

Home and Careers

Course:	Home and Careers 6
Level:	Grade 6
Prerequisite:	None
Text:	L. Glossom, J. Meek and L. Smock, <i>Creative Living</i> (7 th ed., Glencoe/McGraw Hill, 2000)

Course Description and Overview: In today's changing society, one must learn to seek ways to gain knowledge and develop skills to enhance the ability to anticipate new needs over a lifetime of work and leisure, community involvement, and satisfying personal and family relationships. This skills course is based on the belief that the ability to reason, to think critically and creatively, and to reflect on one's actions empowers students to act responsibly towards themselves, their families, their peers and the larger society. This course is taught using a hands-on approach. The student is expected to be actively involved in learning in a participatory, supportive environment and to have the opportunity to practice and develop skills related to course content.

Course Objectives: The student will gain knowledge and skills in the processes of decision-making, problem-solving, consumer skills and personal development. The student will participate in social skills development, preparing healthy snacks, and sewing buttons, including a hand-sewing project.

Requirements: Students will take tests and quizzes, complete a hand-sewing project, complete a decision action lab, and prepare healthy snacks.

Writing Requirements: Students will conduct an interview "What makes you proud?" written in newspaper-column style.

Evaluation/Grading Policy: Laboratory-type assessments are a regular means of evaluation in addition to tests and quizzes.

Course Outline:

Unit 1: Personal Development/Decision Making

- Understanding of self-concept and empathy
- Building self confidence
- Applying problem-solving to personal problems
- Decision-making related to dilemmas concerning personal health

Unit 2: Consumerism

- Choosing products by appearance
- Taste-testing
- Price comparisons/comparison-shopping

Unit 3: Family

- Roles of family members and self within the family unit
- Family values/family trees
- Nuclear, blended, single-parent and extended families

Unit 4: Kitchen Safety

- Liquid and dry measures
- Food-handling and safety procedures
- Healthy snacks/basic food preparation

Unit 5: Time Budgeting

- Reducing stress with time management
- “Where does time go?” journal
- How to “buy” time
- Importance of giving time for community service

Unit 6: Hand Sewing

- Sewing a button
- Basting, running stitches

Home and Careers

Course:	Home and Careers 7
Level:	Grade 7
Prerequisite:	None
Text:	L. Glossom, J. Meek and L. Smock, <i>Creative Living</i> (7 th ed., Glencoe/McGraw Hill, 2000)

Course Description and Overview: The student will explore nutrition management and responsible child care. The goal is for students to develop the knowledge and skills needed to use process skills in practical real-life situations related to their own nutrition and food preparation needs. This skills course is based on the belief that the ability to reason, to think critically and creatively, and to reflect on one's actions empowers students to act responsibly towards themselves, their families, their peers and the larger society. This course is taught using a hands-on approach. The student is expected to be actively involved in learning in a participatory, supportive environment and to have the opportunity to practice and develop skills related to course content.

Course Objectives: The student will explore babysitting skills, childhood ages and stages, and safety. A hand-sewing project is completed in class. The student will also learn the basics of nutrition, including a healthy diet and exercise plan. The course ends with students trying their cooking skills in the kitchen preparing breakfast foods.

Requirements: Students will take tests and quizzes, complete a hand-sewing project, and apply cooking techniques.

Writing Requirements: Students will complete a report on a specific topic of nutrition.

Evaluation/Grading Policy: Laboratory- type assessments are a regular means of evaluation in addition to tests and quizzes.

Course Outline:

Unit 1: Child Care

- Ages and stages of child development
- Babysitting responsibility
- Making a safe home for children
- Fire safety plan and telephone emergency plan
- Games and toys
- "Sock babies"
- Journal projects
- Commitment/ responsibility

Unit 2: Food Prep and Kitchen Management

- Measurement
- Proper use and care of equipment
- Safety
- Food handling and food etiquette
- Table setting and napkin folding

Unit 3: Nutrition - How does nutrition affect your health?

- Product labeling
- Diets/fad diets and why they don't work
- Basis for a healthy diet and planning a healthy menu
- Metabolism and the human body

Unit 4: Learn it, cook it, eat it!

- Make a poster: *Teach it!*
- Plan a personal diet that accommodates nutritional needs
- Plan for guests
- Fruits and veggies
- Grains and pasta
- Eggs and Cheese
- Meats
- Dairy

Home and Careers

Course: Just Desserts

Level: Grade 7

Prerequisite: None

Text: L. Glossom, J. Meek and L. Smock, *Creative Living* (7th ed., Glencoe/McGraw Hill, 2000)

Course Description and Overview: Students will develop cooking skills needed to successfully prepare an assortment of desserts. They will learn to read a recipe and to use various cooking equipment to facilitate special techniques needed to create enticing and tasteful desserts.

Course Objectives: Students will cook and taste a variety of desserts. Each student will complete a research project chosen from a variety of topics presented by the teacher, and be responsible for teaching the class about their topic. The class will choose and prepare recipes from these presentations.

Requirements: Students are expected to sample all foods prepared in the kitchen, work as a member of the kitchen team and complete a research project

Writing Requirements: Students will complete a research project.

Grading Policy: Laboratory- type assessments are a regular means of evaluation in addition to tests and quizzes.

Course Outline:

UNIT 1: Kitchen Safety

- Basic food preparation techniques
- Safe food-handling procedures
- Measurement
- Safety

UNIT 2: Sweet Snacks

- Hot fudge sundaes
- Chocolate-covered pretzels
- Microwave peanut brittle

UNIT 3: Leavening Agents

- Chemical leavening (baking soda, baking powder)
- Natural leavening (steam, eggs to create foam, yeast)
- Angel food cakes
- Meringues
- Soufflés
- Whipped cream

UNIT 4: Mixing Methods

- Muffin method
- Biscuit method

UNIT 5: Mixing Methods

- Bar
- Drop
- Rolled
- Butter
- Monster
- Twice-baked

UNIT 6: Mixing Methods

- Origin/ History

UNIT 7: Puddings/ Custards

UNIT 8: Pies

UNIT 9: Quick Breads

Home and Careers

Course:	Home and Careers 8
Level:	Grade 8
Prerequisite:	None
Text:	L. Glossom, J. Meek and L. Smock, <i>Creative Living</i> (7 th ed., Glencoe/McGraw Hill, 2000)

Course Description and Overview: Students are expected to develop personal skills that will enhance employment potential. They will also explore career planning through an overview of work, making tentative plans and discussing entrepreneurship. Career planning gives students the chance to begin making decisions and solving problems related to tentative career plans. This skills course is based in the belief that the ability to reason, to think critically and creatively, and to reflect on one's actions empowers students to act responsibly towards themselves, their families, their peers and the larger society. This course is taught using a hands-on approach.

Course Objectives: The student is expected to be actively involved in learning in a participatory, supportive environment and to have the opportunity to practice and develop skills related to course content. The student will explore careers, and complete both an entrepreneur project as well as a sewing machine project.

Requirements: Students will complete a career exploration project, take several quizzes, and complete a sewing machine project.

Writing Requirements: Good writing skills are necessary for the satisfactory completion of the career exploration project.

Evaluation/Grading Policy: Laboratory- type assessments are a regular means of evaluation in addition to tests and quizzes.

Course Outline:

Unit 1: Career Skills

- The work force
- Self-assessment and personality traits (“What kind of person am I?”)
- Interests (“What do I like?”)
- Skills (“What am I good at?”)
- Values (“What is important to me?”)
- Socio-psychological aspects of dress and body image
- How to identify the impact that risky behavior can have on long-term goals for career choices
- Entrepreneur project
- Planning a tentative high school schedule

Unit 2: Entrepreneur Project

- What do you want to be?
- Applying work ethic and interview skills
- Completing a job application
- Writing a check and balancing the register
- Planning an event-opening day
- Presenting on catering/business
- Re-evaluating tentative career choices
- Interviewing career speakers

Unit 3: Consumerism

- Understanding how economic and social changes affect today’s consumer
- Making good consumer decisions
- Developing good consumer concepts and principals
- Analyzing products and services
- Comparison-shopping survey
- Reading Consumer Reports
- Advertising analysis of T.V. commercials
- “Affluenza”

Unit 4: Machine Sewing Project

- Learning to operate a sewing machine and reading patterns
- Making a simple project

Home and Careers

Course: Food Science/Nutrition

Level: Grades 9-12

Prerequisite: None

Texts: L. Glossom, J. Meek and L. Smock, *Creative Living* (7th ed., Glencoe/McGraw Hill, 2000); *YOU: The Owners Manual* (Michael F. Roizen, M.D. & Mehmet C. Oz, M.D.)

Course Description and Overview: This class is designed to give students a thorough understanding of basic information essential in the food preparation and meal-planning for healthy eating and a healthy life. A general picture of eating patterns in the United States, foods availability and government regulations which apply to the processing and sale of foods are also presented. The premise for the course is that knowing one's body gives a person the power to change it, maintain it, and strengthen it.

All important food groups are analyzed for their structure, composition and nutritive value. The implications of this analysis in the selection, processing and use of foods are considered. Our study includes how foods affect every part of our bodies. Scientific principles underlying accepted techniques for the care, purchase and preparation of food are discussed and applied. Products which illustrate these principles have been selected for preparation in the laboratory. In the lab, a careful evaluation is made of class products so that students will learn to recognize the characteristics of good quality in foods and the effects of variations in cooking procedures. In addition to a study of food groups, a variety of foods are prepared and served in class. Consideration is given to nutritional needs, aesthetic value and the time and energy required for planning, purchase and preparation.

Course Objectives:

- To develop an understanding of the scientific principles involved in food preparation. All major foods and food groups will be studied, including cereals/ grains, eggs, dairy, fruit, vegetables, meat, poultry, fish, fats, and sugars:
 1. The composition of each food, including nutrients.
 2. The physical and chemical changes by food preparation techniques such as heat, cold, water, agitation, and storage conditions.
 3. The effect of these changes on nutritive value, palatability and sanitary quality of food.
- To develop the ability to use effectively the basic processes and techniques of food preparation. Through the lab experience the student is expected to:
 1. Become familiar with a wide range of foods and to recognize the characteristics of a standard product.
 2. Experience the preparation of a variety of foods in order to practice necessary skills.
 3. Utilize correct measurements of ingredients.

- To develop the ability to plan, prepare, and serve food for individuals according to current guidelines for nutrition:
 1. Know criteria for selection of foods of good quality.
 2. Know the various forms in which foods may be purchased such as frozen, canned, and dried.
 3. Know the nutrient requirements of individuals and the nutrient content of food as is necessary in planning meals for healthy persons.
 4. Be able to plan meals that meet nutritional requirements. And meet aesthetic standards for food.
 5. Develop an eye for the attractive presentation of food.
- To stimulate an interest in current developments in healthy eating and an understanding of implications for consumers.

Requirements: Students will

- taste all foods prepared (unless religious restrictions or allergies prevent it);
- attend all classes and come on time;
- read selections from course materials;
- prepare a group oral presentation on one of the six essential nutrients;
- review an article from *Nutrition Action* or other approved current nutrition article, and summarize and lead a class discussion;
- work as a cohesive member of assigned group in the lab;
- keep a notebook of healthy recipes from class and any additional recipes students wish to use in their individual diet plans;
- develop an individual diet/exercise plan using knowledge gained from class.

Writing Requirements: Creative writing assignments each quarter will vary.

Grading Policy:

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| • Oral Presentations | 30% |
| • Lab work/participation in class discussions | 20% |
| • Notebook | 25% |
| • Individual Plan | 25% |

Course Outline:

Part One: Nutrition Basics

- What nourishes you?
- The basis of a healthy diet
- Reading food labels and calculating calories
- Human physiologic process/metabolism
- What is healthful living?

Part Two: The Energy Yielding Nutrients

- Carbohydrates
- Lipids
- Proteins

Part Three: The Vitamins and Minerals

- Fat-soluble vitamins
- Water-soluble vitamins
- Water and major minerals
- Trace minerals

Part Four: Energy Production and Energy Balance

- Energy balance and weight control
- Eating disorders: Anorexia Nervosa, Bulimia Nervosa, and other conditions

Part Five: Your Body, Your Home: Super Health

- Nutrition from infancy through adolescence
- Food: Your Heart and Arteries
- Food: Your Brain and Nervous System
- Food: Your Bones, Joints, and Muscles
- Food: Your Lungs
- Gut Feelings: Your Digestive System
- Food: Your Immune System

Part Six: Putting nutrition knowledge into practice: Does food that is good for you have to taste bad?

- Food safety
- Is a clean kitchen a safe kitchen?
- Planning and implementing a healthy diet including exercise
- Planning, cooking and eating healthy choices in school and at home
- Recipes for life/preparation of foods using healthy choices.
- When is it okay to depart from the recipe?

Class also to include:

- Food science labs
- Field trip(s) to Stone Barns Farm and/or to The Culinary Institute of America

Home and Careers

Course:	American Cuisine
Level:	Grades 9-12
Prerequisite:	None
Text:	L. Glossom, J. Meek and L. Smock, <i>Creative Living</i> (7 th ed., Glencoe/McGraw Hill, 2000); <i>Guide to Good Food</i> (Largen/Bence)

Course Overview: This course is designed for the serious cook who wishes to explore the eating habits and unique cuisines of our country. Typical foods from a variety of states will be prepared and eaten in class. The class will include “Iron Chef” competitions.

Course Description: This skills course is based on the belief that the ability to reason, to think critically and creatively, and to reflect on one’s actions empowers students to act responsibly towards themselves, their families, their peers and the larger society. This course is taught using a hands-on approach. The student is expected to be actively involved in learning in a participatory, supportive environment and to have the opportunity to practice and develop skills related to course content. Classes are spent in preparation and eating of foods from various states of the U.S. We will focus on the sections of the country from the Northeast to out West, Alaska, Hawaii and Puerto Rico. Each student will explore one state of choice in depth and have an opportunity to be a guest chef for the day leading the class in a special preparation. All recipes will be available to the class to try their talents at home. As a *pièce de résistance*, the class will visit the Culinary Institute of America and enjoy a meal prepared by its students.

Requirements: Students will

- taste all foods prepared (unless religious restrictions or allergies prevent it);
- attend all classes and come on time;
- keep an organized binder for class;
- complete selected readings in magazines and textbooks;
- research a state of your choice, and give an oral presentation;
- take quizzes;
- compete in “Iron Chef” competition each quarter;
- take creative writing exam on cooking techniques every quarter;
- attend class trip to Culinary Institute of America.

Writing Requirements: There will be creative writing assignments every quarter and one report.

Grading Policy: Laboratory- type assessments are a regular means of evaluation in addition to tests and quizzes. Students will also be evaluated through “Iron Chef” competitions.

Course Outline:

- Appreciate the cultural differences and influences from different sections of our country.
- Be able to prepare dishes from different states.
- Experience using specialized equipment and utensils i.e. wok, crepe maker...
- Taste some unfamiliar foods.
- Use techniques involved in preparation of some foods.
- Feel comfortable and skillful in the kitchen.
- Understand nutrition when planning meals.
- See the value and joy of cooking on a personal and, for some, professional level.
- Appreciate cooking as a lifetime skill.
- Learn to present food in an attractive, pleasing way.

Home and Careers

Course:	International Cooking
Level:	Grades 9-12
Prerequisite:	None
Text:	L. Glossom, J. Meek and L. Smock, <i>Creative Living</i> (7 th ed., Glencoe/McGraw Hill, 2000); <i>Guide to Good Food</i> (Largen/Bence); <i>The World of Food</i> (Medved)

Course Overview: This course is designed for the serious cook who wishes to explore the culture, eating habits and cuisines of other nations. Typical foods from a variety of foreign countries will be prepared and eaten in class. The class will include “Iron Chef” competitions.

Course Description: This skills course is based on the belief that the ability to reason, to think critically and creatively, and to reflect on one’s actions empowers students to act responsibly towards themselves, their families, their peers and the larger society. This course is taught using a hands-on approach. The student is expected to be actively involved in learning in a participatory, supportive environment and to have the opportunity to practice and develop skills related to course content.

Course Objectives: Classes are spent in the preparation and eating of foods from around the world with a focus on French, Italian, Spanish and Asian cooking. Guest speakers/presenters will be asked to come and share their experiences and knowledge of cooking. All recipes will be available to the class to try their talents at home. As a *pièce de résistance*, the class will visit the Culinary Institute of America and enjoy a meal prepared by its students.

Requirements: Students will

- taste all foods prepared (unless religious restrictions or allergies prevent it);
- attend all classes and come on time;
- keep an organized binder for class;
- plan a nutritional menu for each country studied;
- selected readings in magazines and textbooks;
- research a country of your choice, and give an oral presentation;
- take quiz(s);
- compete in “Iron Chef” competition each quarter;
- creative writing exam on cooking techniques every quarter;
- attend class trip to Culinary Institute of America.

Writing Requirements: Students will complete creative writing assignments every quarter and a country report.

Evaluation/Grading Policy: Laboratory- type assessments are a regular means of evaluation in addition to tests, quizzes and “Iron Chef” competitions.

Course Outline:

- Appreciate the cultural eating habits of other nations and some factors that influence them.
- Be able to prepare International Cuisines.
- Experience using specialized equipment and utensils i.e.: wok, crepe maker...
- Recognize & use foreign phrases and vocabulary.
- Taste some unfamiliar foods.
- Use techniques involved in preparation of foreign foods.
- Feel comfortable and skillful in the kitchen.
- Understand nutrition when planning meals.
- See the value and joy of cooking on a personal, and for some professional level, and appreciate it as a lifetime skill.
- Learn to present food in an attractive, pleasing way.