and keep track of all your expenses. You will write checks to pay for all your expenses. Students will give an in-class oral report on their findings.	<ul style="list-style-type: none"> • Related Worksheets • Quizzes/Tests • Agenda Book

Name_____

Agenda Rubric

Waterford High School Mission:

- *Apply skills in life practice*

	(5)	(4)	(3)	(2)	(1)	(0)
Requirements	2 additional sections were added	1 additional section added	All required parts are included	Missing 1 part	Missing 2 or more parts	Nothing done
Topic of the day (what did we cover, not what we did, i.e. video, worksheet, test)	Entry for each class	Missing 1 entry	Missing 2 entries	Missing 3 entries	Missing 4 entries	Missing 5 or more entries
School Calendar	All blue/white days; guest speakers; social events; sporting events; SAT,PSAT,etc	Missing 1 of the school calendar requirements	Missing 2 of the school calendar requirements	Missing 3 of the school calendar requirements	Missing 4 of the school calendar requirements	None of the school calendar requirements
Personal Calendar	Including more than 2 birthdays and 3 personal plans(date, work, practice, rehearsal schedule)	Missing one of the personal calendar requirement	Missing two of the personal calendar requirement	Missing three of the personal calendar requirement	Missing four of the personal calendar requirement	No personal plans
Appearance	Use of different color pen to show different types of events (school versus personal events)	Partial use of different color pens	Agenda is whole with your name on it	Agenda is tattered with your name on it	Agenda is tattered without your name on it	Agenda is not whole and your name is not on it
Timing	Agenda is handed in on due date	Agenda is handed in 1 school day late.	Agenda is handed in 2 school days late.	Agenda is 3 school days late.	Agenda is 4 or more school days late.	Agenda not turned in

Score_____X 3.3=_____

A=90-100

B=80-89

C=70

D=60-69

F=59 or below

Independent Living Checkbook Rubric

Name _____

Due Date _____

	5	4	3	2	1	0
Timing	Handed in on due date	1 school day late	2 school (1 class) days late	3 school dates late	4 (2 class) days late	5 or more days late
Check Register	All math correct	1-2 math errors	3-4 math errors	5-6 math errors	7-8 math errors	Not done
Check register	All deposits/debits in correct column	1-2 errors	3-4 errors	5-6 errors	7-8 errors	Not done
Check offs	All acknowledged checks/deposits checked off	Missing 1	Missing 2	Missing 3	Missing 4	Not done
Writing checks	All checks written correctly	1-2 errors	3-4 errors	5-6 errors	7-8 errors	9 or more errors
Deposit slips	All completed correctly	1-2 errors	3-4 errors	5-6 errors	7-8 errors	9 or more errors
Endorsements	All endorsements done correctly	1-2 errors	3-4 errors	5-6 errors	7-8 errors	9 or more errors
Reconciliation 1	Correctly done	1 mistake	2 mistakes	3 mistakes	4 or more mistakes	Not done
Reconciliation 2	Correctly done	1 mistake	2 mistakes	3 mistakes	4 or more mistakes	Not done
OK's	2 correct OK's	1 correct OK	2 OK's are incorrect			No OK's in register after reconciliation

Score _____ X 2=

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM
Independent Living

Independent Living
Vacation Project Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically (1,2,4)
- Analyze challenging problems (3,4,5,6)
- Apply skills in life practice (11)
- Find success in both collaborative and individualized experiences (10)

	5	4	3	2	1	0
Timing	Handed in on due date	Handed in 1 school day late	Handed in 2 school (1 class) day late	Handed in 3 school days late	Handed in 4 school (2 class) days late	Handed in 5 or more days late
Checkbook	All checkbook uses correctly calculated; correct total to start from	1 checkbook mistake	2 checkbook mistakes	3 checkbook mistakes	4 checkbook mistakes	5 checkbook mistakes
Estimate cost	Estimate total cost of 1 vacation of your choice (lodging, food, travel, souvenirs, fees, clothing to take with you)	1 piece missing from estimate	2 pieces missing from estimate	3 pieces missing from estimate	4 pieces missing from estimate	5 pieces missing from estimate
Vacation itinerary	At least 5 places logged on your itinerary	4 places	3 places	2 places	1 place	No itinerary
Expenses	Each expense itemized (at least 10)	8-9 expenses	6-7 expenses	4-5 expenses	2-3 expenses	1 or less expenses
Checks	10 checks written correctly	8-9 checks	6-7 checks	4-5 checks	2-3 checks	1 or less checks
Register	All 10 entered and subtracted correctly	1-2 mistakes	3-4 mistakes	5-6 mistakes	7-8 mistakes	9 or more mistakes with the register
Conclusion	Money left over	Less than \$100 left	Less than \$50 left	Less than \$20 left	Broke even	Overdrawn
Oral report	Detailed explanation to class as to why trip was successful or not	1 detail omitted	2 details omitted	3 details omitted	4 details omitted	Not given
Total						

Total _____ X 2.22=_____

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 3

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Effective communicators use affirmations, send assertive messages, and show respect. 2. How to identify and describe the positive and negative results of conflict. 3. Relationships inevitably change as you go through young adulthood. 4. Many factors enter into whether or not you are ready to make a commitment to another person. 	<ol style="list-style-type: none"> 1. Why is listening just as important to communication as speaking? 2. How do relationships change from teen years to adulthood? 3. Why do relationships change during adulthood? 4. How are friendships developed with those outside the family? 5. How do you meet people to date? 6. What makes a marriage successful?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. Listening is just as important to communication as speaking and hearing. 2. There are many forms of communication between family members. 3. I-messages help people communicate needs and wants without compromising the needs and wants of others. 4. The context of a situation refers to interrelated circumstances that affect the way you communicate. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify styles of communication within one's family. 2. Explain the difference between listening and hearing. 3. Compare and contrast "I statements" and "you statements". 4. Compare and contrast clear messages and mixed messages.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

<p>5. Most conflicts have a root cause.</p> <p>6. Anger can be controlled with a variety of anger management techniques.</p> <p>7. Identifying the underlying causes of conflict is important. The issues that create conflict also provide clues about what it will take to resolve the problem.</p> <p>8. Relationships within the family change during different stages.</p> <p>9. Friendships are very important because of trends in our changing lifestyles.</p> <p>10. The same qualities that exist in close friendships tend to be found in successful dating relationships.</p> <p>11. Engagement is a time when couples learn more about each other and grow in their commitment before marriage.</p> <p>12. Some broken relationships can be rebuilt and made stronger.</p> <p>13. There are pros and cons to the single life.</p> <p>14. Successful marriages require commitment and working together through good times and times of challenge.</p>	<p>5. Explain how context affects your communication with others.</p> <p>6. Practice techniques for active listening.</p> <p>7. Practice effective communication skills.</p> <p>8. Identify and describe the positive and negative results of conflict.</p> <p>9. Evaluate ways to resolve conflict.</p> <p>10. Analyze methods for dealing with and resolving conflict.</p> <p>11. Generalize the importance of family ties.</p> <p>12. Analyze the stages of adult development.</p> <p>13. Differentiate between the types of adult relationships.</p> <p>14. Identify and discuss ways to make friends.</p> <p>15. Summarize the qualities found in healthy dating relationships.</p> <p>16. Summarize positive things you can do to get over a broken relationship.</p>
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WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

	17. Identify ways to explore a possible romantic relationship. 18. Critique several ways of developing your social life. 19. Recognize the difference between love and lust. 20. Identify the roles and responsibilities of marriage.
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
1. Poster on various types of families. Show the similarities and differences between types of families and report your findings to the class. 2. Report on: "How to Survive Living at Home." Write about your experiences in your family and how you have used the knowledge from this course to cope and survive in your family. Be prepared to discuss your findings in class.	<ul style="list-style-type: none"> • Vocabulary Sheets • Related Worksheets • Quizzes/Tests • Poster

Name: _____ Date: _____ Block: _____ Score: _____

POSTER RUBRIC

CATEGORY	4 Above Proficient	3 Proficient	2 Below	1 Lacking
Title	Title can be read from 6 ft. away, it is quite creative and it uses WordArt.	Title can be read from 4 ft. away, describes content well, and it uses WordArt.	Title can be read from 4 ft. away, describes the content well, and it doesn't use WordArt.	The title is too small and/or does not describe the content of the poster well, and/or it does not use WordArt.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Feedback:

Subtotal: _____

Weight: _____

Total: _____

Independent Living
 “How to Survive Living at Home” Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyzing challenging problems

	5	4	3	2	1	0
Timing	Report handed in on due date	1 school day late	2 school (1 class) day late	3 school days late	4 school (2 class) days late	5 or more school days late
Report	Includes experiences, what you have learned in this class to cope in detail	General experiences but includes new learnings	Vague experiences but new learnings included	Vague experiences but no new learnings	No mention of what was learned in class	No experiences mentioned
Grammar, Spelling, punctuation	No errors	1-2 errors	3-4 errors	5-6 errors	7-8 errors	9 or more errors
Oral report	Very specific	General with a few specifics	General, no specifics	Vague report	Not much said	Not done
Total						

Total _____ X 5= _____

Name_____

Agenda Rubric

Waterford High School Mission:

- *Apply skills in life practice*

	(5)	(4)	(3)	(2)	(1)	(0)
Requirements	2 additional sections were added	1 additional section added	All required parts are included	Missing 1 part	Missing 2 or more parts	Nothing done
Topic of the day (what did we cover, not what we did, i.e. video, worksheet, test)	Entry for each class	Missing 1 entry	Missing 2 entries	Missing 3 entries	Missing 4 entries	Missing 5 or more entries
School Calendar	All blue/white days; guest speakers; social events; sporting events; SAT,PSAT,etc	Missing 1 of the school calendar requirements	Missing 2 of the school calendar requirements	Missing 3 of the school calendar requirements	Missing 4 of the school calendar requirements	None of the school calendar requirements
Personal Calendar	Including more than 2 birthdays and 3 personal plans(date, work, practice, rehearsal schedule)	Missing one of the personal calendar requirement	Missing two of the personal calendar requirement	Missing three of the personal calendar requirement	Missing four of the personal calendar requirement	No personal plans
Appearance	Use of different color pen to show different types of events (school versus personal events)	Partial use of different color pens	Agenda is whole with your name on it	Agenda is tattered with your name on it	Agenda is tattered without your name on it	Agenda is not whole and your name is not on it
Timing	Agenda is handed in on due date	Agenda is handed in 1 school day late.	Agenda is handed in 2 school days late.	Agenda is 3 school days late.	Agenda is 4 or more school days late.	Agenda not turned in

Score_____X 3.3=_____

A=90-100

B=80-89

C=70

D=60-69

F=59 or below

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 4

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. You must take responsibility for your personal wellness. 2. In addition to eating sensibly, one of the most important habits individuals should develop is regular physical exercise. 3. The habits that you develop now in your life will influence your physical wellness in later years. 	<ol style="list-style-type: none"> 1. Why is staying healthy important? 2. How does the media determine society's body image? 3. How important is physical fitness throughout life? 4. What is a healthy weight? 5. How do you handle medical emergencies? 6. What are different types of life insurance? 7. Why are exercise and healthy food choices important for wellness? 8. How does stress affect wellness? 9. How can you take responsibility for your personal safety?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. To achieve wellness, you must know what behaviors can help you be healthy and make these behaviors part of your life. 2. To maintain a healthy weight one must balance food intake with exercise. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Identify nutritional needs for each stage of the life span. 2. Analyze the importance of developing good health-related habits during the teen years.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

3. The Dietary guidelines offer suggestions for meeting food needs and decreasing your risk of diet-related illness.	3. Apply dietary guidelines in meeting nutrition and wellness needs.
4. Keeping track of the foods you eat will help you maintain a balanced diet.	4. Research current topics on nutrition and wellness.
5. Using your body mass index along with a height and weight chart is an effective way to determine if your weight is in a target range.	5. Assess the impact of food and fad diets, food addictions, and eating disorders on wellness.
6. The best time to choose a health care professional is before you need one.	6. Examine guidelines for maintaining a healthy weight.
7. Two major types of conventional health insurance include basic and comprehensive coverage.	7. Describe the elements that make up My Pyramid.
8. Recently people have turned to HMOs and PPOs instead of traditional insurance companies to finance their health care needs.	8. Explain the importance of eating appropriate amounts from all the different food groups and getting enough physical activity.
9. Most sexually transmitted diseases can be prevented.	9. Use the mypyramid.gov website to create a personal set of food guidelines.
10. Sexually transmitted diseases are diseases that are transmitted by sexual contact.	10. Determine your body mass index.
11. There are dietary guidelines for Americans.	11. Analyze ways to choose the right health care professionals.
12. Developing healthy eating habits affects wellness.	12. Analyze different types of life, health, dental, and prescriptions plans.
13. Maintaining a healthy weight contributes to wellness.	13. Explain communicable vs. noncommunicable diseases.

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FAMILY AND CONSUMER SCIENCE CURRICULUM

<p>14. Exercise should be a regular part of your life.</p> <p>15. Stress triggers can be recognized and controlled.</p> <p>16. Defensive driving is the key to your safety when you drive or cycle.</p>	<p>14. Identify sexually transmitted diseases, how they are spread, how they can be prevented and symptoms.</p> <p>15. Evaluate the benefits of physical activities.</p> <p>16. Explain the effects of stress.</p> <p>17. Analyze healthy ways to manage stress.</p> <p>18. Compare and contrast the behavior of safe and unsafe drivers.</p>
STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>1. Research Paper: Students will research effects of stress on the body, various ways to reduce stress and explain which would most appeal to them even as they age.</p> <p>2. Students will plan menus for one week for a family of four using the Food Guide Pyramid and considering that there are 2 adults and 2 children ages 2 & 4. Their food budget for the week is \$75.00. They need to include a shopping list, minus household staples, with prices of special items for the week.</p>	<ul style="list-style-type: none"> • Vocabulary Sheets • Related Worksheets • Quizzes/Tests • Task specific rubrics

Independent Living
Menu Planning Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Handed in on due date	1 school day late	2 school (2 class) day late	3 school days late	4 school(2 class) days late	5 or more school days late
Menus	Planned for 7 days	Planned for 6 days	Planned for 5 days	Planned for 3-4 days	Planned for 1-2 days	Not included
Pyramid	Completely planned around it every day	1 day not planned around Pyramid	2-3 not planned around Pyramid	4-5 not planned around Pyramid	6 not planned around Pyramid	None planned around Pyramid
Budget	Right on budget	Over budget by less than \$20	Over budget by more than \$20	Under budget by less than \$20	Under budget by less than \$40	Budget not included
Shopping List	Complete	Missing 1-2 items	Missing 3-4 items	Missing 5-6 items	Missing 7 or more items	Not included
Store Brochures	Included and menu planned according to weekly specials	$\frac{3}{4}$ planned around specials, including brochures	$\frac{1}{2}$ planned around specials, brochures included	$\frac{1}{4}$ planned around specials, brochures included	Planned around weekly specials but no brochures	Random planning
Total						

Total _____ X 3.33= _____

Independent Living
Stress Report Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Turned in on due date	1 school day late	2 school (1 class)day late	3 school days late	4 school (2 class) days late	5 or more school days late
Stress	Explanation of 5 or more ways to reduce stress	4 ways explained	3 ways explained	2 ways explained	1 way explained	No ways mentioned
Appealing	Explain 5 or more that appeal to you	Explain 4	Explain 3	Explain 2	Explain 1	No explanation given
Grammar, spelling, punctuation	No errors	1-2 errors	3-4 errors	5-6 errors	7-8 errors	9 or more errors
Total						

Total _____ X 5= _____

Research Rubric

Name_____

Due Date_____

Waterford High School Mission:

- Read, write and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Timing	Handed in on due date	1 school day late	2 school (1 class day) late	3 school days late	4 school (2 class days) late	5 or more school days late
Research	All education including completed application included	Completed application included	All education information downloaded and included	Application partially completed	Application only included	No education information included
Essay	All 5 parts are included	4 parts included	3 parts included	2 parts included	1 part included	No written essay component
Essay grammar	No errors	1-2 grammatical errors	3-4 grammatical errors	5-6 grammatical errors	7-8 grammatical errors	9 or more grammatical errors
Essay spelling	No errors	1-2 spelling errors	3-4 spelling errors	5-6 spelling errors	7-8 spelling errors	9 or more spelling errors
Essay punctuation	No errors	1-2 punctuation errors	3-4 punctuation errors	5-6 punctuation errors	7-8 punctuation errors	9 or more punctuation errors
Total						

Total_____X3.3=_____

Name_____

Agenda Rubric

Waterford High School Mission:

- *Apply skills in life practice*

	(5)	(4)	(3)	(2)	(1)	(0)
Requirements	2 additional sections were added	1 additional section added	All required parts are included	Missing 1 part	Missing 2 or more parts	Nothing done
Topic of the day (what did we cover, not what we did, i.e. video, worksheet, test)	Entry for each class	Missing 1 entry	Missing 2 entries	Missing 3 entries	Missing 4 entries	Missing 5 or more entries
School Calendar	All blue/white days; guest speakers; social events; sporting events; SAT,PSAT,etc	Missing 1 of the school calendar requirements	Missing 2 of the school calendar requirements	Missing 3 of the school calendar requirements	Missing 4 of the school calendar requirements	None of the school calendar requirements
Personal Calendar	Including more than 2 birthdays and 3 personal plans(date, work, practice, rehearsal schedule)	Missing one of the personal calendar requirement	Missing two of the personal calendar requirement	Missing three of the personal calendar requirement	Missing four of the personal calendar requirement	No personal plans
Appearance	Use of different color pen to show different types of events (school versus personal events)	Partial use of different color pens	Agenda is whole with your name on it	Agenda is tattered with your name on it	Agenda is tattered without your name on it	Agenda is not whole and your name is not on it
Timing	Agenda is handed in on due date	Agenda is handed in 1 school day late.	Agenda is handed in 2 school days late.	Agenda is 3 school days late.	Agenda is 4 or more school days late.	Agenda not turned in

Score_____X 3.3=_____

A=90-100

B=80-89

C=70

D=60-69

F=59 or below

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

UNIT: 5

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. There are many options available for places to live. 2. Buying cars and other necessities takes special skills and knowledge of consumerism. 3. After years of living with parents or other adults who have taken responsibility for you, you will soon be living on your own and will have to balance your own work, family and community life. 	<ol style="list-style-type: none"> 1. How do you go about finding your options on a place to live? 2. How do you determine what type of car to buy? 3. What skills are needed to get the most for your money in purchasing material necessities?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. There are several options available for young people to meet their housing needs. 2. Independent living means living within your budget. 3. Furnishing and decorating a place to live is both a necessary and can be fun without spending a lot of money. 4. Buying a car is a major expense and must be given considerable thought. 5. Premium costs for auto insurance are influenced by a driver's age, driving record, location, and type of car among other factors. 6. There are many ways to get the most for your money. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Determine all housing options available to young people moving out on their own for the first time. 2. List personal, financial, legal and practical issues to consider before living on your own. 3. Predict cost of living independently from parents. 4. Use the classified ads to locate a place to live. 5. Analyze apartment ads that appeal to you. 6. Create a rental property checklist.

WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

<p>7. For many teens, shopping is a social event, but handling money is an important life skill.</p> <p>8. As a consumer you have a right to complain about faulty goods and services.</p>	<p>7. Furnish and decorate an apartment.</p> <p>8. Use local newspapers and flyers to obtain prices for food, cars, and other goods and services.</p> <p>9. Apply consumer skills to acquire and maintain transportation.</p> <p>10. Asses what to look for when buying a car.</p> <p>11. Summarize the relationship between lower auto insurance rates and automobile features.</p> <p>12. Analyze the rights of consumers.</p> <p>13. Discuss what a savvy consumer is.</p> <p>14. Identify state and federal policies and laws providing consumer protection.</p> <p>15. Write a letter of complaint.</p>
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WATERFORD PUBLIC SCHOOLS
FAMILY AND CONSUMER SCIENCE CURRICULUM

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>You just graduated from college and need to find a place to live. Using the classified section of your local newspaper find an apartment that sound like it would be suitable for you to live alone. After you have chosen the apartment write a short essay explaining why you chose that apartment. Now you must furnish and decorate the apartment. Given a floor plan and furniture templates furnish and decorate your new apartment according to your needs, wants, likes and comfort.</p> <p>Students will do a blind taste test of 3 common grocery store items. After they have chosen their preferences the identities of the manufacturers will be identified. Students will compare taste, cost and appearance and write a brief comparison deciding which they would choose and why.</p>	<ul style="list-style-type: none"> • Vocabulary sheets • Class discussion • Tests • Newspapers • Essay Rubric

Independent Living
 “How to Survive Living at Home” Rubric

Name _____

Waterford High School Mission Statement:

- Read, write, speak and think critically
- Analyzing challenging problems

	5	4	3	2	1	0
Timing	Report handed in on due date	1 school day late	2 school (1 class) day late	3 school days late	4 school (2 class) days late	5 or more school days late
Report	Includes experiences, what you have learned in this class to cope in detail	General experiences but includes new learnings	Vague experiences but new learnings included	Vague experiences but no new learnings	No mention of what was learned in class	No experiences mentioned
Grammar, Spelling, punctuation	No errors	1-2 errors	3-4 errors	5-6 errors	7-8 errors	9 or more errors
Oral report	Very specific	General with a few specifics	General, no specifics	Vague report	Not much said	Not done
Total						

Total _____ X 5= _____

Name_____

Agenda Rubric

Waterford High School Mission:

- *Apply skills in life practice*

	(5)	(4)	(3)	(2)	(1)	(0)
Requirements	2 additional sections were added	1 additional section added	All required parts are included	Missing 1 part	Missing 2 or more parts	Nothing done
Topic of the day (what did we cover, not what we did, i.e. video, worksheet, test)	Entry for each class	Missing 1 entry	Missing 2 entries	Missing 3 entries	Missing 4 entries	Missing 5 or more entries
School Calendar	All blue/white days; guest speakers; social events; sporting events; SAT,PSAT,etc	Missing 1 of the school calendar requirements	Missing 2 of the school calendar requirements	Missing 3 of the school calendar requirements	Missing 4 of the school calendar requirements	None of the school calendar requirements
Personal Calendar	Including more than 2 birthdays and 3 personal plans(date, work, practice, rehearsal schedule)	Missing one of the personal calendar requirement	Missing two of the personal calendar requirement	Missing three of the personal calendar requirement	Missing four of the personal calendar requirement	No personal plans
Appearance	Use of different color pen to show different types of events (school versus personal events)	Partial use of different color pens	Agenda is whole with your name on it	Agenda is tattered with your name on it	Agenda is tattered without your name on it	Agenda is not whole and your name is not on it
Timing	Agenda is handed in on due date	Agenda is handed in 1 school day late.	Agenda is handed in 2 school days late.	Agenda is 3 school days late.	Agenda is 4 or more school days late.	Agenda not turned in

Score_____X 3.3=_____

A=90-100

B=80-89

C=70

D=60-69

F=59 or below

Independent Living Chapter 16
Consumer Skills

Name _____

Waterford High School Mission:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1
Orange juice 1					
Orange juice 2					
Chocolate chip cookies 1					
Chocolate chip cookies 1					
Crackers 1					
Crackers 2					

Write a brief description of why you gave each item the rating you did. Consider appearance, taste, size, etc.

Write a brief explanation of whether you chose mostly store or name brands. Were you fooled by the unmarked packages?

Independent Living 4th Benchmark

Name _____

Waterford High School Mission:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice
- Find success in both collaborative and individualized experiences

Decorate your apartment using the furniture templates provided. You may make more copies of any additional furniture pieces that you might need. Arrange the furniture to your satisfaction by cutting out and gluing the pieces to the apartment floor plan. Using colored pencils or markers color the entire apartment in a pleasing, appropriate manner. The entire apartment should be colored in, no white spaces allowed. You can get as creative as you want with designs on the floors, walls or furniture.

	5	4	3	2	1	0
Timing	Project handed in on due date	Project handed in 1 school day late	2 school days (1 class day) late	3 school days late	4 school days (2 class days) late	More than 5 school days late
Furniture	Appropriate amount of furniture for space and needs	Too much furniture for space	Inappropriate furniture used	Too few pieces of furniture		
Arrangement	Good traffic flow	Too bare	Too tight for traffic flow			
Decorating	Very creative in using designs	Color coordinated throughout	Color coordinated room by room	Not color coordinated at all	Not all areas colored in	Not colored in at all
Appearance	Very attractive apartment	Mostly pleasing eye appeal	Somewhat pleasing eye appeal	Little eye appeal	No eye appeal	
Comments	Explicit reasoning for how apartment is decorated		Moderate explanation of apartment decorating		Few words about the reasoning	Nothing written

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UNIT: 6

STAGE 1: IDENTIFY DESIRED RESULTS	
Enduring Understandings <i>Insights learned from exploring generalizations via the essential questions (Students will understand THAT...)</i>	Essential Questions <i>Inquiry used to explore generalizations</i>
<ol style="list-style-type: none"> 1. Work is valuable because it provides income, social time with others, feelings of accomplishment, and the chance to contribute to society. 2. Understanding your characteristics and matching them with the qualities needed for a particular career cluster is the best way to find a job and career that will bring you satisfaction and fulfillment. 3. Getting work experience before making final educational and training plans can help you make more realistic career decisions. 4. Resumes are used by employers to screen job candidates. It may be the first impression an employer will have of you. 5. A job interview can mean the difference between being hired or not. 6. By volunteering, you help both yourself and others; you can help improve people's lives while you learn new skills at the same time. 	<ol style="list-style-type: none"> 1. Why do we work? 2. How can information about my aptitudes and abilities help me make decisions about a job or career? 3. How do I get work experience? 4. How can I have a resume when I have never had a job? 5. What steps can I take to prepare for a job interview? 6. Can doing community service get me a job?
Knowledge and Skills <i>What students are expected to know and be able to do</i>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. The impact of work on adult life. 2. How to explore what's hot and what's not, in career paths. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Demonstrate successful life management and career development. 2. Describe how to use aptitudes and abilities in choosing a future career.

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3. How to identify your skills and abilities and find jobs that match.	3. Write career goals for the near future.
4. Ways to finance and reduce the costs of education and training.	4. Research financial aid, grants and other programs that provide assistance for gaining some type of post-secondary education or training.
5. How to develop a successful resume write a cover letter and thank you letter; and fill out an application form.	5. Explore college campuses through on-line college searches.
6. A resume should be accompanied by a cover letter.	6. Compare and contrast colleges and trades with similar intended majors.
7. Ways to prepare for a job interview.	7. Demonstrate job-seeking skills.
8. How to dress for success.	8. Develop a sound resume with experience and skill that support your objective.
9. A well organized, creative career portfolio can be a powerful tool in an employment or college interview.	9. Fill out application forms for employment.
10. How to critique the interviewing process.	10. Create a portfolio.
11. Working successfully with others by applying skills and information to solve problems.	11. Perform a practice interview with an instructor.
12. Ways of becoming involved in your community and how the community can benefit from your involvement.	12. Develop abilities to identify problems, locate and synthesize information and work with others.
	13. Explore steps you can take to get involved in the community.
	14. Locate and use community resources.

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STAGE 2: DETERMINE ACCEPTABLE EVIDENCE	
Performance Task(s) <i>Authentic application in new context to evaluate student achievement of desired results designed according to GRASPS (Goal, Role, Audience, Setting Performance, Standards)</i>	Other Evidence <i>Application that is functional in a classroom context only to evaluate student achievement of desired results</i>
<p>Project:</p> <p>Imagine you have graduated from school and are searching for a job. Given the “help wanted” ads from the local newspaper, select a job lead that is of interest to you. Write a letter of application for the position. Write a resume to be sent along with the application. Using school and community resources. Research the company’s history, services, and products. After studying the information, develop a list of questions to ask during a job interview at the company. Print out and hand in a copy of your resume along with your cover letter.</p>	<ul style="list-style-type: none"> • Related worksheets • Quizzes/test • Job applications • Resume • Cover letter • Thank you note • Portfolio • Agenda book

Rubric for College Search Independent Living

Student Name: _____

Score: _____

Criteria	Excellent (4)	Accomplished (3)	Proficient (2)	Lacking (1)
Research (VI)	3- colleges (careers) researched . Use of the internet to complete this assignment. The worksheet is complete with required information.	3-colleges,etc. researched through the internet and complete. Worksheet is missing 1 or 2 pieces of information	3-colleges researched, however, information on the worksheet is incomplete in many areas.	College research is incomplete, worksheet is incomplete, information is no accurate.
Language (IA)	The essay displays excellent use of Standard Written English. Sentences display clarity. Spelling and grammar are excellent.	The essay displays competency of Standard Written English. One or two errors found, but does not take away from the meaning of essay	There is a general competency of Standard Written English. The writer lacks fluency at times. Spelling & grammar were not checked.	There are problems with the written English. The writing is choppy and thoughts are incomplete.
Organization (IA)	Essay is logically Organized. There is no confusion. There is a beginning, middle & conclusion to your essay	For the most part the essay is logically organized, however, beginning or ending needs clarity	Some organization, points jump around; beginning and ending are unclear	Poorly organized no logical progression beginning and ending are vague
Comparing (VI) Colleges (IV) (careers)	Essay compares all three of the colleges to each other; mentioning all factors researched	Essay compares all three of the colleges; however comparison is somewhat jumpy	Essay compares two of your top top colleges pretty well, but forgot the 3 rd college	Poorly compared the three colleges
Contrasting (IA) Colleges (careers)	essay contrasts all 3 of the colleges as mentioned in your assignment directions.	Essay contrasts all 3 of the colleges as mentioned in your assignment	Essay contrasts 2 of the colleges researched	poor contrasting of the 3 colleges researched
Timeliness (IB)	Worked diligently and stayed focused on work; handed report on time.	productive work; got side tracked very little; handed report in on time	Got work done; Did a little too much talking; report is one class period late	report has illegible writing; wasted one lab day talking/not focusing on work; two class periods late

Assignment Score: _____
Weighted x 4

Final Score: _____

Resume Rubric

Name _____

Due Date _____

Waterford High School Mission:

- Read, write and think critically
- Apply skills in life practice

	5	4	3	2	1	0
	Resume Handed in on due date	1 school day late	2 school (1 class) days late	3 school days late	4 school (2 class) days late	5 or more school days late
Format	Format follows sample resume	Format Missing 1 element of sample	Format missing 2 elements of sample	Format missing 3 elements of sample	Format missing 4 elements of sample	No format
Personal	All required information included	1 piece of personal information missing	2 pieces of personal information missing	3 pieces of personal information missing	4 pieces of personal information missing	No personal information
Education	All high school and extra education listed	All high school information listed	1 piece of high school information missing	2 pieces of high school information missing	3 pieces of high school information missing	No high school information listed
Experiences	All work and LTS given	Only work experiences given	Only LTS experiences given	All experience listed but incomplete	Partial experiences listed but incomplete	No work experience given
References	All 3 references given are complete	2 complete references	1 complete reference	References furnished upon request		No references
Appearance	Resume looks professional, all spelling, punctuation checked	Resume looks professional but errors in punctuation, spelling	All spelling, punctuation, etc correct but appearance not professional	Spacing is off		Incorrectly done

Total _____ X 2.86=_____

90-100=A

80-89=B

70-79=C

60-69=D

Cover Letter Rubric

Name_____

Due Date_____

Waterford High Mission:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
	Cover letter handed in on due date	1 school day late	2 school (1 class) days late	3 school	4 (2 class days) late	5 or more days late
Appearance	Cover letter looks professional with no grammar, spelling, errors	Cover letter looks professional but has a couple of errors	Cover letter looks professional but several errors	Cover letter is grammatically correct but does not look professional		Cover letter looks very unprofessional with grammar errors
Content	All content is included	1 piece of content is missing	2 pieces of content are missing	3 pieces of content are missing	4 pieces of content are missing	5 or more pieces of content are missing
Salutation	Correctly used and spelled	Correctly used but misspelled	Spelled correctly but misused			No salutation
Format	Format correctly follows sample	Cover letter partially follows sample format	Cover letter does not follow sample format			No visible format

Total_____X4=_____

90-100=A

80-89=B

70-79=C

60-69=D

59 or less=F

Independent Living Thank Note Rubric

Name _____

Date _____

Waterford High School Mission:

- Read, write, speak and think critically
- Analyze challenging problems
- Apply skills in life practice

	5	4	3	2	1	0
Neatness	Extremely neat	Generally Neat	Adequately neat	Somewhat neat	Somewhat messy	Very messy
Ink	Written in ink					Not written in ink
Legibility	Entire note extremely neat	Entire note generally neat	Entire note adequately neat	Entire note somewhat neat	Parts of note not legible	Not legible
salutation	Correctly used and spelled	Correctly used but misspelled	Correctly spelled but misused			No salutation
Spelling	No spelling errors	1 spelling error	2 spelling errors	3 spelling errors	4 spelling errors	5 or more spelling errors
Punctuation	No errors	1 error	2 errors	3 errors	4 errors	5 or more errors
Content	Appropriate and complete	Appropriate but incomplete				Inappropriate
Closure	Appropriate				Inappropriate	No closing
Signature	Legible and appropriate				Inappropriate	Not legible
Total						

Total _____ X 2.22=_____