

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Foods and Consumerism

Course Number: 00778

Suggested Educational Level(s): Grades 10 - 12

Suggested Periods Per Week: 5 **Length of Period:** 42 Minutes

Suggested Length Of Course: 1 Semester

Units Of Credit (If Appropriate): .5

Date Written: 2/21/06

Date Approved: June 12, 2006

Date Reviewed: Winter 2005-2006

Implementation Year: 2007-2008

Teacher Certification Required: HEEEEd or FCSEd

Standards Addressed (code): 11.1.12B, D, F, G; 11.2.12A, B, C, D, E, H; 11.3.12A, B, C, D, E, F, G; 1.1, 1.4, 1.6, 2.1, 2.3; 3.7.7A, 3.7.10B, E, 3.8.7A; WCSDFCS 1, 3, 4, 5

Relationship to Other Planned Instruction: Foods and Consumerism is an outgrowth of Gr. 8 FCS and an extension of Family and Foods.

Prerequisites: None

Special Requirements: Adequate equipment/supplies for appropriate lab experiences. Class size should be limited to no more than four members per group. Modifications to made for special needs students.

Writing Team Members: Georgia Ludwick, Carol Songer, Claudia Spargo, Gloria Werner, Lyndsey G. Branstrom

Standards addressed (code and description):

11.1.12.B Analyze the management of financial resources across the lifespan.

11.1.12.D Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.

11.1.12.F Compare and contrast the selection of goods and services by applying effective consumer strategies.

11.1.12G Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.

11.2.12A Justify solutions developed by using practical reasoning skills.

11.2.12B Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.

11.2.12C Analyze teamwork and leadership skills and their application in various family and work situations.

11.2.12D Based on efficiency, aesthetics and psychology, evaluate space plans (3.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.

11.2.12E. Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.

11.2.12.H Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).

11.3.2.A Analyze how food engineering and technology trends will influence the food supply.

11.3.12B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).

11.3.12C Evaluate sources of food and nutrition information.

11.3.12D Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).

11.3.12E Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.

11.3.12F Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.

11.3.12G Analyze the relevance of scientific principles to food processing preparation and packaging.

1.1 Word recognitions, vocabulary development, comprehension and interpretation.

1.4 Writing; informational.

1.6 Reading; listening skills.

2.2 Equivalent forms.

2.3 Basic functions.

3.7.7A Describe the safe and appropriate use of tools, materials and techniques to answer questions and solve problems.

3.7.7.B Use appropriate instruments and apparatus to study materials.

3.7.10 Apply accurate measurement knowledge to solve everyday problems.

3.7.10E Apply basic computer communications systems.

3.8.7A Identify and explain improvements in health and sanitation and how they effect our lives.

WCSDFC 1 Students demonstrate accountability by completing hands on learning rejects.

3. Completion of “hands on” projects fosters a sense of independence and contributes to positive self-esteem.

4. Students use/operate equipment/technology in a safe environment and in a save manner.

5. Students participate in active learning to demonstrate consistency in all skill building areas.

COURSE DESCRIPTION: Foods and Consumerism is an elective for students in grades 10, 11, 12. The class will also learn various food prep techniques and principles as they relate to various consumer skills. In both classroom and lab settings students will learn and apply decision-making skills, consumer rights and responsibilities, as well as financial responsibilities. The course may also include a project on kitchen design and choosing major kitchen appliances.

Outline of Content Sequence and Recommended Time (weeks or days):

1. Consumer skills; decision-making, rights and responsibilities and financial management. 5 days to 3 weeks.
2. Kitchen design and planning, and purchasing major appliances needed in the kitchen. 5 days to 3 weeks.
3. Nutrition principles and lab planning which may include nutrition needs, functions and sources; safety and sanitation in the kitchen; purpose, use and care of kitchen utensils, lab planning and execution. 5 days to 3 weeks
4. Food preparation labs which may include principles of cooking with grains, fruits, vegetables, protein foods, and comparisons of convenience foods vs. homemade foods. 5 days to 9 weeks.

Specific Educational Objectives to be Taught:

1. Students will be able to apply the decision-making process to their daily lives. 11.1.12F, 11.2.12A, 1.1, 1.4, 1.6, 3.7.10
2. Students will understand the rights and responsibilities of the consumer and be aware of the government agencies that protect the consumer. 11.1.12D,F, G; 11.2.12B, H, 1.1, 1.4, 1.6; 3.7.10E
3. Students will develop proficiency in the basic skills related to financial management. 11.1.12B, E, F, G; 11.2.12A,B,E, G; 1.1, 1.4, 1.6; 2.1, 2.2, 2.3; 3.7.7B, 3.7.10; WCSDFCS 1, 3, 4, 5.
4. Students will develop skills needed to design a kitchen and purchase major appliances. 11.1.12F; 11.2.12D, E; 1.1, 1.4, 2.3, 3.7.7A, 3.7.10, 3.7.10E; WCSDFCS 1, 3.
5. Students will understand the need to select foods which will provide adequate nutrition. 11.3.12 B,C,D,E; 1.1, 1.4; 1.6, 3.7.10E.
6. Students will learn the cooking terminology and techniques needed to prepare various foods. 11.3.12E, F, G; 1.1, 1.3, 1.5; 3.7.10E
7. Students will develop proficiency in the basic skills related to the preparation and service of food for family needs. 11.2.12A; 11.3.12 A,F; 1.1, 1.4, 1.6; 3.7.7A,B; 3.7.10B, 3.7.10E, 3.8.7A; WCSDFCS 1,3,4,5

Formative Assessments (optional):

Written lab evaluations

Summative Assessments:

Objective tests and quizzes
Written assignments
Lab planning and preparation
Kitchen design project

Required/Approved Textbooks and Materials:

Book Title: Guide to Good Food

Publisher: The Goodheart-Willcox Company, Inc.

ISBN #: 1-59070-107-0

Copyright: 2004

Date of Adoption:

