Family & Consumer Sciences
World of Foods

CURRICULUM GUIDE

WICOMICO COUNTY BOARD OF EDUCATION
P.O. Box 1538
2424 Northgate Drive
Salisbury, Maryland 21802-1538

APPROVED
April 11, 2017

Family & Consumer Sciences
World of Foods

CURRICULUM GUIDE

PARENTS HAVE THE FINAL AUTHORITY IN DETERMINING THE COURSES AND/OR GROUP LEVELS IN WHICH THEIR CHILDREN ARE ENROLLED. HOWEVER, IF THEIR DECISION CONFLICTS WITH THE ADVICE OF SCHOOL PERSONNEL, PARENTS MUST SIGN A FORM INDICATING THAT THEY HAVE CHOSEN NOT TO FOLLOW THIS ADVICE.

WICOMICO COUNTY BOARD OF EDUCATION
P.O. Box 1538
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FOREWARD

High School Family and Consumer Sciences courses are designed as exploratory subjects. Each high school course is a stand-alone course, with the exception of Discovering Nutrition and Foods (currently referred to as World of Foods). Discovering Nutrition and Foods is a prerequisite for Exploring Nutrition and Multicultural Foods. Throughout each course, students will have opportunities to develop a sense of self-worth, and practice basic consumer and life skills through many different content areas depending on the course taken. Each high school course meets every day for one semester. Students are encouraged to take the skills learned inside the high school Family and Consumer Sciences rooms as the nuggets of knowledge for life after high school.

Acknowledgment

This curriculum guide was developed by the following Wicomico County teachers under the supervision of Mr. Nicholas Thompson, Supervisor of Health, Family and Consumer Science and Physical Education:

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HOW TO USE THIS GUIDE

Use a variety of teaching techniques to help maintain student interest. Refer in this guide to the section on teaching strategies for ideas. Stress creative thinking and problem solving techniques throughout the course.

Use the activities included in the guide as appropriate for your students. However, you should feel free to use alternate activities to meet the objectives of the course. Unit order and topics inside the unit is up to the teacher to meet the needs of the students and classroom locations of each individual school.

Although you should primarily use media and other resources which have been approved by the board of education, you may supplement these materials with relevant, current media chosen after careful consideration. Try to keep your course current by being mindful of contemporary research and materials.

Encourage communication skills and enhanced interpersonal relationships within each class.

Any time you survey students for personal attitudes, do so anonymously. Do not require students to share their personal thoughts with their classmates.

Remember that written tests are only one aspect of evaluation. Students should receive credit for work completed both within and outside the classroom.

PHILOSOPHY

Family and Consumer Sciences education in Wicomico County focuses upon the needs of the individual and family throughout the lifespan. As a result we hope to help improve the health and wellness of the individual and family through knowledge of nutrition, food preparation, and lab experiments. Included in this program are experiences designed to develop an understanding and appreciation for various cultures.

In the Family and Consumer Sciences classroom, learners are encouraged to think critically and creatively, communicate effectively, make reasoned decisions, and effectively manage their lives in an ever changing society. Students will acquire basic life skills from a theoretical framework and hands-on experiences with the integration of academics. The program includes the impact that technology has on the individual as it relates to the relationship with food, preparing foods, and careers in foods.

The program recognizes and reflects the changing nutritional needs of society. It provides opportunities for students to become responsible for nutritional choices and acquire skills to maintain a healthy lifestyle.

MISSION STATEMENT

Discovering Nutrition and Foods will provide each student with an understanding of nutritional needs and food choices for optimal health of individuals across the lifespan. Participation and involvement in Discovering Nutrition and Foods provides knowledge for a healthy lifestyle using the United States Department of Agriculture's (USDA) Dietary Guidelines for Americans as a framework for application through lab experiences. Students of all aptitudes will find the topics included in this course necessary for working safely in the kitchen, meal planning, preparing foods, and making informed decisions regarding food choices. Emphasis is placed on working skillfully and efficiently in the kitchen, preparing taste-tempting, nutritious foods, and serving them creatively. "Hands-on" activities are varied to make the course extremely practical as well as academic, including STEM based learning. Students will benefit from the materials, class discussions, and laboratory activities.

This course leads to a proposed course, Exploring Nutrition and Multicultural Foods, which builds upon the key knowledge of the first course, expanding to an understanding of nutrition advancements, eating disorders, kitchen design, fusion cooking, global cuisines, food industry trends and career planning.

Department of Physical Education

Health and Family and Consumer Sciences

Winning components for a successful lesson

2016-2017

Component one (domain one) – evidence of a well-planned lesson, including assessments aligned to the curriculum that demonstrates knowledge of content and pedagogy

Component two (domain one) – evidence of a warm-up activity and objective to stimulate initial interest and rationalize content being taught

Component three (domain one) – design coherent instruction to meet instructional outcomes

Component four (domain two) – effective classroom management procedures implemented to maximize instructional time

Component five (domain two) – teacher establishes a culture for learning

Component six (domain three) – a variety of instructional strategies are utilized to educate students and promote lifelong learning

Component seven (domain three) – use effective questioning and discussion techniques to elicit higher order student responses

Component eight (domain three) – to actively engage students in their learning and provide meaningful feedback to illicit improvement

Component nine (domain three) – teacher utilizes all available equipment and resources for an

effective delivery of the lesson

Component ten (domain three) – provide a sequential closure to the lesson, including a means of determining student proficiency

Teacher Observation Tool

Teacher:_____ **Employee #:** _____ ___ **Tenured**

School:_____ **Grade:**_____ ___ **Non-Tenured**

Date of Observation:_____ **Time:** _____ **Subject:** _____

Observer:_____ **Employee #:** _____

Observer:_____ **Employee #:** _____

Date and Time of Conference: _____

Lesson Summary

Domain 1: Planning and Preparation

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
1a: Demonstrating Knowledge of Content and Pedagogy	The teacher's planning and preparation display lack of knowledge of the content to be taught. The teacher's planning and preparation display lack of knowledge and understanding of instructional practices.	The teacher's planning and preparation display content knowledge but do not make connections with other parts of the discipline or with other disciplines. The teacher's planning and preparation display understanding of prerequisite knowledge and instructional practices, although such knowledge may be incomplete or inaccurate.	The teacher's planning and preparation display content knowledge and makes connections within the discipline and with other disciplines to the real world and with the learner. The teacher's planning and preparation display understanding of prerequisite knowledge and instructional practices.	The teacher's planning and preparation display content knowledge that reflects and/or includes the appropriate content and process standards. The teacher makes frequent and meaningful connections within the discipline and with other disciplines to the real world and to the learner. The teacher's planning and preparation display understanding of prerequisite knowledge and instructional practices, and anticipates student misunderstandings.	
Level of Performance	o	☐	☐	☐	☐

Comments

Domain 1: Planning and Preparation

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
1b: Demonstrating Knowledge of Students	The teacher demonstrates lack of knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiencies, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' developmental stages, backgrounds, cultures, skills, language proficiencies, interests, and attains this knowledge for the class as a whole.	The teacher displays knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiencies, interests, and special needs, and attains this knowledge for groups of students.	The teacher seeks and demonstrates knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiencies, interests from a variety of sources, and attains this knowledge for individual students.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 1: Planning and Preparation

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
1c: Designing Coherent Instruction to Meet Instructional Outcomes	The teacher's long and short-term planning does not provide engaging activities, does not utilize available resources, and does not differentiate learning activities.	The teacher's long and short-term planning is aligned to the curriculum but inconsistently provides engaging activities, utilizes available resources, and differentiates learning activities.	The teacher's long and short-term planning provides rigorous engaging activities that are aligned to the curriculum, utilizes available resources, and differentiates learning activities.	The teacher's long and short-term planning provides rigorous engaging activities that are aligned to the curriculum, utilizes available resources, and differentiates learning activities to make them meaningful for all students.	

Domain 1: Planning and Preparation

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 1: Planning and Preparation

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
1d: Designing and Utilizing Student Assessments	The teacher does not use assessments aligned to the curriculum. The teacher does not use assessment results in designing future instruction.	The teacher uses assessments that are aligned to the curriculum. The teacher uses assessment results to plan for future instruction for the class as a whole.	The teacher uses a variety of assessments that are aligned to the curriculum, clearly communicates the standards of the assessments to the students. The teacher uses assessment results to make instructional decisions for groups of students.	The teacher uses a variety of assessments that are aligned to the curriculum, adapts the assessments to individual student needs and clearly communicates the standards of the assessments to the students. The teacher uses multiple assessment results to plan for individuals, groups of students, and the class as a whole.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 2: The Classroom Environment

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
2a: Creating an Environment of Respect and Rapport	Classroom interactions among the teacher and individual students are not respectful and do not reflect caring and sensitivity to students' cultures and levels of development.	Classroom interactions among the teacher and individual students are generally respectful and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions among the teacher and individual students are respectful and reflect caring and sensitivity to students' cultures and levels of development. The teacher addresses and intervenes when conflicts or misunderstandings occur.	Classroom interactions among the teacher and individual students are respectful and reflect caring and sensitivity to students' cultures and levels of development. The teacher addresses and intervenes when conflicts or misunderstandings occur. The teacher takes proactive measures to achieve civility among members of the class.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 2: The Classroom Environment

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
2b: Establishing a Culture for Learning	The teacher does not convey enthusiasm for the content and is not working toward establishing high expectations for learning.	The teacher conveys enthusiasm for the content and is working toward establishing high expectations for learning.	The teacher conveys enthusiasm for the content and encourages students' active participation in their learning. The teacher establishes and maintains high expectations for learning.	The teacher conveys enthusiasm for the content and encourages students' active participation in their learning. The teacher and students work together to establish and maintain high expectations for learning.	

Domain 2: The Classroom Environment

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 2: The Classroom Environment

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
2c: Managing Classroom Procedures	The teacher does not manage classroom routines and procedures.	The teacher establishes inefficient classroom routines and procedures resulting in a loss of instructional time.	The teacher establishes and maintains classroom routines and procedures to minimize the loss of instructional time.	The teacher maximizes instructional time by establishing and maintaining classroom routines and procedures for seamless transitions, handling of supplies and performance of non-instructional duties.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 2: The Classroom Environment

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
2d: Managing Student Behavior	The teacher does not establish student behavioral expectations. The teacher's response to student behavior is inappropriate.	The teacher has made an effort to establish student behavioral expectations. The teacher tries, with inconsistent results, to monitor and respond to student behavior.	The teacher establishes clear student behavioral expectations aligned with county policy. The teacher's management of student behavior is sensitive to individual student needs and respectful of the students' dignity. The teacher's response to student behavior is appropriate.	The teacher establishes clear student behavioral expectations aligned with county policy. The teacher's management of student behavior is proactive, sensitive to individual student needs and respectful of the students' dignity. The teacher's response to student behavior is appropriate.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 3: Instruction

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
3a: Communicating with Students	The teacher's oral and written communication, directions and procedures are consistently incomprehensible.	The teacher's oral and written communication, directions and procedures are not clear and therefore require clarification to ensure student understanding.	The teacher's oral and written communication is clear and correct. The teacher uses both auditory and visual cues as well as modeling when appropriate to ensure that directions and procedures are clear to students. Techniques are in place to check for understanding.	The teacher's oral and written communication is clear and correct. The teacher uses both auditory and visual cues as well as modeling when appropriate to ensure that directions and procedures	

Domain 3: Instruction

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
				are clear to students. The teacher checks for understanding of directions and procedures and anticipates possible misunderstandings.	
	Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Vocabulary is correct but limited or is not appropriate to student's ages, backgrounds, and interests.	Vocabulary is appropriate to students' age, backgrounds, and interests.	Vocabulary is well-chosen, appropriate to students' ages, backgrounds, interests, and enriches the lesson for all students.	
Level of Performance Comments	☐	☐	☐	☐	☐

Domain 3: Instruction

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
3b: Using Questioning and Discussion Techniques	The teacher's questions are not meaningful to the content, are not challenging and do not produce thoughtful student responses.	The teacher's questions are meaningful to the content. The teacher inconsistently uses discussion techniques and higher level questions. Adequate response time is	The teacher's questions are meaningful to the content. The teacher consistently uses discussion techniques and higher level questions that elicit thoughtful responses for effective decision making or problem	The teacher's questions are meaningful to the content. The teacher consistently uses a variety of discussion techniques and higher level questions that elicit thoughtful responses for effective decision making or problem solving.	

Domain 3: Instruction

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
		not always provided.	solving. Adequate response time is provided.	Adequate response time is provided.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 3: Instruction

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
3c: Engaging Students in Learning	The teacher's methods used to engage students in understanding the content are limited or inappropriate.	The teacher makes an effort to utilize appropriate methods to engage students in understanding the content.	The teacher utilizes varied and appropriate methods to engage students in understanding the content.	The teacher utilizes varied and appropriate methods to engage students actively in understanding and applying the content.	
Level of Performance	☐	☐	☐	☐	☐

Domain 3: Instruction

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
Comments					

Domain 3: Instruction

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	
3d: Providing Feedback to Students	The teacher's feedback to students is of poor quality and is not given in a timely manner.	The teacher provides limited feedback to students and its timeliness is inconsistent.	The teacher's feedback to students is of consistent high quality and timely.	The teacher's feedback to students is of consistent high quality, timely and provides students with suggestions for improvement.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 3: Instruction

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	
3e: Demonstrating Flexibility and Responsiveness	The teacher does not adjust instruction to respond to students' questions, needs or levels of proficiency even when a change will clearly improve a lesson.	The teacher attempts to adjust instruction to accommodate students' questions, needs or levels of proficiency but may lose the instructional focus.	The teacher adjusts instruction to accommodate students' questions, needs or levels of proficiency while maintaining instructional focus.	The teacher adjusts instruction to accommodate students' questions, needs or levels of proficiency while maintaining instructional focus. The teacher responds to opportunities to enhance learning through use of an extensive repertoire of strategies.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 3: Instruction

LEVEL OF PERFORMANCE					
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
3f: Demonstrating Utilization of Resources	The teacher does not utilize available school resources.	The teacher makes limited use of available school resources.	The teacher utilizes available school resources.	The teacher utilizes a variety of available school resources and accesses other resources to enhance instruction.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

LEVEL OF PERFORMANCE				
	INEFFECTIVE*	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Overall Observation	☐	☐	☐	☐

Additional Comments

Observer Signature: _____ **Date:** _____

Observer Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

*All Entries in these columns must be supported by comments/plans for growth.

The signature indicates the teacher has read the report. The teacher may or may not agree with the Observation and may submit written comments to be attached to this form

Sample Lesson Plan Templates

DAILY LESSON PLAN

NAME: _____ DATE: _____

SCHOOL: _____ GRADE: _____

UNIT/THEME: _____

EQUIPMENT: 1. _____ 2. _____ 3. _____

FOCUS OF LESSON: _____

STUDENT OBJECTIVES:
By the end of the lesson, students should be able to:

1)

2)

3)

Check each objective: Is it specific? Is it achievable? Is it developmentally appropriate?

TEACHER PERFORMANCE OBJECTIVES - *During the lesson the teacher will*:

1.

2.

SPECIAL CONSIDERATIONS - What are the safety concerns? What is unique about the students in this class?

1.

2.

Lesson Plan Outline

Student Warm-up:	
Introduction: (Background knowledge)	
Information: (Body)	
Activities:	
Closure/Assessments: (Exit ticket)	
Preparation for next class:	
Resources:	

Family & Consumer Sciences Standards Met

National Standards From http://www.nasafacs.org/	Maryland State Standards From Moodle Document © 2007	Wicomico County Standards From 1999 Guides
___**Area of Study 1.0** *Career, Community, and Family Connections*: Integrate multiple life roles and responsibilities in family, work, and community settings. ___**Area of Study 2.0** *Consumer and Family Resources*: Evaluate management practices related to the human, economic, and environmental resources. ___**Area of Study 3.0** *Consumer Services*: Integrate knowledge, skills, and practices needed for a career in consumer services. ___**Area of Study 4.0** *Education and Early Childhood*: Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. ___**Area of Study 5.0** *Facilities Management and Maintenance*: Integrate knowledge, skills, and practices required for careers in facilities management and maintenance. ___**Area of Study 6.0** *Family*: Evaluate the significance of family and its effects on the well-being of individuals and society. ___**Area of Study 7.0** *Family and Community Services:* Synthesize knowledge, skills, and practices required for careers in family & community services. ___**Area of Study 8.0** *Food Production and Services:* Integrate	___**Standard 1**: *Reasoning about Individual, Family, Community and Career Concerns* - Students will analyze and apply reasoning processes to address the needs of individuals and families within a diverse, global society. ___**Standard 2**: *Concerns Related to Family and Human Development* - Students will analyze and apply reasoning processes to address family and human development needs throughout the life span. ___**Standard 3**: *Resource Concerns of Individuals, Families, and Consumers* - Students will analyze and apply processes to achieve resource goals. ___**Standard 4**: *Food and Nutrition Concerns of Individuals, Families and Society* - Students will analyze and apply processes to address food and nutrition needs.	___**Outcome 1:** Students will demonstrate an understanding about the significance of the family in the development of individuals, the reciprocal relationship between the family and a diverse society, and between the family and the workplace. ___**Outcome 2:** Students will demonstrate communication and group-interaction skills. ___**Outcome 3:** Students will demonstrate the knowledge, skills and responsibilities necessary for making reasoned decisions in matter related to personal, family and career life ___**Outcome 4:** Students will demonstrate ways of thinking and acting that reflect a sensitivity to and empathy towards personal, family, workplace and community values. ___**Outcome 5:** Students will demonstrate the ability to utilize human and non-human resources effectively to manage problems related to individual, family, societal, and environmental issues. ___**Outcome 6:** Students will demonstrate knowledge, habits, and behaviors associated

knowledge, skills, and practices required for careers in food production and services. **___Area of Study 9.0** *Food Science, Dietetics and Nutrition:* Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition. **___Area of Study 10.0** *Hospitality, Tourism, and Recreation:* Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation. **___Area of Study 11.0** *Housing and Interior Design:* Integrate knowledge, skills, and practices required for careers in housing and interior design. **___Area of Study 12.0** *Human Development:* Analyze factors that influence human growth & development. **___Area of Study 13.0** *Interpersonal Relationships:* Demonstrate respectful and caring relationships in the family, workplace, and community. **___Area of Study 14.0** *Nutrition and Wellness:* Demonstrate nutrition and wellness practices that enhance individual and family well-being. **___Area of Study 15.0** *Parenting:* Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families. **___Area of Study 16.0** *Textiles, Fashion, and Apparel:* Integrate knowledge, skills, and practices required for	**___Standard 5**: *Textile and Apparel Concerns of Individuals, Families and Society* - Students will analyze and apply processes to address apparel and textile needs. **___Standard 6**: *Housing Concerns of Individuals, Families and Communities* - Students will analyze and apply processes to address housing needs.	with responsible citizenship. **___Outcome 7:** Students will demonstrate an appreciation for sound health habits and an understanding of the conditions necessary for the maintenance of physical and well-being of the individual and the family. **___Outcome 8:** Students will demonstrate the ability to discover, create and construct by using a variety of tools, machines, materials, processes and computer systems in solving problems and meeting needs affecting the individual, family, society, and environment.

careers in textiles and apparels.		

Common Core Standards Met

Reading -Informational Text Grade 9-10 & 11-12:	**Writing** Grade 9-10 & 11-12:	**Science & Technical Subjects** Grade 9-10 & 11-12:	**Math** Grades 6-12
Grade 9-10 **Key Ideas and Details:** ___: CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ___: CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text	**Grade 9-10** **Text Types and Purposes:** ___: CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on *discipline-specific content.* ___: CCSS.ELA-Literacy.WHST.9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. ___: CCSS.ELA-Literacy.WHST.9-10.1.b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and	**Grade 9-10** **Key Ideas and Details:** ___: CCSS.ELA-Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. ___: CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate	___:CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them. ___:CCSS.Math.Practice.MP2 Reason abstractly and quantitatively. ___:CCSS.Math.Practice.MP3 Construct

and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ___: CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **Craft and Structure:** ___: CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). ___: CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and	counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. ___: CCSS.ELA-Literacy.WHST.9-10.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ___: CCSS.ELA-Literacy.WHST.9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ___: CCSS.ELA-Literacy.WHST.9-10.1.e Provide a concluding statement or section that follows from or supports the argument presented. ___: CCSS.ELA-Literacy.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ___: CCSS.ELA-Literacy.WHST.9-10.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ___: CCSS.ELA-Literacy.WHST.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ___: CCSS.ELA-Literacy.WHST.9-10.2.c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. ___: CCSS.ELA-Literacy.WHST.9-10.2.d Use precise language and domain-specific vocabulary to	summary of the text. ___: CCSS.ELA-Literacy.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. **Craft and Structure:** ___: CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*. ___: CCSS.ELA-Literacy.RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*). ___: CCSS.ELA-Literacy.RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. **Integration of Knowledge and Ideas:** ___: CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. ___: CCSS.ELA-Literacy.RST.9-10.8 Assess the extent to which the reasoning and	viable arguments and critique the reasoning of others. ___:CCSS.Math.Practice.MP4 Model with mathematics. ___:CCSS.Math.Practice.MP5 Use appropriate tools strategically. ___:CCSS.Math.Practice.MP6 Attend to precision. ___:CCSS.Math.Practice.MP7 Look for and make use of structure. ___:CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.

refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). ___: CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **Integration of Knowledge and Ideas:** ___: CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subjetc told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. ___: CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ___: CCSS.ELA-Literacy.RI.9-10.9 Analyze seminal U.S. documents	manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. ___: CCSS.ELA-Literacy.WHST.9-10.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ___: CCSS.ELA-Literacy.WHST.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). ___: CCSS.ELA-Literacy.WHST.9-10.3 (See note; not applicable as a separate requirement) **Production and Distribution of Writing:** ___: CCSS.ELA-Literacy.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ___: CCSS.ELA-Literacy.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ___: CCSS.ELA-Literacy.WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **Research to Build and Present Knowledge:** ___: CCSS.ELA-Literacy.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the	evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. ___: CCSS.ELA-Literacy.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **Range of Reading and Level of Text Complexity:** ___: CCSS.ELA-Literacy.RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	

of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **Range of Reading and Level of Text Complexity:** ___: CCSS.ELA-Literacy.RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. **Grade 11-12** **Key Ideas and Details:** ___: CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where	subject under investigation. ___: CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ___: CCSS.ELA-Literacy.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research. **Range of Writing:** ___: CCSS.ELA-Literacy.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ***Note*** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **Grade 11-12** **Text Types and Purposes:** ___: CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content.* ___: CCSS.ELA-Literacy.WHST.11-12.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s),	**Grade 11-12** **Key Ideas and Details:** ___: CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. ___: CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of	

the text leaves matters uncertain. ___: CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. ___: CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **Craft and Structure:** ___: CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author	counterclaims, reasons, and evidence. ___: CCSS.ELA-Literacy.WHST.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. ___: CCSS.ELA-Literacy.WHST.11-12.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ___: CCSS.ELA-Literacy.WHST.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ___: CCSS.ELA-Literacy.WHST.11-12.1.e Provide a concluding statement or section that follows from or supports the argument presented. ___: CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. ___: CCSS.ELA-Literacy.WHST.11-12.2.a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ___: CCSS.ELA-Literacy.WHST.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ___: CCSS.ELA-Literacy.WHST.11-12.2.c Use varied transitions and sentence structures to link the	a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. ___: CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **Craft and Structure:** ___: CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*. ___: CCSS.ELA-Literacy.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. ___: CCSS.ELA-Literacy.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. **Integration of Knowledge and Ideas:** ___: CCSS.ELA-Literacy.RST.11-12.7	

uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). ___: CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ___: CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. **Integration of Knowledge and Ideas:** ___: CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented	major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ___: CCSS.ELA-Literacy.WHST.11-12.2.d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. ___: CCSS.ELA-Literacy.WHST.11-12.2.e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). ___: CCSS.ELA-Literacy.WHST.11-12.3 (See note; not applicable as a separate requirement) **Production and Distribution of Writing:** ___: CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ___: CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ___: CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **Research to Build and Present Knowledge:** ___: CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. ___: CCSS.ELA-Literacy.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. ___: CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **Range of Reading and Level of Text Complexity:** ___: CCSS.ELA-Literacy.RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	

in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. ___: CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). ___: CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. **Range of Reading and Level of Text Complexity:** ___: CCSS.ELA-Literacy.RI.11-	inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ___: CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. ___: CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. **Range of Writing:** ___: CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ***Note*** Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.		

12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.			

Grades 6-12:

Reading	Writing	Speaking and Listening	Language
Key Ideas and Details: ___:CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ___:CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ___:CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	**Text Types and Purposes:** ___:CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. ___:CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ___:CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	**Comprehension and Collaboration:** ___:CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ___:CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ___:CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	**Conventions of Standard English:** ___:CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ___:CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Knowledge of Language:** ___:CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Craft and Structure:	**Production and Distribution of Writing:**	**Presentation of Knowledge and Ideas:**	**Vocabulary Acquisition and Use:**
___:CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ___:CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. ___:CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.	___:CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ___:CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ___:CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	___:CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ___:CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ___:CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	___:CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. ___:CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ___:CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term

Integration of Knowledge and Ideas: ___:CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1] ___:CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. ___:CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**Research to Build and Present Knowledge:** ___:CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. ___:CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. ___:CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		important to comprehension or expression.

Range of Reading and Level of Text Complexity: ___:CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	**Range of Writing:** ___:CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

STRATEGIES FOR TEACHING FAMILY AND CONSUMER SCIENCES

Family and Consumer Science teachers use many of the same teaching strategies which teachers in other subject areas use in their classrooms. Family and Consumer Sciences instruction, while it relies at times upon students' listening and reading, achieves greatest success when it actively involves students in their learning. Active involvement may engage students in laboratory and field experiences and real-life simulations. At other times it may lead students into problem solving activities, many of which emerge from cooperative learning. No one strategy should be used to the exclusion of others; greatest success arises when students experience Family and Consumer Sciences in a variety of ways. Family and Consumer Sciences education provides an opportunity for students to transfer knowledge from other disciplines and integrate it into practical life situations. Thus Family and Consumer Sciences teachers should seek to master a variety of teaching strategies from which to choose in developing their lesson plans.

A number of teaching strategies follow. Each is defined and its application to Family and Consumer Sciences instruction is explained. Then procedures for implementing the strategies will guide teachers through the necessary steps. Included in this section are suggested techniques and modifications for teachers to use for students with special needs.

Brainstorming

Brainstorming is a method of exploring a given topic or theme by amassing as many ideas as possible. It permits students to amass many ideas that lead to more creative thinking and solutions without fear of criticism or threat of a grade. Students also build upon other students' thoughts and suggestions.

The procedures for brainstorming follow:

1. State a specific problem or open-ended question.
2. Explain the rules for brainstorming.
    a. Students and teachers should express no criticism. Accept all ideas. Save arguments and discussion until after the initial listing.
    b. Let one's imagination go. Seek unusual and original ideas.
    c. Build upon the ideas of other students.
3. State again the specific problem or open ended question.
    a. As students volunteer their ideas, teacher forms a list that can be seen by all.
    b. If doing this activity for the first time, allow five minutes. As students become more adept with brainstorming, time may be increased.
    c. Stop the brainstorming when appropriate.
4. Set up standards for evaluating ideas with the aid of students. Keep in mind the problem or question to be solved. Questions such as the following can help evaluate ideas:
    a. Is it helpful to society?
    b. Does it solve the problem?

c. Does it create new problems?
d. Is it practical?
e. Can it be accomplished?
f. Can we use it now? If not, when?
g. Is it compatible with human nature?
h. Are we able to handle it?

5. Determine with students which ideas fit the criteria established.
6. Allow students opportunity to share any feelings they may have about how they came up with their ideas.

Case Study

A case study is a description of a real event that has occurred. Even though the study tells the reader what has happened in a given situation, students still have to identify the nature of the problem or problems indicated by the situation, their significance and their probable solution. Included in a case study is a specific problem situation or critical incident. The case study may also include a solution, results, and questions for discussion.

The student-centered approach which the case study strategy presents, encourages maximum participation by students and develops insight and the ability to utilize problem-solving methods. Inductive or deductive processes or a combination of both may be utilized. By discussing true-to-life case studies with peers, the group learns how to work together toward a common objective. By learning to draw generalizations and conclusions during case discussion, students learn to develop and analyze possible solutions and to choose a valid course of action logically.

The necessary steps to implement the case study strategy are as follows:

1. To generate discussion and study, give the class the facts of a real life situation.
2. Analyze the case and identify the problem.
3. A better understanding is reached by the class as all opinions and assumptions are examined.
4. After all data is discussed; the class may request additional information.
5. Possible solutions or courses of action are proposed by the class.
6. A valid course of action is selected after solutions or courses of action have been discussed and analyzed.

When discussing a case problem, the following items should be identified: the facts of the case, the problem raised in the case, the conditions of a good solution, the solution to the problem, and how to avoid the problem in the future.

The instructor will play various roles in conducting a case discussion. These roles include:

1. Discussion leader - serves as moderator.

2. Resource person - supplements the limited experience and knowledge of the class by himself supplying additional data or by suggesting ways in which the class can supplement its own resources.
3. Helpful expert - solves or helps directly in the solution of problems in the immediate situation.
4. Evaluator or summarizer - recapitulates the group thinking by listing class comments on the chalkboard. Summarizes conclusions reached.
5. Judge of performance - insists on precision and close analysis by participants. Spells out assumptions when necessary for elimination of confusion.

The instructor should also utilize the following devices for sustaining interest: change of pace, use of personal experience, modification in line of questioning, use of humor and showmanship, demonstrations, samples of products being discussed, multi-media presentations, use of the chalkboard (including figures and diagrams, pros and cons as developed, areas of discussion, clarification of involved outline, and introduction of animation), flip charts, and case development by small teams.

Concept Attainment

Concept attainment is a method by which students try to identify and describe a concept through the visual presentation of related materials. It allows students to identify and define concepts, to classify related examples and unrelated examples, and to formulate hypotheses about the concept.

The following steps should be used when preparing a lesson:

1. Choose a concept. Determine the essential characteristics of the concept you have chosen.
2. Collect several examples of your concept. These might be pictures, objects, sentence strips, or drawings. Collect the same number of related things that are not examples of your concept.
3. Select the example that best exemplifies your positive concept. This will be the first example given, so you should not attempt to fool your students. Continue to rank your examples from those that are most clear to those that are "gray." You may not want any "gray" examples at all when students are first learning this technique. Follow the same procedure in ranking your negative examples from most clear to least clear.
4. Be sure your examples do not contain any characteristics that are unnecessarily distracting. For instance, if you have written on sentence strips, the color of your magic marker, the color of the background, and the length of the sentence might be distracting.
5. When you begin your lesson, give general directions regarding which characteristics are important to focus on and which are not. You will not be specific enough to give away the concept. Line your examples up side-by-side. Make sure that in selecting your negative examples you have eliminated all of the

characteristics contained in the positive examples that are not essential in defining your concept. Try your lesson quickly on a peer if possible.

The following steps should be used when teaching the concept:

1. Explain what you are going to do. Say that you have an idea that you want the students to figure out and that you are going to use a technique called concept attainment that will help them to guess the concept. Have the students keep their guesses private until invited to share with the class.
2. Explain the "yes" and "no" categories. Say that as examples are presented, they will be labeled "yes" and "no." Explain that the "yes" examples have one or more characteristics in common which are all of the essential characteristics of the concept, and the "no" examples may not have anything in common other than the fact that they do not illustrate the concept. Sometimes the "no" examples do share characteristics.
3. Focus the student's thinking on appropriate characteristics.
4. Inform students that you will begin with your best "yes." Show the example, give the students time to study it, and leave it on display. Proceed with your best "no."
5. As you present alternating "yes" and "no" examples, continually ask the students to compare the "yes" examples and contrast them with the "no" examples. The students should try to form hypotheses about your concept. Remind students not to call out their guesses. For upper grades or complex concepts, you might have students write their guesses.
6. Check for working hypotheses occasionally with a show of hands or some other signal.

Cooperative Learning

Cooperative learning activities involve two or more people working together toward the same goal. A shared objective and positive interdependence are characteristics of cooperative learning.

Studies show that cooperative learning has significant strategy advantages for cognitive and affective development. Benefits of this include higher achievement, enjoyable learning, practice of leadership and group skills, growth of self-esteem, and sense of belonging.

Collaborative classrooms operate on three important principles:

1. Cooperative skills are introduced, developed and practiced. Feedback is given on how well the skills were used.
2. Class is structured so that students work in cohesive groups.
3. Individuals are given responsibility for their own leaning and behavior.

There are limits to the number of ways cooperative learning groups can be used. Some ideas follow:

1. Turn to Your Partner Allow three to five minutes. Ask students to turn to a partner and ask something about the lesson; to explain a concept you've just taught; to explain the assignment; to explain how to do what you've just taught; or to summarize the three most important points of the discussion.

2. Reading Clusters Have students read material together and answer the questions. Have one person be the reader, another the recorder, and the third the checker who checks to make certain everyone understands and agrees with the answers. Have them come up with three possible answers to each question and circle their favorite one. When finished, have them sign the paper to certify that they all understand and agree on the answers.

3. Jigsaw Have each person read and study part of a selection and then teach what he or she has learned to the other members of the group. Have each then quiz the group members until satisfied that everyone knows his or her part thoroughly.

4. Interaction Feedback Before a film, lecture, or reading, have students summarize together what they already know about the subject and come up with questions they have about it. Afterwards, the trios answer questions, discuss new information and formulate new questions.

5. Drill Squad Have students drill each other on the facts they need to know until they are certain both partners know and can remember them all. This works especially well for vocabulary and test review.

6. Partner Reading In lower grades, have students read their stories to each other, getting help with words and discussing content with their partners. In upper grades, have students tell about their books and read their favorite parts to each other.

7. Cooperative Skills Activities Have two students, each with different jobs, do one worksheet. The reader reads and then suggests an answer. The writer either agrees or comes up with another answer. When they both understand and agree on an answer, the writer can write it.

8. Homework Checkers Have students compare homework answers, discuss any they have not answered similarly, correct their papers and then add the reason they changed an answer. They make certain everyone's answers agree and then staple the papers together. Grade one paper from each group and give group members that grade.

9. Test Reviewers Have students prepare each other for a test by making up possible test questions.

10. Detecto Have groups select a social problem to solve jointly, each agreeing upon a solution. Tell students that each must be able to explain how to solve the problem.

11. Book Report Pairs Have students interview each other on the books they read and then report on their partner's book or section of text.

12. Young Editors Have students read and respond to each other's papers, three times.
    a. Have them mark what they like with a star.
    b. Have them put a question mark anywhere there is something they don't understand or think is weak.
    c. Have them discuss the paper as a whole with the writer.

    If necessary, assign questions for students to answer about their group members' papers to help them focus on certain problems or skills.

13. Group Reports Have students research a topic together. Explain that each one is responsible for checking at least one different source and writing at least three note cards of information. Have them write the report together; each person is responsible for seeing that the information is included. For oral reports, have each take a part and help the other rehearse until they are all at ease.

14. Summary Pairs Have students alternate reading and orally summarize paragraphs. Have one read and summarize while the other checks the paragraph for accuracy and adds anything left out. Have those alternate roles with each paragraph.

15. Personalizing Concept Pairs Have students elaborate on what they are reading and learning by relating it to what they already know about the subject. This can be done before and after reading a selection, listening to a lecture, or seeing a film.

16. Actors Guild Have students create a presentation reflecting a class topic recently studied. Practice and perform it for the class.

17. Community Circle During community circle, students sit Indian fashion in a large circle so that each student is able to see all the other students. One person, usually the teacher, is the leader and starts the community circle by stating an open ended sentence that everyone will answer, by completing the sentence with an answer that expresses one's own likes, dislikes, feelings, or knowledge of the topic. For example, the teacher might use the sentence, "My favorite food is...." Everyone is given a minute to think of the ending they will use for listening or speaking so others can hear you The leader completes the sentence and the turn passes to the right until all students have had their turn. If they can't think of an answer when it is their turn, they say "Pass." After all the other students have had their turn, they will be expected to have their answer ready to share. After everyone has shared, the students evaluate how well they used the social skill.

18. Round Table during sequential round table, the students all contribute ideas to one sheet of paper. The team members need to know the order of direction in which the paper and pencil will be passed. Students usually need a minute or so to practice the passing order before they begin the round table. When the signal to begin is given, a team member quickly writes or draws an idea and then passes the paper and pencil to the next person so he can add an answer. The students continue adding answers and passing the paper until the time to stop is announced. Usually, there are no more than four students per team. The teammates need to sit close together so it is easy for them to pass the paper. Also, teammates are sometimes allowed to suggest answers to one another if they need help. Because they are seated close together, teams can converse without disturbing the teams around them.

19. Think-Pair-Share Think-Pair-Share is one of the most frequently used cooperative learning structures for two reasons. One, it is so easy to use. Two, it immediately involves everyone in a class discussion. The procedure for think-pair-share is as follows: remind the students who their established partners are or have them quickly find a partner by making eye contact or touching someone next to them. Then ask a question. Give students a minute or two to think of their own answer. Have the students pair up and discuss their answers with their partners. Give the silent signal. Then give the students an opportunity to share with the class any ideas they said or heard. Directions to the students might sound like this:

    - Think about this question inside your head.
    - Turn to your partner and pair up to tell each other your ideas.
    - Would anyone like to share an idea said or heard?

20. Round-robin is like round table--each student in turn contributes an answer for the group. The difference is that with round-robin the answers are oral rather than written.

21. Corners Have the students find out about themselves and others by selecting which of four choices would be their favorite choice. They can choose which of four types of animals they would prefer to be if they were an animal. They could choose which of four times of day they like most. Hang a sign labeling each choice in each corner of the room. Have the students write down their choices. Have them go to the corner for that choice. Have them share reasons for selecting that choice.

22. Three-Step Interview This strategy provides opportunities for the student to relate to each other in a nonthreatening environment and to share acquired knowledge.

    Interview is another simple concept-development structure. it consists of three steps and works best in groups of four but can be adapted for larger groups. In Step 1, students are in pairs; one is the interviewer; the other, the interviewee. In Step

2, the students reverse roles. In Step 3, students do a round-robin, each one in turn sharing with the team what they learned in the interview.

The content of the interview can be anything. Often interview is used to have students relate personal experiences on a topic related to the learning unit; it is thus an excellent method of creating a strong anticipatory set for learning more about something of interest.

23. Numbered Heads Together Students number off. Announce a question and a time limit. Students put their heads together. Call a number, call on a student with that number, and recognize the correct answer.

24. Pairs Check Students will work in pairs. Person #1 in the pair is to do the first problem, while person #2 acts as a coach. If the coach agrees that person #1 has done the first problem correctly, he or she gives the problem solver some praise. Roles are switched for the second problem.

Debating

Debating is a systematic contest of speakers in which two points of view are presented with proof. It is used to allow students to promote communication skills, to encourage critical thinking, and to appreciate the value of acknowledging several sides to a given topic or issue.

The guidelines for debating follow:

1. Identify an area of controversy. Many times an issue will surface out of class discussions on particular topics.
2. Hold a preliminary discussion to bring out additional facts and opinions on the topic. This early discussion will motivate students for the debate.
3. Define the problem or issue to be debated as clearly as possible and in the form of a statement that can easily be agreed to or disagreed with by the students.
   Example: Students should be permitted to wear to school whatever they wish.
4. Select two teams, one "pro" team and one "con" team. Each team consists of two to five students. Each team selects a team captain. The remaining class members may be judges to determine the winning side of the debate. They should evaluate the debate using criteria such as:
   a. The position is supported with factual information.
   b. The argument is logical and makes sense.
   c. The team's position is clearly stated.
   d. The team's position is clearly presented.
5. Allow a period of time for each team to research the issue, find facts to support its position, prepare arguments, and organize presentation.

6. The debate commences with each side presenting arguments in support of its position. Set a time limit of three to five minutes. Adhere strictly to the time limit. Begin with the affirmative position and follow it with the negative position.
7. A rebuttal period is then commenced to refute the other side's position and argument. Set a two-to-three minute duration period and adhere to it strictly.
8. The captain of each team gives a final summary statement.

Directed Reading/Thinking Activity

Directed reading/thinking activity (DRTA) for expository text is a procedure used to guide students to activate prior knowledge for the topic of the text to be read, to hypothesize about what might be addressed in the text, and to establish purposes for reading. The student continues through the passage confirming, revising, and rejecting hypotheses.

This activity provides readers with specific strategies for reading text. it is helpful in developing more efficient and effective readers. In implementing DRTA lead students to do the following:

1. Recall prior knowledge and set purposes for reading.
2. Read to confirm prior knowledge and add to prior knowledge.
3. Confirm, reject, or add prior knowledge and invite further research.

Discovery/Sense

Discovery/sense is a method using artifacts which capture sights, sounds, smells, tastes and textures. It is a strategy which promotes a multi-sensory approach to learning and provides opportunities for hands-on research.

Recommend steps for implementation are:

1. Begin by identifying the selected topic and the elements that make it unique.
2. Think about or discuss what might be included in a discovery or sense box to convey the above elements in a multi-sensory way.
3. Gather items to put in the box (photos, models, samples, rocks, tape recordings, etc.).

4. Decorate the box with collages and artwork that reflect the essential features of the selected topic.
5. Have learners examine the items or artifacts in the box and think about the following questions:

a. Where did these items come from: How do you know?
b. What can you tell about this place based on the items displayed?
c. How did people use the resources to meet their needs?
d. What evidence is there of association with other places of the world?
e. If you didn't have these artifacts, what other materials could take the place of those mentioned?

6. Students can create discovery or sense boxes to share with other students, classes, schools, counties, etc.

Graphic Organizers

Graphic organizers are tools that provide a visual, holistic representation of facts and concepts and their relationships within an organized frame. The use of graphic organizers allows students to represent abstract or implicit information in a more concrete form, to depict the relationships among facts and concepts, to aid in organizing and elaborating ideas, to relate new information with prior knowledge, and to store and retrieve information effectively.

The strategy may be implemented as follows:

1. Model the use of a selected organizer with familiar information.
2. Allow students to apply the graphic organizer for a specific purpose to familiar information.
3. Provide multiple opportunities for students to practice using the graphic organizer.

Interviewing

Interviewing is a strategy for gathering information which can be done person to person, over the telephone, in a conversation, or through written communication. Interviewing provides more sources of information, gathers primary information, allows students to gain confidence in approaching and obtaining ideas from others, and allows them to practice their communication skills.

Students should follow these guidelines when conducting interviews:

1. Make sure the purpose of the interview is understood.
2. Ask permission of the prospective interviewee before conducting an interview. Tell the interviewee who you are, what you are doing, what the purpose of the interview is, and the kind of information you need.
3. Prepare for those persons who may refuse an interview for whatever reasons they may have. Remember, no one must give an interview. Be gracious and thank that person for at least considering the opportunity.

4. Prepare a list of questions in advance. Do not read the questions. Be familiar with the questions. Use them as a guide so that the interview has a natural conversational flow.
5. Note the answers. Do not write everything. You may use a tape recorder if the interviewee gives permission.
6. Keep the interview moving as smoothly as possible. Show the interviewee that there is interest and importance in what is said.
7. Thank the interviewee at the conclusion of the interview and follow up with a thank-you note.
8. Write a summary of the interview as soon as possible while the newly-acquired information is fresh and current.
9. Analyze findings.

Journals

Journals provide a nonthreatening place for learners to describe, explain, react, question, imagine, react, question, imagine and develop their own thoughts. Students write freely, exploring ideas, feelings, language, spellings and conventions, knowing that their journals will not be corrected or graded.

There are many types of journals:

1. Literature Response Journal Learners record reactions to literature. They extend the meaning of the text by responding in writing to a question, impression, mood or reaction generated by the reading. The response may be intellectual, emotional or personal.
2. Learning Log Learners write to reflect about their thinking and learning related to a lesson or content area experience.
3. Dialogue Journal The teacher and student, or student and student, communicate through written conversation about thoughts and ideas.
4. Writer's Notebook Learners keep a record of favorite phrases and words they come across in a reading that they might want to use in their writing. They jot down ideas, thoughts, images, anecdotes, observations and memories for future topics.

Journals are used to facilitate and enhance the learning process to promote fluency in writing and reading. They encourage risk taking and provide opportunities for reflection. Journals can assist students in validating personal experiences and feelings, promoting thinking and making it visible, and providing a source book of ideas, thoughts, opinions and first drafts which can be revised when desired. They also provide a vehicle for students to dialogue in written form with the teacher or peers.

In each classroom teachers and students decide the purpose of journal writing. Journals should be used on a regular basis. Rewriting previous entries will be encouraged. Writing may be self-directed or teacher-directed. Response will vary according to purpose and type of entry.

Laboratory/Field Experience

A laboratory or field experience is a method using actual or simulated situations to gather, analyze, and report information. This strategy allows students to gather primary information and to formulate hypotheses. It encourages critical thinking, promotes a multi-sensory approach to learning, and provides opportunities for hands-on research.

The following guidelines should be followed when implementing the strategy:

1. Prior to a lab experience, review basic safety guidelines and procedures.
2. Instruct students in the proper handling of all equipment, including proper disposal.
3. Expect students to practice appropriate personal safety procedures.
4. State the objective(s).
5. List the materials to be used.
6. Outline the procedure to be followed.
7. Record data.
8. Analyze findings.

Note Taking

Note taking is a strategy whereby students learn to take notes from written, spoken or viewed materials. The most important thing to know about note taking is that it is not simply writing down what one reads or hears. It is a process which involves listening, thinking, questioning, summarizing, organizing, listing, illustrating and writing. Proper note taking enables students to remember information and improve understanding. It develops a life-long skills

Encourage students to:

1. Place date and topic at the top of each page of notes.
2. Leave space in the margin for questions, revisions, or additions.
3. Write as concisely as they can. Leave out words that are not necessary; write notes in phrases rather than complete sentences.
4. Use many abbreviations, acronyms, and symbols.
5. Draw simple illustrations whenever they help make a point clearer.
6. Circle those words or ideas which they will need to ask about or look up later.
7. Read over the notes they have taken and recopy, highlight, and summarize them as needed.
8. Review their notes within one day.
9. React to notes by including their own responses.
    a. a comment on what memory or feeling a particular concept brings to mind
    b. a reaction to a particular point with which they strongly agree or disagree

c. a question about a concept that confuses them
d. a paraphrase or rewording of a difficult concept
e. a discussion of material presented in class

Problem Solving

Problem solving is a method of developing a solution to a given problem. It encourages students to practice deductive reasoning. Problem solving enables students to see how other students use ideas to solve problems and to build upon other students' thoughts and suggestions. It encourages critical thinking.

Problem solving should be implemented as follows:

1. Choose a grade level appropriate problem. It may be a manipulative puzzle such as tangrams or a word/logic problem.
2. Group students for problem solving. It is recommended that groups mirror the diversity of learners in the class. Groups usually range in size from two to six students depending upon the nature of the problem to be solved.
3. Explain the rules for problem solving in a group.
   a. All ideas are accepted and reviewed.
   b. No put downs are allowed.
   c. Students should encourage one another and build on one another's ideas, as opposed to one or two students dominating the problem solving process.
4. State the problem or distribute the puzzle.
5. In considering the time allowed for students to work and the level of difficulty, remember that some students are motivated by having a time limit placed on the process (i.e., four or five minutes). Some puzzles, by their nature, if easily solved, fit well into a timed problem solving race by groups. You may wish to give the answer at the end of the time limit or the next day. Occasionally allow the students to ponder the puzzle for several days before sharing the solution. More difficult puzzles can engender a great deal of frustration in students. Student responses may range from Forget it! Who cares?" to "Keep thinking! There's got to be an answer!" You need to structure this strategy to be a positive, encouraging, enjoyable time. Remind students that problem solving is a skill that everyone who is willing to suspend their disbelief can develop. Varying the level of difficulty of problems or puzzles presented to the class is one way to motivate students.

Questioning for Quality Thinking

Questions frequently determine the quality of both mental and oral response. The Maryland State Department of Education has developed a series of "frame" questions which teachers may use in eliciting thoughtful responses. These "frames" follow.

Recalling

Who, What, When, Where. How?

Comparing
How is_____ similar to/different from?

Identifying Attributes and Components
What are the characteristics/parts of _____?

Classifying
How might we organize _____ into categories?

Ordering
Arrange_____ into sequence according to_____.

Identifying Relationships and Patterns
Develop an outline/diagram/web of_____.

Representing
In what other ways might we show/illustrate _____?

Identifying Main Ideas
What is the key concept/issue in_____?
Retell the main idea of _____ in your own words.

Identifying Errors
What is wrong with _____?

Inferring
What might we infer from _____?

Predicting
What might happen if _____?

Elaborating
What ideas/details can you add to _____?

Summarizing
Can you summarize _____?

Establishing Criteria
What criteria would you use to judge/evaluate _____?

Verifying
What evidence supports _____?
How might we prove/confirm _____?

Report Preparation

Report preparation is a strategy whereby students learn to prepare, research, and present a written or oral report. Students will practice and refine research skills, share information, and learn more about a topic.

Students should follow these guidelines as they prepare reports:

1. Choose a topic.
2. Narrow the topic.
3. Plan research.
    a. Set purposes.
    b. Pose questions to be answered.
    c. Determine audience.
    d. Determine appropriate primary and secondary sources.
4. Locate information.
5. Read, listen and/or view sources.
6. Take notes.
7. Prepare a draft copy of the report.
8. Form response groups and ask peers to praise, question, and suggest ways to polish (PGP).
9. Make revisions as necessary.
10. Edit and proofread. Make corrections. A spec sheet may be helpful.
11. Add illustrations, graphs, maps, etc., to provide more interest.
12. Consider combining a written report with another medium such as models, videos, puppetry, or dramatization.

Survey

The survey is a strategy whereby students learn to take a poll of public opinion. Students will learn to ask questions to yield accurate and representative results. This strategy promotes critical thinking skills and encourages students to go beyond themselves and written references for information. This technique is primary research.

Follow these guidelines for implementation:

1. Assist the students in making a questionnaire that avoids leading or loaded questions.
2. Have them distribute the questionnaire to as large a number of people and to as many different types of people as possible. Example: A census report may be helpful to determine the percentages of different types of people residing in the community.
3. Show them how to analyze findings.
4. Have students compile findings and share the results pictorially through graphs, charts, and tables or by any other creative or appropriate means.
5. Discuss the results of the survey with students.
6. Have them present their findings.

Time Lines

The time line is a teaching and learning tool for arranging information in chronological order. It is a strategy whereby students learn to convey events or concepts in a chronological order. It provides students with a framework for understanding the time intervals between events in the chronology of events. It promotes the use of creative and critical thinking.

Keep the design of time lines simple and make certain that time divisions are equal. Symbols or pictures can be used to designate different events of information.

Begin the year by constructing a time line with the class. Add important dates as lessons are taught.

Ways to Modify Instruction for Students with Special Needs
Suggested Accommodations and Modifications

In order to comply with IDEA accommodations and modifications are required for students with special needs. Most activities are appropriate for these students when modifications are implemented.

I. Learning Disabled Students
   A. Instructional Accommodations
      i. Provide both oral and written directions whenever possible
      ii. Provide multi-sensory instruction
      iii. Provide frequent review and repetition
      iv. Initiate a buddy system to assist students with reading, written assignments, and note taking
      v. Provide clear copies of handouts and visual presentations
      vi. Implement modifications specified in the student's Individual Education Plan (IEP)

B. Testing Accommodations
    i. Allow extended time
    ii. Provide oral testing where appropriate
    iii. Implement modifications specified in the student's Individual Education Plan (IEP)

II. Intellectually Limited Students
A. Instructional Accommodations
    i. Provide both oral and written directions whenever possible
    ii. Provide multi-sensory instruction
    iii. Provide frequent review and repetition
    iv. Initiate a buddy system to assist students with reading, written assignments, and note taking
    v. Provide clear copies of handouts and visual presentation
    vi. Implement modifications specified in the student's Individual Education Plan (IEP)
B. Testing Accommodations
    i. Implement modifications specified in the student's Individual Education Plan (IEP)

III. Vision and Hearing Impaired Students
A. Vision Impaired Students
    i. Seat students close to the teacher, board, or work area
    ii. Give oral directions / testing
    iii. Initiate a buddy system to assist students with reading, written assignments, and note taking
    iv. Enlarge printed material as appropriate
    v. Utilize recorded material as needed
    vi. Implement modifications specified in the student's Individual Education Plan (IEP)

B. Hearing Impaired Students
    i. Seat student close to the teacher
    ii. Provide both oral and written directions
    iii. Implement modifications specified in the student's Individual Education Plan

(IEP)

IV. Emotionally Impaired Students
   A. Implement modifications specified in the student's Individual Education Plan (IEP), and psychiatric evaluation
   B. Consult resource teachers and guidance counselors for additional strategies or assistance

NOTE- Each students IEP is located in the Special Education Department

1. Classroom Environment Teachers should consider whether students need to be close to the teacher, chalkboards, and their classmates. Conscious decisions about such givens as glare from windows, amount and kind of visual stimuli, and amount of physical activity should be adjusted based upon the individual needs of students. For some students, physically labeling classroom objects may support language learning.

2. Academic Accommodations Printed Materials: In addition to providing clear worksheets and handouts for all students, teachers may need to enlarge print for some and to divide worksheets into small segments. Often they need to support visuals with oral explanation.

Amount of Work: For some students it may be necessary to reduce the amount of work assigned. They may instead assign a portion of a worksheet or assign one page of a workbook at a time.

Directions: Students who have difficulty responding to directions will benefit from hearing and repeating oral directions. Simplifying and numbering multi-step directions helps some children. Assigning a buddy may also help.

Note taking: Teachers should periodically review students' notes to assess skill. Summarizing key points of lessons and highlighting important words and concepts ow worksheets will assist students in determining main ideas. For some students it may be helpful to have available in the classroom or media center a highlighted copy of textbooks. Students may help by reviewing one another's notes or, in severe cases, by making carbon copies of own notes for another student.

Reading Assignments: Depending upon students' needs, teachers may pair students for reading or provide taped versions of text materials. In instruction, the teacher should set a purpose for reading, i.e., skimming for general information or reading carefully for specific information. In careful reading students may benefit from using index cards to keep their place and focus.

Writing Assignments: Students with severe writing problems may benefit from using a word processor, using an electronic spell checker, or even dictating their responses. In working problems they may need to use a calculator.

Textbook Usage: Teachers may need to teach students how to use the various parts of their textbook.

Oral Presentation: Teachers should consider these techniques in making it easier for students to follow their presentation:

- Write key words on the chalkboard before the oral presentation begins
- Use concrete examples
- Write a step-by-step example on the chalkboard for students' reference
- Alter rate of speech
- Provide ample "wait time" for student to respond
- Give visual clues, i.e., partial sentence, gesture, or visual aid
- Shorten time
- Include worksheets or hands-on materials to maintain students' attention
- Alternate instructional tasks

Grading Procedures: Teachers may consider assigning grades based on the student's ability instead of percentage of work successfully completed. They may permit additional time to complete written assignments, allow self-check of work against a model, and use frequent quizzes rather than long unit tests.

Management: Many of the same techniques which work for all students work well for students with special needs:

- Establish class rules
- Establish a consistent daily routine
- Clear the work area of unnecessary material
- Require students to keep a record of assignments
- Use the buddy system
- Use a color-coded system for organizing materials
- Praise the student often
- Focus on the positive
- Communicate positively as well as negatively with parents
- Stand close to student to encourage attention
- Provide practice in following test directions

Conclusion

This section has described many teaching strategies which support effective home economics instruction. Laboratory experiences, for example, are essential to a strong home economics program. Others--such as DRTA, graphic organizers, note taking, and SQ3R--support acquiring declarative knowledge. In order to prepare their students for the Maryland School Performance Assessment Program as well as the demands for life after public school. Home

economics teachers should master the various strategies in this chapter and use them to vary and enhance their instruction.

Instructional Modifications

SUGGESTED ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH SPECIAL NEEDS

In order to comply with IDEA, accommodations and modifications are required for students with special needs. Most activities are appropriate for these students when modifications are implemented.

I. Learning Disabled Students

A. Instructional Accommodations

1. Provide both oral and written directions whenever possible.
2. Provide multi-sensory instruction.
3. Provide frequent review and repetition.
4. Initiate a "buddy" system to assist student with reading, written assignments, and note taking.
5. Provide clear copies of handouts and overhead presentations.
6. Implement modifications specified in the student's Individual Education Plan (IEP).

B. Testing Accommodations

1. Allow extended time.
2. Provide oral testing where appropriate.
3. Implement modifications specified in the student's Individual Education Plan (IEP).

II. Intellectually Limited Students

A. Instructional Accommodations

1. Provide both oral and written directions whenever possible.
2. Provide multi-sensory instruction.
3. Provide frequent review and repetition.
4. Initiate a "buddy" system to assist the student with reading, written assignments, and note taking.
5. Provide clear copies of handouts and presentations.
6. Implement modifications specified in the student's Individual Education Plan (IEP).

B. Testing Accommodations

1. Implement modifications specified in the student's Individual Education Plan (IEP).

III. Vision and Hearing Impaired Students

A. Vision Impaired

1. Seat the student close to the teacher, board, or work area.
2. Give oral directions/testing.
3. Initiate a "buddy" system for reading directions, handouts, board, and document camera and for note taking.
4. Enlarge printed material as appropriate.
5. Utilize recorded materials as needed.
6. Implement modifications specified in the student's Individual Education Plan (IEP).

B. Hearing Impaired

1. Seat the student close to the teacher.
2. Provide both oral and written directions.
3. Implement modifications specified in the student's Individual Education Plan (IEP).

IV. Emotionally Impaired Students

A. Implement modifications specified in the student's Individual Education Plan (IEP), and psychiatric evaluation.

B. Consult the resource teachers and guidance counselors for additional strategies or assistance.

NOTE: Each student's IEP is located in the Special Education Department.

MODIFICATION FOR RELUCTANT READERS	
TRAITS	**STRATEGIES**
• easily distracted • short attention span	• create an atmosphere which is as free from distraction as possible • Utilize other available reading places: hall, library, etc. • Provide a variety of experiences within the class period
• feels the reading is boring	• provide choices from curricular suggestions • provide realistic substitutions for curricular suggestions • build in free-reading opportunities
• doesn't understand the reading	• use response log for teacher/student and peer dialogue • use peer readers/discussion groups • provide adaptations of the piece • utilize available resource personnel • allow student to "abandon" the piece
• refuses to read	• allow student to choose reading materials

MODIFICATION FOR RELUCTANT WRITERS	
TRAITS	**STRATEGIES**
• has nothing to write about	• brainstorm ideas • provide lists of topics and forms • provide models • allow student dialogue • provide real audiences and purposes
• has difficulty with a piece	• allow peer dialogue/collaboration • allow student to put the piece on hold
• doesn't revise/edit	• accept the piece as is; evaluate it as an unrevised piece; score the piece holistically • provide access to helpful materials • provide specific suggestions for revision • require a revision as a result of instruction
• limited vocabulary	• provide mini-lessons on specific types of vocabulary replacements
• poor handwriting/motor skills	• get the class into the computer lab • provide a computer in the classroom

- utilize resource personnel
- avoid re-writing whenever possible

MODIFICATIONS FOR TALENTED AND GIFTED LEARNERS

- Skill/Cluster grouping
- Tiered Assignments/Products
- Product Menus
- Curricular compacting
- Contracting
- Credit by examination
- Independent studies or investigations (I-Search Report)
- Mentorships
- Mini-courses
- Interest groups and clubs

Keys to Differentiation for Talented and Gifted Students in Language Arts

- ***Literature:*** Literature should provide many experiences for students to read quality texts. College-bound book lists that include poetry, plays, essays, biography, and autobiography are available at most libraries. Students should read broadly across subjetc matters and cultures and develop a familiarity with favorite authors and their lives. Emphasis on critical reading and the development of analysis and interpretation skills should be a focal point.
- ***Writing:*** A writing program for high ability learners should emphasize the development of skills in expository and persuasive writing, focusing the writing process on draft development, revision, and editing, and developing ideas and arguments on current issues. Gifted students also need experience in writing in other forms such as narrative and informative, using appropriate models for development. For older students, copying the style of favorite authors would be a useful exercise to gain control over written forms.
- ***Language Study:*** The formal study of English grammar and vocabulary should be a major component of language study. Thus major language emphasis should involve understanding the syntactic structure of English and its concomitant uses, promoting vocabulary development, fostering an understanding of word relationships (analogies) and origins (etymology), and developing an appreciation for semantics, linguistics, and the history of language. An integrated language study approach across these areas is highly desirable.
- ***Oral Communication:*** Gifted students can profit from a balanced exposure to oral communication both through listening and speaking. Major emphases should include developing the following skills: (1) evaluative listening; (2) debate, especially for use in formal argument; and (3) discussion, particularly question-asking, probing, and building on ideas stated. An emphasis on oral interpretation and drama productions provide one of many venues for creative talented learners to develop higher level skills.

Adapted from Beverly N. Parke, 1992; Susan Winebrenner and Barbara Devlin 2001; and Joyce

VanTassel-Baska, 2003

Effective Instruction

CHECKLIST FOR ASSURING EFFETCIVE INSTRUCTION

In my school, is it evident that:

- All teachers understand that reading is a process that is incorporated in all learning?
- Real world reading material are available for students?
- Students are allowed choice in selecting materials to read?
- Students understand which reading outcome(s) are the focus of their learning?
- Reasonable amounts of time are given for students to do required reading activities?
- Topic familiarity and background have been established before students begin to read?
- Students are using various strategies to construct meaning during reading?
- Students have developed strategies to access their comprehension of what they've read?
- Lessons reflect obvious connections from text(s) to application(s)of the established purpose(s) for reading?
- Speaking, listening, and writing are incorporated in how students respond to what they read?
- Different ways to respond to reading have been previously modeled for the students?
- Students are continuously coached in how to improve their responses to what they've read?
- Students are exposed to various multicultural literacy.

MULTIPLE INTELLIGENCES
AND THE FAMILY AND CONSUMER SCIENCES CLASSROOM

The Verbal-Linguistic Intelligence

Activities that Strengthen the Verbal-Linguistic Intelligence

The *Verbal-Linguistic Intelligence* (word smart) is related to the use of language and words including anything associated to complex thought possibilities such as reading, writing, abstract reasoning, and symbolic speaking. The verbal-linguistic learner typically listens carefully and enjoys speaking in public, reading, spelling correctly, writing, has a good memory for names and dates, and has a strong vocabulary. This intelligence includes the ability to manipulate the syntax or structure of language and phonology or sounds of language.

Activities	
• Listening and tape exercises	• Lectures
• Vocabulary activities	• Word games
• Word memory devices	• Working with metaphors and similes
• Summarize in your own words	• Situations and dialogs
• Grammar skills	• Oral presentations/reports
• Group discussions	• Debates
• Story telling	• Reading – literature, newspapers and magazines
• Writing activities	• Journal writing
• Word-processing programs	• On-line communication

Games for Vocabulary Development	
• Puzzles	• Tic Tac Toe
• Pictionary	• Concentration
• Classroom board races	• I Spy
• Memory	• Password
• Charades	• Bingo

• Wheel of Fortune • Jeopardy	• Scrabble

Examples of Games that Develop Sentence Structure and Verb Development	
• Battleship • Classroom board races • Debate	• Gossip • Board games – Monopoly, Guess Who?, etc.

The Logical-Mathematical Intelligence

Activities that Strengthen the Logical-Mathematical Intelligence

The *Logical-Mathematical Intelligence* (logic smart) is related to scientific reasoning and thinking skills that are dominated by inductive reasoning techniques such as finding patterns, identifying abstract concepts, searching for relationships and connections, classifying, categorizing, sequencing, and outlining. The logical-mathematical learner typically solves problems with logic, calculates math problems quickly, and prefers to see things categorized in a logical sense of order. This intelligence includes sensitivity to logical patterns and relationships, statements and propositions, functions, and other abstractions.

Activities
• Word order activities
• Classifying and categorizing
• Sequencing information
• Prioritizing and making lists
• Outlining
• Word puzzles
• Grammar relationships and drills
• Number activities
• Logic games and activities
• Problem-solving activities
• Developing patterns and pattern games
• Creating functional situations
• Hypothesizing
• Critical thinking activities

- Gap activities
- Cause and effect activities
- Computer games
- Developing equations to describe phenomena
- Utilizing statistics to develop arguments
- Examining demographic data deductive/inductive reasoning
- Cultural comparisons and contrasts

The Visual-Spatial Intelligence

Activities that Strengthen the Visual-Spatial Intelligence

The *Visual-Spatial Intelligence* (picture smart) is related to the ability to visualize an image or idea and to create mental pictures. Color plays an important role in this intelligence. The visual-spatial learner typically enjoys drawing, painting, sculpting, working jigsaw puzzles and mazes, using maps, and prefers videos and pictures to words. Most importantly, this intelligence involves sensitivity to color, line, shape, form, space, and the relationships between these elements.

Activities
• Crafts and art projects
• Draw/color or illustrate concepts/things/ideas
• Design a logo that communicates a concept
• Webbing and mind mapping
• Graphic organizers
• Creative visualization and response drawing
• Color cues
• Visual presentations (video, slide, photography)

- Creating video/slide projects (computer)
- Creating models or 3D projects
- Design, construct or build models
- Improve a project
- Graphs and diagrams
- Reading/creating maps and interpreting directions

The Bodily-Kinesthetic Intelligence

Activities that Strengthen the Bodily-Kinesthetic Intelligence

The *Bodily-Kinesthetic Intelligence* (body smart) relies on learning by doing – moving and manipulating objects, bodily movements, competitive and collaborative sports and movement games, drama and role-playing, inventing or building a model or design. The bodily kinesthetic learner typically enjoys physical activity such as through drama, gesturing, dance, and hands-on learning activities. This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed. Any activity that relies on **TPR/TPRS** strengthens the bodily-kinesthetic intelligence.

Activities
• Manipulatives and flashcards
• Aerobic alphabet
• Dance
• Using self to act out an event or thing
• Field trips
• Team construction projects

• Scavenger hunts • Cooperative or competitive games like classroom board races and the fly swatter game

The Musical-Rhythmic Intelligence

Activities that Strengthen the Musical-Rhythmic Intelligence

The *Musical-Rhythmic Intelligence* (music smart) is related to a keen sensitivity to music, sounds, tonal patterns, or the human voice. The musical-rhythmic learner easily beats out rhythms, enjoys singing and playing musical instruments, and frequently listens to music while studying. This intelligence includes sensitivity to rhythm, pitch, melody, or tone of a musical piece.

Activities
• Creating songs • Creating rhythms to practice grammar • Writing lyrics to illustrate a concept • Linking historical periods to music of the period • Creating music for drama related activities

- Singing
- Linking familiar tunes with concepts
- Creating songs or jingles to summarize concepts or ideas
- Playing music in the classroom to stimulate appreciation
- Developing a score for a video or audio presentation

The Interpersonal Intelligence

Activities that Strengthen the Interpersonal Intelligence

The *Interpersonal Intelligence* (people smart) is related to person to person contact and relationships found in pairing, grouping, and cooperative team work. The interpersonal learner has the ability to verbally as well as non-verbally interact with people or groups of people and takes leadership roles. This intelligence involves having the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of others.

Activities
• Paired activities
• Board games
• Interactive software programs
• Surveys and polls

- Letter writing/pen pals
- Leadership development
- Collaborative activities such as team problem solving
- Jigsaw expert teams
- Group mind mapping and webbing
- Group brainstorming
- Peer teaching
- Group note taking exercises
- Developing an interview schedule with an individual to learn a specific concept
- Tape an interview with a significant mentor
- Simulations
- Class or group writing projects

The Intrapersonal Intelligence

Activities that Strengthen the Intrapersonal Intelligence

The *Intrapersonal Intelligence* (self) refers to the understanding and acknowledgment of oneself – regarding feelings, emotions, thinking, self-reflection, and metacognitive skills. The intrapersonal learner typically sets personal goals, prefers to work alone, and has a clear sense of direction in life. This intelligence includes having an accurate picture of one's strengths and limitations, awareness of inner moods, intentions, motivations, and desires.

Activities
• Independent study and individual instruction (one-on-one activities)
• Monitoring of own skills

- Developing a complete set of personal goals
- Developing a family history
- Mapping places in the environment where they feel comfortable – most creative and happiest
- Personalized authentic assessment
- Exploring personal interests
- Researching and online activities
- Writing activities such as keeping a diary
- Journaling
- Learning logs
- Essays
- Personal reflection

The Naturalistic Intelligence

Activities that Strengthen the Naturalistic Intelligence

The *Naturalistic Intelligence* (environment smart) refers to the ability to recognize and classify plants – all variety of flora and fauna, rocks and minerals, and animals. This intelligence also focuses on the ability to recognize cultural artifacts like cars or sneakers and the environment around oneself. The naturalistic learner is typically good at recognizing and classifying artifacts.

Activities

- Descriptive in nature
- Identifying and categorizing one's surroundings
- Hands-on learning
- Taking nature walks or field trips

Family & Consumer Sciences National Standards

Area of Study 1.0 Career, Community, and Family Connections
Integrate multiple life roles and responsibilities in family, work, and community settings.

Area of Study 2.0 Consumer and Family Resources
Evaluate management practices related to the human, economic, and environmental resources.

Area of Study 3.0 Consumer Services
Integrate knowledge, skills, and practices needed for a career in consumer services.

Area of Study 4.0 Education and Early Childhood
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Area of Study 5.0 Facilities Management and Maintenance
Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

Area of Study 6.0 Family
Evaluate the significance of family and its effects on the well-being of individuals and society.

Area of Study 7.0 Family and Community Services
Synthesize knowledge, skills, and practices required for careers in family & community services.

Area of Study 8.0 Food Production and Services
Integrate knowledge, skills, and practices required for careers in food production and services.

Area of Study 9.0 Food Science, Dietetics and Nutrition
Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

Area of Study 10.0 Hospitality, Tourism, and Recreation
Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.

Area of Study 11.0 Housing and Interior Design
Integrate knowledge, skills, and practices required for careers in housing and interior design.

Area of Study 12.0 Human Development

Analyze factors that influence human growth & development.

Area of Study 13.0 Interpersonal Relationships

Demonstrate respectful and caring relationships in the family, workplace, and community.

Area of Study 14.0 Nutrition and Wellness

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Area of Study 15.0 Parenting

Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

Area of Study 16.0 Textiles, Fashion, and Apparel

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

Standards from http://www.nasafacs.org July 2014

Maryland Family & Consumer Sciences Education Content Standards

2007 Edition

Standard 1: Reasoning about Individual, Family, Community and Career Concerns - Students will analyze and apply reasoning processes to address the needs of individuals and families within a diverse, global society.

Standard 2: Concerns Related to Family and Human Development - Students will analyze and apply reasoning processes to address family and human development needs throughout the life span.

Standard 3: Resource Concerns of Individuals, Families, and Consumers - Students will analyze and apply processes to achieve resource goals.

Standard 4: Food and Nutrition Concerns of Individuals, Families and Society - Students will analyze and apply processes to address food and nutrition needs.

Standard 5: Textile and Apparel Concerns of Individuals, Families and Society - Students will analyze and apply processes to address apparel and textile needs.

Standard 6: Housing Concerns of Individuals, Families and Communities - Students will analyze and apply processes to address housing needs.

Found on Moodle.

Common Core State Standards

Grades 6-12

Reading: Informational Text

Reading: Science & Technical Subjects

Writing

Standards for Mathematical Practice

College and Career Readiness Anchor Standards for Reading

College and Career Readiness Anchor Standards for Writing

College and Career Readiness Anchor Standards for Speaking and Listening

College and Career Readiness Anchor Standards for Language

Found on www.corestandards.org

Reading: Informational Text

Middle School:

Informational Text » Grade 6

Key Ideas and Details:

CCSS.ELA-Literacy.RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.6.2
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure:

CCSS.ELA-Literacy.RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
CCSS.ELA-Literacy.RI.6.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
CCSS.ELA-Literacy.RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CCSS.ELA-Literacy.RI.6.8
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
CCSS.ELA-Literacy.RI.6.9
Compare and contrast one author's presentation of events with that of another (e.g., a memoir

written by and a biography on the same person).

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RI.6.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text » Grade 7

Key Ideas and Details:

CCSS.ELA-Literacy.RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.7.2
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure:

CCSS.ELA-Literacy.RI.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-Literacy.RI.7.5
Analyze the structure an author uses to organize a text, including how the major setcions contribute to the whole and to the development of the ideas.
CCSS.ELA-Literacy.RI.7.6
Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.7.7
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
CCSS.ELA-Literacy.RI.7.8
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
CCSS.ELA-Literacy.RI.7.9
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RI.7.10
By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text » Grade 8

Key Ideas and Details:

CCSS.ELA-Literacy.RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure:

CCSS.ELA-Literacy.RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCSS.ELA-Literacy.RI.8.5
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CCSS.ELA-Literacy.RI.8.6
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCSS.ELA-Literacy.RI.8.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
CCSS.ELA-Literacy.RI.8.9
Analyze a case in which two or more texts provide conflicting information on the same topic and

identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RI.8.10
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

High School:

Informational Text » Grade 9-10

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details:

CCSS.ELA-Literacy.RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure:

CCSS.ELA-Literacy.RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy.RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
CCSS.ELA-Literacy.RI.9-10.6
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.9-10.7
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CCSS.ELA-Literacy.RI.9-10.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCSS.ELA-Literacy.RI.9-10.9
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RI.9-10.10
By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Informational Text » Grade 11-12

Key Ideas and Details:

CCSS.ELA-Literacy.RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RI.11-12.2
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

CCSS.ELA-Literacy.RI.11-12.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CCSS.ELA-Literacy.RI.11-12.5
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CCSS.ELA-Literacy.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RI.11-12.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.11-12.8
Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-Literacy.RI.11-12.9
Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RI.11-12.10
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading: Science & Technical Subjects

Middle School:

Grade 6-8

Key Ideas and Details:

CCSS.ELA-Literacy.RST.6-8.1
Cite specific textual evidence to support analysis of science and technical texts.
CCSS.ELA-Literacy.RST.6-8.2
Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RST.6-8.3
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure:

CCSS.ELA-Literacy.RST.6-8.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.
CCSS.ELA-Literacy.RST.6-8.5
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
CCSS.ELA-Literacy.RST.6-8.6
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RST.6-8.7
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
CCSS.ELA-Literacy.RST.6-8.8
Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
CCSS.ELA-Literacy.RST.6-8.9
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RST.6-8.10
By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

High School:
Grade 9-10

Key Ideas and Details:

CCSS.ELA-Literacy.RST.9-10.1
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
CCSS.ELA-Literacy.RST.9-10.2
Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
CCSS.ELA-Literacy.RST.9-10.3
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure:

CCSS.ELA-Literacy.RST.9-10.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.
CCSS.ELA-Literacy.RST.9-10.5
Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).
CCSS.ELA-Literacy.RST.9-10.6
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RST.9-10.7
Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
CCSS.ELA-Literacy.RST.9-10.8
Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
CCSS.ELA-Literacy.RST.9-10.9
Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RST.9-10.10
By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Grade 11-12

Key Ideas and Details:

CCSS.ELA-Literacy.RST.11-12.1
Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCSS.ELA-Literacy.RST.11-12.2
Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.3
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure:

CCSS.ELA-Literacy.RST.11-12.4
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
CCSS.ELA-Literacy.RST.11-12.5
Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
CCSS.ELA-Literacy.RST.11-12.6
Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.RST.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CCSS.ELA-Literacy.RST.11-12.8
Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-Literacy.RST.11-12.9
Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.RST.11-12.10
By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing

Middle School:
Grade 6-8

Text Types and Purposes:

CCSS.ELA-Literacy.WHST.6-8.1
Write arguments focused on *discipline-specific content*.
CCSS.ELA-Literacy.WHST.6-8.1.a
Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.WHST.6-8.1.b
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
CCSS.ELA-Literacy.WHST.6-8.1.c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.6-8.1.d
Establish and maintain a formal style.
CCSS.ELA-Literacy.WHST.6-8.1.e
Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CCSS.ELA-Literacy.WHST.6-8.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.WHST.6-8.2.b
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.WHST.6-8.2.c
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.WHST.6-8.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.WHST.6-8.2.e
Establish and maintain a formal style and objective tone.
CCSS.ELA-Literacy.WHST.6-8.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCSS.ELA-Literacy.WHST.6-8.3
(See note; not applicable as a separate requirement)

Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.6-8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.6-8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.WHST.6-8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.WHST.6-8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-Literacy.WHST.6-8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.6-8.9
Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-Literacy.WHST.6-8.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: *Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.*

High School:
Grade 9-10

Text Types and Purposes:

CCSS.ELA-Literacy.WHST.9-10.1
Write arguments focused on *discipline-specific content*.
CCSS.ELA-Literacy.WHST.9-10.1.a
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.9-10.1.b
Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-Literacy.WHST.9-10.1.c
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.WHST.9-10.1.d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.9-10.1.e
Provide a concluding statement or section that follows from or supports the argument presented.
CCSS.ELA-Literacy.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CCSS.ELA-Literacy.WHST.9-10.2.a
Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.WHST.9-10.2.b
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.9-10.2.c
Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.WHST.9-10.2.d
Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
CCSS.ELA-Literacy.WHST.9-10.2.e
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.WHST.9-10.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCSS.ELA-Literacy.WHST.9-10.3
(See note; not applicable as a separate requirement)

Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.WHST.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.WHST.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-

generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.WHST.9-10.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.WHST.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-Literacy.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: *Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.*

Grade 11-12

Text Types and Purposes:

CCSS.ELA-Literacy.WHST.11-12.1
Write arguments focused on *discipline-specific content*.
CCSS.ELA-Literacy.WHST.11-12.1.a
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.11-12.1.b
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.WHST.11-12.1.c
Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.WHST.11-12.1.d
Establish and maintain a formal style and objective tone while attending to the norms and

conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.WHST.11-12.1.e
Provide a concluding statement or section that follows from or supports the argument presented.
CCSS.ELA-Literacy.WHST.11-12.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.2.a
Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.WHST.11-12.2.b
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.WHST.11-12.2.c
Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-Literacy.WHST.11-12.2.d
Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
CCSS.ELA-Literacy.WHST.11-12.2.e
Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CCSS.ELA-Literacy.WHST.11-12.3
(See note; not applicable as a separate requirement)

Production and Distribution of Writing:

CCSS.ELA-Literacy.WHST.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.11-12.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.WHST.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.WHST.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-

generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.WHST.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effetcively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-Literacy.WHST.11-12.9
Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-Literacy.WHST.11-12.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note: *Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.*

Standards for Mathematical Practice

Grades 6-12:

CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using

concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

CCSS.Math.Practice.MP2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

CCSS.Math.Practice.MP4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of

the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

CCSS.Math.Practice.MP5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

CCSS.Math.Practice.MP6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

CCSS.Math.Practice.MP7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

CCSS.Math.Practice.MP8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating

the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

College and Career Readiness Anchor Standards for Reading

Grades 6-12:

Key Ideas and Details:

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-Literacy.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.CCRA.R.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-Literacy.CCRA.R.6
Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.[1]
CCSS.ELA-Literacy.CCRA.R.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCSS.ELA-Literacy.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading: *To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

College and Career Readiness Anchor Standards for Writing

Grades 6-12:

Text Types and Purposes:

CCSS.ELA-Literacy.CCRA.W.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

CCSS.ELA-Literacy.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.CCRA.W.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-Literacy.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-Literacy.CCRA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing: *To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

College and Career Readiness Anchor Standards for Speaking and Listening

Grades 6-12:

Comprehension and Collaboration:

CCSS.ELA-Literacy.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.CCRA.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.CCRA.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-Literacy.CCRA.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening: *To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.*

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

College and Career Readiness Anchor Standards for Language

Grades 6-12:

Conventions of Standard English:

CCSS.ELA-Literacy.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

CCSS.ELA-Literacy.CCRA.L.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.CCRA.L.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.CCRA.L.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.CCRA.L.6
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use: *To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

Scope & Sequence

Family & Consumer Sciences

Grades 6-12

Scope & Sequence
National Family & Consumer Sciences Standards Alignment

Key: Introducing Developing Reinforcing

Middle School			
Standard ***Area of Study***	**Family & Consumer Sciences 6**	**Family & Consumer Sciences 7**	**Family & Consumer Sciences 8**
1 - *Career, Community, and Family Connections*	Introducing	Introducing	Introducing Developing
2 - *Consumer and Family Resources*		Introducing	Introducing
3 - *Consumer Services*		Introducing	Introducing
4 - *Education and Early Childhood*		Introducing	Introducing
5 - *Facilities Management and Maintenance*			
6 - *Family*		Introducing	Introducing Developing
7 - *Family and Community Services*	Introducing		
8 - *Food Production and Services*			
9 - *Food Science, Dietetics and Nutrition*	Introducing	Introducing Developing	Introducing Developing
10 - *Hospitality, Tourism, and Recreation*			
11 - *Housing and Interior Design*			
12 - *Human Development*	Introducing	Introducing	Introducing Developing
13 - *Interpersonal Relationships*	Introducing	Introducing	Introducing
14 - *Nutrition and Wellness*	Introducing	Introducing	Introducing/ Developing
15 - *Parenting*		Introducing	Introducing

16 - *Textiles, Fashion, and Apparel*	Introducing	Introducing Developing	Introducing Developing Reinforcing

Key: Introducing Developing Reinforcing

High School			
Standard ***Area of Study***	**Technology Management Skills for Family Wellness**	**World of Food**	**Strengthening Relationships**
1 - *Career, Community, and Family Connections*	Introducing	Introducing	Developing Reinforcing
2 - *Consumer and Family Resources*	Developing	Developing	Developing Reinforcing
3 - *Consumer Services*	Introducing		Developing
4 - *Education and Early Childhood*			
5 - *Facilities Management and Maintenance*		Developing	
6 - *Family*	Developing	Developing	Developing Reinforcing
7 - *Family and Community Services*	Introducing	Introducing	Developing Reinforcing
8 - *Food Production and Services*	Introducing	Introducing Developing Reinforcing	
9 - *Food Science, Dietetics and Nutrition*	Developing	Introducing Developing Reinforcing	Introducing
10 - *Hospitality, Tourism, and Recreation*		Introducing	Introducing
11 - *Housing and Interior Design*	Developing	Introducing	Introducing
12 - *Human Development*		Introducing Developing	Developing Reinforcing
13 - *Interpersonal Relationships*	Introducing Developing	Introducing Developing	Introducing Developing

	Reinforcing	Reinforcing	Reinforcing
14 - *Nutrition and Wellness*	Developing	Developing Reinforcing	Developing
15 - *Parenting*	Introducing	Introducing	Developing
16 - *Textiles, Fashion, and Apparel*	Developing	Introducing Developing	

Key: Introducing Developing Reinforcing

Standard ***Area of Study***	**Development of Infants and Toddlers**	**Development of Preschoolers**	**The Parenting Decision**
1 - *Career, Community, and Family Connections*	Developing Reinforcing	Developing Reinforcing	Developing Reinforcing
2 - *Consumer and Family Resources*	Introducing	Introducing	Developing
3 - *Consumer Services*			Developing
4 - *Education and Early Childhood*	Developing Reinforcing	Developing Reinforcing	Developing
5 - *Facilities Management and Maintenance*	Introducing	Introducing	Developing
6 - *Family*	Developing	Developing	Developing Reinforcing
7 - *Family and Community Services*	Developing Reinforcing	Developing Reinforcing	Developing
8 - *Food Production and Services*			
9 - *Food Science, Dietetics and Nutrition*	Developing	Developing	Developing
10 - *Hospitality, Tourism, and Recreation*			
11 - *Housing and Interior Design*	Introducing	Introducing	Developing
12 - *Human Development*	Developing Reinforcing	Developing Reinforcing	Developing Reinforcing
13 - *Interpersonal Relationships*	Introducing Developing Reinforcing	Introducing Developing Reinforcing	Developing Reinforcing
14 - *Nutrition and Wellness*	Developing	Developing	Developing

15 - *Parenting*	Developing Reinforcing	Developing Reinforcing	Introducing Developing Reinforcing
16 - *Textiles, Fashion, and Apparel*			

Key: Introducing Developing Reinforcing

Standard ***Area of Study***	**Life Skills and Independent Living**	**Financial Literacy Math (2015/2016?)**
1 - *Career, Community, and Family Connections*	Developing	Introducing Developing Reinforcing
2 - *Consumer and Family Resources*	Developing Reinforcing	Introducing Developing Reinforcing
3 - *Consumer Services*		Introducing Developing Reinforcing
4 - *Education and Early Childhood*		
5 - *Facilities Management and Maintenance*		
6 - *Family*	Developing Reinforcing	Introducing Developing Reinforcing
7 - *Family and Community Services*	Developing Reinforcing	
8 - *Food Production and Services*		Introducing
9 - *Food Science, Dietetics and Nutrition*	Introducing Developing Reinforcing	Introducing
10 - *Hospitality, Tourism, and Recreation*		Introducing
11 - *Housing and Interior Design*	Introducing	Introducing
12 - *Human Development*	Developing	Introducing

13 - *Interpersonal Relationships*	Introducing Developing Reinforcing	Introducing Developing Reinforcing
14 - *Nutrition and Wellness*	Developing Reinforcing	Introducing
15 - *Parenting*	Developing	Introducing
16 - *Textiles, Fashion, and Apparel*	Developing	Introducing

Wicomico County Alignment

Scope and Sequence

Family & Consumer Sciences Scope and Sequence

Wicomico County Alignment

Outcome 1:

Outcome Statement: Students will demonstrate an understanding about the significance of the family in the development of individuals, the reciprocal relationship between the family and a diverse society, and between the family and the workplace.

Indicators (Objetcives)	**Family & Consumer Sciences 6**	**Family & Consumer Sciences 7**	**Family & Consumer Sciences 8**	**Technology Management Skills for Family Wellness**
Identify various structures of a family in today's society.		X		X
Examine the factors involved in forming self image.	X	X	X	X
Recognize and explain the rights and responsibilities of being a family member.		X		X
Recognize and explain similarities and differences in the family.		X		X

Determine and evaluate the impact of technology on the family.				X
Analyze the public policies, regarding individuals and families.				X

Indicators (Objectives)	**World of Food**	**Development of Infants and Toddlers**	**Development of Preschoolers**	**Strengthening Relationships**
Identify various structures of a family in today's society.		X	X	
Examine the factors involved in forming self image.	X	X	X	X
Recognize and explain the rights and responsibilities of being a family member.		X	X	
Recognize and explain similarities and differences in the family.		X	X	
Determine and evaluate the impact of technology on the family.	X	X	X	X
Analyze the public policies, regarding individuals and families.		X		

Indicators (Objectives)	The Parenting Decision	Life Skills and Independent Living		Financial Literacy Math (2015/2016)
Identify various structures of a family in today's society.	X			
Examine the factors involved in forming self image.	X	X		X
Recognize and explain the rights and responsibilities of being a family member.	X			X
Recognize and explain similarities and differences in the family.	X			X
Determine and evaluate the impact of technology on the family.	X	X		X
Analyze the public policies, regarding individuals and families.	X	X		X

Outcome 2:

Outcome Statement: Students will demonstrate communication and group-interaction skills.

Indicators (Objectives)	Family & Consumer Sciences 6	Family & Consumer Sciences 7	Family & Consumer Sciences 8	Technology Management Skills for Family Wellness
Analyze the elements of communication.			X	X
Explain the importance of communication on interpersonal relationships.			X	X
Apply the principles of group dynamics in laboratory, classroom, and real life situations.	X	X	X	X

Analyze the impact of various communication systems.				X
Indicators (Objectives)	**World of Food**	**Development of Infants and Toddlers**	**Development of Preschoolers**	**Strengthening Relationships**
Analyze the elements of communication.		X	X	X
Explain the importance of communication on interpersonal relationships.		X	X	X
Apply the principles of group dynamics in laboratory, classroom, and real life situations.	X	X	X	X
Analyze the impact of various communication systems.				
Indicators (Objectives)	**The Parenting Decision**	**Life Skills and Independent Living**		**Financial Literacy Math (2015/2016)**
Analyze the elements of communication.	X	X		
Explain the importance of communication on interpersonal relationships.	X	X		X
Apply the principles of group dynamics in laboratory, classroom, and real life situations.	X	X		X
Analyze the impact of various communication systems.				

Outcome 3:

Outcome Statement: Students will demonstrate the knowledge, skills and responsibilities necessary for making reasoned decisions in matter related to personal, family and career life.

Indicators (Objectives)	**Family & Consumer Sciences 6**	**Family & Consumer Sciences 7**	**Family & Consumer Sciences 8**	**Technology Management Skills for Family Wellness**
Evaluate values, standards and goals for individual and family decisions.		X	X	X

Apply reasoned decision making to individual and family workplace concerns.		X	X	X
Apply reasoned decision making to the management of human resources and multiple roles.				X
Apply critical and creative thinking processes to address social and technological issues affecting the family.	X	X	X	X
Explore careers related to the focus areas of Family and Consumer Sciences.				X
Indicators (Objectives)	**World of Food**	**Development of Infants and Toddlers**	**Development of Preschoolers**	**Strengthening Relationships**
Evaluate values, standards and goals for individual and family decisions.	X	X	X	
Apply reasoned decision making to individual and family workplace concerns.	X	X	X	X
Apply reasoned decision making to the management of human resources and multiple	X	X	X	X

roles.				
Apply critical and creative thinking processes to address social and technological issues affecting the family.	X	X	X	X
Explore careers related to the focus areas of Family and Consumer Sciences.	X	X	X	
Indicators (Objectives)	**The Parenting Decision**	**Life Skills and Independent Living**		**Financial Literacy Math (2015/2016)**
Evaluate values, standards and goals for individual and family decisions.				X
Apply reasoned decision making to individual and family workplace concerns.	X	X		X

Apply reasoned decision making to the management of human resources and multiple roles.	X	X		X
Apply critical and creative thinking processes to address social and technological issues affecting the family.	X	X		X
Explore careers related to the focus areas of Family and Consumer Sciences.				X

Outcome 4:

Outcome Statement: Students will demonstrate ways of thinking and acting that refletc a sensitivity to and empathy towards personal, family, workplace and community values.

Indicators (Objectives)	**Family & Consumer Sciences 6**	**Family & Consumer Sciences 7**	**Family & Consumer Sciences 8**	**Technology Management Skills for Family Wellness**

Engage in and evaluate activities to promote positive interpersonal relationships.	X	X	X	X
Examine the effects of heredity and environment on the development of the individual.	X	X	X	
Become aware of and develop a respect for various cultural differences.	X	X	X	X
Identify the importance of the American work ethic to individuals, the workplace, and society.				X
Analyze cross-cultural and global concerns of individuals, families, and community.				X
Indicators (Objectives)	**World of Food**	**Development of Infants and Toddlers**	**Development of Preschoolers**	**Strengthening Relationships**
Engage in and evaluate activities to promote positive interpersonal relationships.	X	X	X	X
Examine the effects of heredity and environment on the development of	X	X	X	X

the individual.				
Become aware of and develop a respect for various cultural differences.	X	X	X	X
Identify the importance of the American work ethic to individuals, the workplace, and society.				X
Analyze cross-cultural and global concerns of individuals, families, and community.	X	X		X
Indicators (Objectives)	**The Parenting Decision**	**Life Skills and Independent Living**		**Financial Literacy Math (2015/2016)**
Engage in and evaluate activities to promote positive interpersonal	X	X		X

relationships.				
Examine the effects of heredity and environment on the development of the individual.	X	X		X
Become aware of and develop a respect for various cultural differences.	X	X		X
Identify the importance of the American work ethic to individuals, the workplace, and society.	X	X		X
Analyze cross-cultural and global concerns of individuals, families, and community.	X	X		X

Outcome 5:

Outcome Statement: Students will demonstrate the ability to utilize human and non-human resources effectively to manage problems related to individual, family,

societal, and environmental issues.

Indicators (Objectives)	Family & Consumer Sciences 6	Family & Consumer Sciences 7	Family & Consumer Sciences 8	Technology Management Skills for Family Wellness
Identify human and non-human resources.	X	X	X	X
Evaluate values, standards and goals for resource management decisions.				X
Analyze factors affecting consumer and resource management decisions.			X	X
Evaluate sources of information for consumer protection and services.		X	X	X
Evaluate the impact of resource management decisions on society and the environment.	X	X	X	X
Indicators (Objectives)	**World of Food**	**Development of Infants and Toddlers**	**Development of Preschoolers**	**Strengthening Relationships**

Identify human and non-human resources.				
Evaluate values, standards and goals for resource management decisions.	X	X	X	X
Analyze factors affecting consumer and resource management decisions.	X	X	X	X
Evaluate sources of information for consumer protection and services.				
Evaluate the impact of resource management decisions on society and the environment.	X	X	X	X
Indicators (Objectives)	**The Parenting Decision**	**Life Skills and Independent Living**		**Financial Literacy Math (2015/2016)**
Identify human and non-human resources.				
Evaluate values, standards and goals for resource management decisions.	X	X		X
Analyze factors affecting consumer and resource management decisions.	X	X		X
Evaluate sources of information for consumer protection and services.		X		X
Evaluate the impact of resource management decisions on society and the environment.	X	X		X

Outcome 6:

Outcome Statement: Students will demonstrate knowledge, habits, and behaviors associated with responsible citizenship.

Indicators (Objectives)	**Family & Consumer Sciences 6**	**Family & Consumer Sciences 7**	**Family & Consumer Sciences 8**	**Technology Management Skills for Family Wellness**
Examine and explain the elements of responsible citizenship.	X	X	X	X
Analyze the impact of citizenship on individuals, families and society.			X	X
Indicators (Objectives)	**World of Food**	**Development of Infants and Toddlers**	**Development of Preschoolers**	**Strengthening Relationships**
Examine and explain the elements of responsible citizenship.	X	X	X	X
Analyze the impact of citizenship on individuals, families and society.		X	X	X
Indicators (Objectives)	**The Parenting Decision**	**Life Skills and Independent Living**		**Financial Literacy Math (2015/2016)**
Examine and explain the elements of responsible citizenship.	X	X		X
Analyze the impact of citizenship on individuals, families and society.	X	X		X

Outcome 7:

Outcome Statement: Students will demonstrate an appreciation for sound health habits and an understanding of the conditions necessary for the maintenance of physical and well-being of the individual and the family.

Indicators (Objectives)	**Family & Consumer Sciences 6**	**Family & Consumer Sciences 7**	**Family & Consumer Sciences 8**	**Technology Management Skills for Family Wellness**
Identify and apply nutrition concepts of health and management.	X	X	X	X
Demonstrate an understating of appropriate personal hygiene.	X	X	X	
Identify practices which are beneficial and detrimental to personal health.	X	X	X	X
Demonstrate and apply safety practices in laboratory experiences.	X	X	X	X
Indicators (Objectives)	**World of Food**	**Development of Infants and Toddlers**	**Development of Preschoolers**	**Strengthening Relationships**
Identify and apply nutrition concepts of health and management.	X	X	X	
Demonstrate an understating of appropriate personal hygiene.	X	X	X	
Identify practices which are beneficial and detrimental to personal health.	X	X	X	X
Demonstrate and apply safety practices in laboratory experiences.	X	X	X	

Indicators (Objectives)	The Parenting Decision	Life Skills and Independent Living		Financial Literacy Math (2015/2016)
Identify and apply nutrition concepts of health and management.	X			X (LOOSLEY)
Demonstrate an understating of appropriate personal hygiene.	X			
Identify practices which are beneficial and detrimental to personal health.	X	X		
Demonstrate and apply safety practices in laboratory experiences.	X			

Outcome 8:

Outcome Statement: Students will demonstrate the ability to discover, create and construct by using a variety of tools, machines, materials, processes and computer systems in solving problems and meeting needs affecting the individual, family, society, and environment.

Indicators (Objectives)	**Family & Consumer Sciences 6**	**Family & Consumer Sciences 7**	**Family & Consumer Sciences 8**	**Technology Management Skills for Family Wellness**
Explore the various aspects of problem-solving.	X	X	X	X
Analyze the appropriateness of tools, machines and materials for various tasks.			X	X
Apply the problem solving process to specific tasks.	X	X	X	X
Indicators (Objectives)	**World of Food**	**Development of Infants and Toddlers**	**Development of Preschoolers**	**Strengthening Relationships**
Explore the various aspects of problem-solving.	X	X	X	X
Analyze the appropriateness of tools, machines and materials for various tasks.	X	X		
Apply the problem solving process to specific tasks.	X	X	X	X

Indicators (Objectives)	**The Parenting Decision**	**Life Skills and Independent Living**		**Financial Literacy Math (2015/2016)**
Explore the various aspects of problem-solving.	X	X		X
Analyze the appropriateness of tools, machines and materials for various tasks.	X	X		X
Apply the problem solving process to specific tasks.	X	X		X

Instruction/Course Outline

Discovering Nutrition and Foods Course Outline

1) Food & Wellness
    a. Types of food groups
    b. Food's role in a healthy lifestyle
2) Food Decisions & Nutrition
    a. Life span nutrition
        i. Food goals for a lifetime
    b. 6 Essential Nutrients
    c. Eating habits
        i. Managing healthy weight
    d. Diet types
        i. Vegetarian/Vegan
            1. Meat Alternatives
        ii. Special dietary needs
            1. Gluten free
            2. Nut, dairy, egg allergies
            3. Diabetes
            4. Hypertension
3) Kitchen Basics & Management
    a. Food Safety
    b. Kitchen Management
    c. Utensils
        i. Measurements
    d. Appliances
    e. Meal planning
    f. Food purchasing
    g. Dining out and entertaining
4) The Art of Food Preparation
    a. Recipes
    b. Preparation techniques and methods related to:

i. Fruits
ii. Vegetables
iii. Dairy
iv. Proteins
v. Grains

5) Careers in the Food Industry
    a. Exposure to a range of food careers with necessary training

Course Timeline

Discovering Nutrition and Foods:

Unit Title	Topics Covered	Number of Days
Foods and Wellness	Types of food groups Food's role in a healthy lifestyle	8-10
Food Decisions & Nutrition	Life span nutrition 6 essential nutrients Eating habits Diet types	7-10
Kitchen Basics and Management	Food Safety Kitchen Management Utensils Measurements Appliances Meal planning Food purchasing Dining out and entertaining	3-5
The Art of Food Preparation	Recipes Preparation techniques and methods related to the 5 different food groups.	45-60
Careers in the Food Industry	Exposure to a range of food careers with necessary training	3-5

- Based on a 90 day class period.

UNITS

Discovering Nutrition and Foods Unit Outline

I. Unit I- Food and Wellness

A. Unit Overview

Unit 1 provides an overview of the role of food in our lives. It points to the link between nutrition and wellness and then discusses the many different pleasures that people associate with food. It discusses the role of science in expanding and improving the food supply and explains how science and technology have generally led to improved nutrition.

B. Objectives

1. Explain what makes food powerful to the human body.
2. Describe ways that foods bring pleasure.
3. Summarize global food challenges.
4. Describe skills and qualities you can build during this foods course.
5. Relate technological advances to their impact on food production and availability.
6. Compare the potential positive and negative impacts of genetically modified foods.
7. Explain how science and technology have led to improved nutrition and assess the usefulness of technology in meal preparation.
8. Demonstrate principles of safety with and around food.

C. Vocabulary

Nutrients	Nutrition	Wellness	Comfort Foods	Self-Esteem
Critical thinking	Verbal Communication	Non-Verbal Communication	Leadership	Management
Science	Technology	Food Science	Manufactured Food	Analogs
Formed Products	MAP Packaging	Aseptic Packaging	Retort Pouches	Genetic Engineering
Hospitality	Palate	Ecosystem	Food Chain	Herbivore
Omnivore	Carnivore	Biodiversity	Shelf Stable	Shelf Life
Food Additive	Industrialized Nation	Developing Nation	Famine	Subsistence Farming
Ground Water	Organic Farming	Agroforestry	Hydroponics	Aquaculture
Sustainable Living	Energy	Caloric Value		

D. Academic Vocabulary

Career	Organization	Accelerate	Trait

E. Activities

- **Comfort foods**- point out that most comfort foods are high in sugar or fat, and are therefore high in caloric value. Ask students to search online for information on the link between the body's stress response system and the need and desire for high energy foods. Have students research and develop strategies for dealing with these urges.
- **Local Restaurants**- Have student prepare a list of restaurants in the community, along with descriptions of the types of food they offer. Begin by having students describe places they have visited or heard about, continue with student collaborating together to compile the descriptions into a list that can be distributed. Suggest that student add to the descriptions whenever they visit one of the restaurants on the list and keep their list as a useful resource.
- **Egg substitutes**- Have students prepare and compare a recipe, using whole eggs in one batch and an egg substitute in the other. Have students create a rubric to evaluate issues including taste, texture, sodium, fat, cholesterol, cost, calories, etc.
- **Become the Expert-** Each student will select a chapter from Unit 1 to study and become the expert on. Each student is responsible for creating a PowerPoint to present their chapter to the class. This can be done with a partner, and other activities can be added to this assignment, such as creating questions for the class to answer that go along with their PowerPoint presentation or prepare an educational poster or infographic.

F. Resources

- www.myplate.gov
- www.health.gov (Dietary Guidelines)
- www.eatright.org
- www.cspinet.org
- www.usda.gov
- www.youtube.com
- www.connetcED.mcgraw-hill.com
- www.Extension.umd.edu
- www.cnpp.usda.gov
- www.agronomy.org
- www.aibonline.org/aibOnline/en
- www.affi.org
- www.unitedfresh.org
- www.eggnutritioncenter.org

II. Unit 2- Food Decisions & Nutrition

A. Unit Overview

Unit 2 traces changes in nutritional needs and concerns over a lifetime. The unit explains the role of nutrients in the body and their relationship to health, explores our needs for food and how they affect our decisions, summarizes the varieties of vegetarianism and their nutritional value, and emphasizes the importance of planning meals to meet the needs of individuals and families.

B. Objectives:

1. Describe influences on food choices and eating patterns. Focus on the different food related conditions; diabetes, hypertension, lactose intolerant, etc.
2. Relate changes in family eating patterns to changes in American society.
3. Create a food record to use in analyzing influences on personal food habits.
4. Summarize the decision-making process. Utilize the engineering and design process model to create a foods lab experience.
5. Summarize the steps in the digestive process.
6. Discuss the role of metabolism in the body.
7. Explain how nutrients are absorbed, transported, and stored in the body.
8. Describe standards and guidelines that provide information about nutrient requirements.
9. Explain the impact of nutrients on your body and health.

10. Explain how carbohydrates are made and describe how carbohydrates are digested in the body.
11. Compare simple and complex carbohydrates and relate them to sugars and starches.
12. Identify what type of carbohydrate is provided by different plant foods.
13. Explain the roles of each type of carbohydrate in the diet.
14. Describe the structure of proteins and fats and explain how proteins and fats are digested.
15. Summarize the roles of proteins, fats, and cholesterol in the body.
16. Compare HDL and LDL cholesterol.
17. Explain how trans fats are produced and their impact on health.
18. Compute recommended amounts of proteins and fats based on a daily calories.
19. Suggest ways to eat healthy fats in moderation.
20. Identify vitamins and minerals needed by the body.
21. Explain the functions of various vitamins and minerals and suggest good sources for specific vitamins and minerals.
22. Describe conditions that can result from certain vitamin and mineral deficiencies.
23. Explain nutrition challenges related to special needs.
24. Explain nutrition challenges of adolescence.
25. Describe the nutrient needs of teen athletes.
26. Relate changes in older adults to their nutrition needs.
27. Describe causes for the rising number of people who are overweight.
28. Describe methods for determining a healthy weight and give tips for safe, successful weight management.
29. Explain ways to eat healthfully when eating out.
30. Compare different types of vegetarianism.
31. Describe reasons why people choose vegetarianism and nutritional concerns specific to vegetarians and explain how to address them.
32. Explain food options that help people follow a vegetarian eating plan.
33. Suggest strategies for people who are interested in a healthful vegetarian diet.
34. Describe government food assistance programs.

C. Vocabulary

Peer Pressure	Life Span	Malnutrition	Anemia	Recommended Dietary Allowances
Dietary	Adequate Intakes	Digestion	Enzymes	Esophagus

Reference Intakes				
Peristalsis	Chyme	Pancreas	Absorption	Villi
Glucose	Glycogen	Metabolism	Oxidation	Calorie
Basal Metabolism	Dietary Fiber	Carbohydrates	Photosynthesis	Chlorophyll
Sugars	Monosaccharides	Disaccharide	Simple Carbohydrates	Starches
Polysaccharides	Complex Carbohydrates	Added Sugars	Sugar Substitutes	HDL
Hydrogenation	Trans fats	Amino acids	Hemoglobin	Essential Amino Acids
Complete Proteins	Incomplete Proteins	Triglycerides	Adipose Cells	Fatty Acids
Saturated Fatty Acids	Monounsaturated Fatty Acid	Polyunsaturated Fatty Acid	Omega-3 Fatty Acid	Lipoproteins
Cholesterol	LDL	Antioxidants	Free Radicals	Water-Soluble Vitamins
Fat-Soluble Vitamins	Toxicity	Osteomalacia	Major Minerals	Osteoporosis
Electrolyte Minerals	Hypertension	Pica	Body Mass Index (BMI)	Body Fat Percentage
Trace Minerals	Iron Deficiency Anemia	Behavior Modification	Aerobic Exercise	Anaerobic Exercise
Ovo-Vegetarians	Quorn	Multiple Roles	Lacto-Ovo-Vegetarians	Resources
Values	Eating patterns	Overweight	Obese	Emotional Eating
Perishable	Raw Vegan	Macrobiotics	Fruitarian	Pescatarian
Role	Grazing	Entrée	Vegetarian	Vegans
Semi-vegetarian	Tempeh	Seitan	Lacto-vegetarians	

D. Academic Vocabulary

Maintain	Vital	Observe	Adequate	Continuous
Component	Stabilize	Regulate	Minimize	Chronic
Significant	Reinforce	Advocate	Abundant	Consecutive
Complement	Representative	Customize	Complement	Principle
Replenish	Dilemma			

E. Activities

- Life Skill Projects from text

- Enrichment worksheets from text
- **Writing**- Have students write an article for the school paper about vegetarianism and health. Articles should cover both the health benefits of a vegetarian diet and the special challenges faced by strict vegetarians. Encourage students to use reliable print and internet sources to supplement the information in the textbook.
- **Consumer FYI**- Ask students to brainstorm a list of vegetarian and vegan options available at different types of restaurants.
- **Gaviscon Worms**-The Science of Antacids Food Science Experiment: Students will explore what happens when a person fights Acid reflux or heartburn with antacids. See http://www.stevespanglerscience.com/lab/experiments/gaviscon-worms for experiment.
- **Nutrition Label Scavenger Hunt**- Students use label reading skills to determine which food product meets a certain criteria. By the end of the activity, students will understand the importance of reading a label for health and what foods they should stay away from. A worksheet example can be found in the appendix.
- **Book Related Activities**-Assign students the chapter questions to complete. This can be done in partners or students can be assigned one or two questions each. Then they can share answers and complete all questions. A worksheet could also be created that students would fill in as classmates gave their answers.
- **Technology Research**-Have students do on-line research to learn more about different types of vitamins. Which ones are fat/water soluble?
- **Advertising Gimmicks-** Ask students to give examples of product names or descriptions that include some form of the word carbohydrate. (Carb fit, carb wise, low carb, etc.) Ask students what message they think this type of advertising sends?
- **Word Association-** Divide the class into teams. Have them compete to see which can be first to think of carbohydrate foods that begin with each letter in carbohydrate. (Carrot, apple, raisin, beet, etc.)To extend this activity, have students look up the number of grams of carbohydrate in one serving of each of the foods they listed.
- **Science Activity**- Use activity on page 95 of textbook (2006 version of Food for Today)
- **Nutrient Value Comparison-**Using small groups of 2 or 3 ask students to make a list of protein foods they eat. Have them make another list of foods that do not contain protein. Using the table of Nutritive Values have students check the protein content of the foods on both lists.
- **Project-** Have the students make a poster or story board highlighting the ways protein help the body. Share finished projects with the class.
- **Writing Skills-** Have students write a paragraph about the importance of water. Then have students read the chapter and write another paragraph titled, “Now, what I know about water”. Writing should be factual not opinion.

F. Resources

- www.foodallergy.org
- www.usda.gov
- www.cnpp.usda.gov
- www.vrg.org

III. Unit 3- Kitchen Basics and Management

A. Unit Overview

Unit 3 discusses ways to handle and store food to prevent foodborne illness, addresses basic guidelines for kitchen safety, describes basic kitchen designs, various kitchen appliances, equipment, and tools, explores the financial decisions related to food and applies knowledge of etiquette and cultural aspects of food.

B. Objectives

1. Explain the relationship between microorganisms and foodborne illness.
2. Demonstrate practices that promote kitchen cleanliness and safety.
3. Distinguish safe from unsafe food handling practices.
4. Explain storage principles that affect food safety.
5. Describe the roles of government agencies in protecting the food supply.
6. Compare safe and unsafe kitchen work habits.

7. Describe how to cook safely outdoors.
8. Summarize ways to make kitchens safe for children and people with physical challenges.
9. Explain how to prepare for, and respond to accidents or emergencies in the kitchen.
10. Evaluate kitchen designs for convenience of work centers and work triangles.
11. Describe factors to consider when choosing kitchen components.
12. Compare different models of ranges, refrigerators, and other appliances.
13. Practice the use and care of kitchen tools and equipment.
14. Explain the benefits of planning meals and how to create and manage a food budget.
15. Summarize ways to incorporate convenience and time savings into meal planning and preparation.
16. Judge a meal on sensory appeal.
17. Develop a meal plan for a week.
18. Compare different types of food stores and evaluate a food store for quality and cleanliness.
19. Develop a useful, well-organized grocery list.
20. Explain how label information helps in making food purchases.
21. Describe how to get quality and save money when shopping for food.
22. Demonstrate table setting for different occasions.
23. Compare different types of meal service.
24. Explain how to serve outdoor meals safely.
25. Plan a party, including invitations and menus.
26. Demonstrate basic table etiquette guidelines.
27. Describe a respectful attitude toward cultural difference in table etiquette.
28. Explain rules of etiquette for eating in someone else's home and eating at restaurants.
29. Choose and use appropriate tools and methods for measuring different types of food.
30. Demonstrate safe and efficient cutting techniques and different ways to mix foods.

C. Vocabulary

Contaminants	Foodborne Illness	Microorganisms	Toxins	Spores
Food safety	Sanitation	Personal	20-Second	Cross-

		Hygiene	Scrub	Contamination
Internal Temperature	Rancidity	Freezer Burn	GRAS List	Irradiation
Recall	Tolerance	Bioterrorism	Polarized Plugs	Carbon Monoxide
Heimlich Maneuver	Cardiopulmonary Resuscitation (CPR)	Bakeware	Convection Oven	Cookware
Work Flow	Work Center	Work Triangle	Peninsula	Island
Universal Design	Grounding	Task Lighting	Energy Guide Label	Warranty
Service Contract	Credit	Down Payment	Principal	Interest
Annual Percentage Rate (APR)	Finance Charge	Heating Units	Budget	Etiquette
Scratch Cooking	Convenience Foods	Bulk Foods	Speed-Scratch Cooking	Staples
Natural Foods	Organic Foods	Food Cooperative	Perishable Foods	Commodities
Open Dating	Sell-By Date	Use-By Date	Code Dating	Impulse Buying
Comparison Shopping	Unit Price	Rebate	Store Brands	Universal Product Code (UPC)
Tableware	Place Setting	Flatware	Crystal	Hollowware
Open Stock	Cover	Family Service	Plate Service	Modified English Service
Buffet	Reception	Hors d'oeuvres	Canapés	Service Plate
Appetizers	Formal Service	Vacuum Bottle	Table Etiquette	Reservation
A la carte	Gratuity			

D. Academic Vocabulary

Inspect	Vulnerable	Assess	Versatile	

E. Activities

- **Describing Food Safety**- Before they read the section on food-borne illness, have students write an essay that completes the sentence "Food safety is important because…." Tell them to save their essays. Then, after they have read this section, have them review their essays and make any changes that they feel are needed, incorporating text dependent information.

- **Using a Fight BAC brochure-**have students read the brochure and then create test questions. Compile the questions to create a quick check of their knowledge learned from the brochure.
- **Safety Skits**- have students work in their kitchen groups to create a safety skit on how to avoid a certain issue that can happen when cooking or preparing food.
- **Appliance or kitchen tool report**- have students pick an appliance or kitchen tool randomly to research and give a 30-60 second review on. Use available technology to have students record their reviews and create a multimedia project. Their reviews should include cost, efficiency, and usage to a consumer.
- Using a graphic organizer, have students give names and functions of different tools and appliances that can be found in a kitchen. Rank the list in terms of priority.
- Play a kitchen tools review game or scavenger hunt game to review different tools that they will be using inside the lab experiments.
- **Calculating Unit Price**- Have student solve the following problem: a 15 ounce box of Brand A oat cereal is on sale for $1.55. The 18 ounce box of Brand B oat cereal is selling for its regular price of $1.99. Which cereal has a lower unit price? (The Brand A oat cereal costs less, at $1.65 per pound or 10 cents per ounce. The Brand B oat cereal cost $1.77 per pound or 11 cents per ounce.)
- **Coupon Saver project**- using the sales inserts from the paper and coupons, have students figure out how they can save money on the grocery bill.
- **Formal dining skits**- Have students create skits to convey appropriate etiquette in various dining situations.
- Given a variety of variables (some assigned and some selected), create meal plans to lead an individual or family toward wellness. Task would include rubric (with student input), presentation (using available technologies), organized market order/grocery list, time management tips, the preparation of item/s, and a written reflection of the process.

F. Resources

- www.aeb.org
- www.meatami.org
- www.foodsafety.gov
- www.fda.gov
- www.fightbac.org
- www.foodallergy.org
- www.foodprotetcion.org
- www.thestoryofchocolate.com
- www.ific.org

- www.fda.gov/AboutFDA/CentersOffices/OfficeofGlobalRegulatoryOperationsandPolicy/ORA/default.htm
- www.fsic.usda.gov
- www.nsf.org
- www.icmsf.org
- www.cdc.gov/ncidod/diseases/
- www.cdc.gov/mmwr/
- www.neha.org/index.shtml
- www.meatinstitute.org/
- www.usda.gov/wps/portal/usda/usdahome
- www.osha.gov/
- www.who.int/en
- www.extension.iastate.edu/4h/projetcs/science-our-everyday-lives

IV. Unit 4- The Art of Food Preparation

A. Unit Overview

Unit 4 explores all aspects of food preparation and cooking. In this unit students will be exposed to and practice a variety of food preparation techniques to meet individual and family goals.

B. Objectives

1. Evaluate the clarity and completeness of a recipe.
2. Compare different units and systems of measurement used in recipes.
3. Explain how and why a recipe might be modified.
4. Describe how to find and organize recipes.
5. Compare different methods and ingredients for coating foods.
6. Explain the purpose of specialized techniques.
7. Compare different heat transfer processes.
8. Explain how food-related factors affect cooking rates.
9. Describe how different cooking methods affect food quality and nutrition.
10. Explain how foods can be cooked successfully by various methods.
11. Explain how to create a timetable and a work plan and develop a work plan for preparing a meal.
12. Point out ways to improve efficiency when carrying out food preparation tasks.
13. Explain how teamwork skills can help people work more effectively in the food lab and the home kitchen.
14. Identify fruits and explain their uses and explain value of fruits in the diet.
15. Explain how to select and store fruits.
16. Describe and demonstrate methods for preparing, cooking and serving fruit.
17. Identify vegetables and explain their uses and the value of vegetables in the diet.
18. Explain how to select and store vegetables.
19. Describe and demonstrate methods for preparing, cooking, and serving vegetables.
20. Identify grain products and explain their uses and the value of grains in the diet.
21. Explain how to select and store grains.
22. Describe and demonstrate methods for preparing, cooking, and serving grains.
23. Identify types of legumes, nuts, and seeds and explain the value of legumes, nuts, and seeds in the diet.
24. Explain how to select and store legumes, nuts, and seeds.
25. Describe and demonstrate methods for preparing, cooking, and serving legumes, nuts, and seeds.
26. Identify dairy products and explain their uses and the value of dairy products in the diet.

27. Explain how to select and store dairy products.
28. Describe and demonstrate methods for preparing, cooking, and serving dairy products.
29. Describe the structure of various protein sources (eggs, meat, poultry, seafood).
30. Explain the nutritional role of protein sources in the diet.
31. Explain how to select and store protein sources and scientific principles related to protein source cookery and service.
32. Demonstrate how to separate and beat egg whites.
33. Describe cuts and other forms of meat.
34. Explains how to prepare various types of hot and cold sandwiches, including pizza.
35. Describe various salads and dressings.
36. Explain how salads fit into healthful meals and how to select and store salad greens.
37. Describe and demonstrate methods for preparing and serving salads and dressings.
38. Compare stir-fries with casseroles.
39. Describe how to prepare ingredients for a stir fry dish and demonstrate how to cook a stir-fry dish.
40. Explain the roles of basic ingredients in a casserole.
41. Demonstrate how to make a casserole.
42. Identify various soups, stews, and sauces.
43. Explain ways to thicken a liquid.
44. Describe and demonstrate how to make soups, stews, and sauces.
45. Explain how to store soups, stews, and sauces.
46. Describe basic baking ingredients and explain the effects of different baking ingredients.
47. Explain how to choose and store baking ingredients.
48. Suggest ways to lower fat and sugar in recipes for baked goods.
49. Explore and demonstrate basic techniques and scientific process that are part of the baking process.
50. Describe different types of cakes, cookies and/or candies.
51. Investigate ways to create healthier baked goods and treats.

C. Vocabulary

Customary System	Equivalents	High-Altitude Cooking	Metric System	Recipe
Volume	Weight	Yield	Coating	Cutting
Mixing	Taring	Sear	Smoking Point	Standing Time
Arcing	Conduction	Convection	Cooking Power	Dry-Heat Cooking
Maillard Reaction	Microwave Time	Microwave Cooking	Moist-heat Cooking	Radiation
Wok	Dovetail	Pre-Preparation	Teamwork	Timetable
Work Plan	Aromatic Vegetables	Carrageen	Cooking Greens	Salad Greens
Enzymatic Browning	Enzyme	Fritters	Drupes	Fruit
Immature Fruit	Mature Fruit	Pomes	Crudités	Reconstitution
Regreening	Ripe Fruit	Produce	Trifle	Under Ripe Fruit
Zest	Savory	Sea Vegetables	Solanine	Tuber
Nuts	Seeds	Al Dente	Bran	Endosperm
Flatbread	Germ	Macaroni	Grains	Hull
Rice	Wheat	Noodles	Kernels	Leavened Bread
Whole Wheat	Rice	Nut	Pasta	Whole Grain
Fresh Legumes	Hilum	Legumes	Seed	Dry Legumes
Curdling	Curds	Foam	Tofu	Homogenized
Nonfat Milk Solids	Pasteurized	Raw Milk	Fresh Cheese	Scalded Milk
Scorching	Tempering	Whey	Ripened Cheese	Yolk
Air Cell	Albumen	Beading	Yogurt	Coagulate

Custard	Emulsifier	Frittata	Chalazae	Omelet
Quiche	Shirred Eggs	Soft Peaks	Meringue	Stiff Peaks
Weep	Processed Meats	Retail Cuts	Soufflé	Wholesale Cuts
Cold Cuts	Collagen	Connective Tissue	Variety Meats	Doneness
Elastin	Grain	Marbling	Cut	Muscle
Giblets	Myoglobin	Poultry	Meat	Giblets
Free-Range	Cutlet	Baste	Truss	Sardines
Overfishing	En Papillote	Crustaceans	Stuffing	Dressed
Lattice Crust	Fatty Fish	Fillets	Drawn	Low-fat Fish
Mollusks	Plankton	Seafood	Fish	Steaks
Whole	Tortilla	Open-face Sandwich	Shellfish	Pie Shell
Basic Sandwich	Calzone	Club Sandwich	Wrap	Falafel
Focaccia	Guacamole	Gyro	Fajitas	Lavash
Open-face Sandwich	Pita	Pizza	Hero	Tea Sandwich
Temporary Emulsion	Tossed Salad	Vinaigrette	Sandwich	Cooked Dressing
Croutons	Diary Dressing	Emulsion	Dairy Dressing	Molded Salad
Permanent Emulsion	Salad	Salad Dressing	Mayonnaise	Wok
Au Gratin	Binder	Casserole	Tabbouleh	Stir-Fry
Au Jus	Bisque	Bouillon	Mise En Place	Consommé
Cornstarch	Gelatinization	Reduction	Broth	Sauce

Soup	Stew	Stock	Roux	Unbleached Flour
Active Dry Yeast	Bleached Flour	Brown Sugar	Self-rising Flour	Active Dry Yeast
Leavening Agent	Gluten	Granulated Sugar	Compressed Yeast	Confectioner's Sugar
Bar Cookies	Preheat	Proofing	Hot Spot	Streusel
Foam Cakes	Conventional Method	Cut In	Quick-rising Yeast	Biscuit Method
Refrigerator Cookies	Knead	Muffin Method	Drop Biscuits	Fermentation
Crumb Crust	Rolled Biscuits	Score	Quick Breads	Quick-mix Method
Galette	Cold Water Test	Conventional Method	Yeast Breads	Drop Cookies
Fluted Edge	Interfering Agents	Molded Cookies	Crystallization	Pressed Cookies
Pie	Rolled Cookies	Shortened Cakes	One-bowl Method	Turnover
Docking	Flan	Tart	Crumb Crust	

D. Academic Vocabulary

Omit	Compensate	Affect	Effect	Uniform
Withstand	Chronological	Stagger	Membrane	Characteristic
Dainty	Compound	Considerable	Translucent	Aseptic
Reconstitute	Require	Concentrated	Ruptured	Sieve
Similar	Uniform	Inspect	Moderate	Connective
Opaque	Elaborate	Substantial	Minimal	Restore
Coordinate	Continuously	Originated	Associated	Neutralize
Framework	Symmetrical	Pliable	Precision	Induce
Tendency	Coarse			

E. Activities

- **Conversion of a recipe**- have students accurately adjust a recipe to half, and double or triple to feed different sizes of families.
- **Recipe creation**- Have students, once taught the basics of recipe type (soup, casserole, cookie, sandwich, pizza, etc), create a recipe for that topic. Students will execute their recipes in the lab experiences to understand the purpose of recipe creation.

- **Preparation skills drills**-Demonstrate, or use YouTube videos to teach skills that students will then practice to prepare for a practical assessment.
- **Cooking exploration**- After completing various topics, students will explore different cooking methods to prepare a variety of food.
- **Duty Roster**- Students will use a duty roster to create and implement a work plan for their lab experience so that they stay on task and complete the food product in the allotted time.
- **Ode to a Fruit**- An ode is a poem of praise, typically long and using lofty language. Ask students to write an ode to a kind of fruit. The poem may be serious or humorous. It may include descriptions of the fruit, its qualities, uses, place in legend or lore, or fond memories associated with it.
- **Fruit lab experiment**- Examples include: fruit compote, fruit kabobs, fruit salad.
- Use "Growing Healthy Habits" curriculum from Maryland Extension, (geared towards elementary level) to plan and conduct activities and lab experiences that are very worthwhile and meaningful for a younger family member. Play the vegetable relay race to review parts of the plant. Use the note taking skills to teach the parts of the plant from the GHH curriculum. Create demonstrations or lab experiences from the recipes (Parts of the Plant Salad, Harvest Fajitas, and Homemade Dressing).
- **Grain Lab experiment**-Fill petri dishes with different sources of grains and have students use references to make logical identifications. Give students the opportunity to defend their answers and compare to reference list.
- **Taste test**-Various types of legumes, nuts, and/or seeds to expose students to the alternative proteins sources. (Example: Black Bean Burgers and Black Bean Enchiladas)
- **Taste test-** Different percentages of cow's milk in a blind taste test. See if the students can pick out the difference in the fat content of the milk. Investigate the types recommended for ages and stages.
- **Product sample**- Milk alternatives like soy, coconut, almond, and cashew.
- **Make yogurt**- Explain that in the days before refrigeration and modern sterilization technology, people could safely make yogurt at home, thanks to lactic bacteria. As they munch on milk sugar, these microbes produce the acid that gives the food its flavor, and by coagulating the protein, its texture. At the same time, they create an environment that is too acidic for spoilage bacteria to grow. Students can observe the effect by making yogurt in the foods lab kitchen, following these steps: Heat 1 cup milk to 160 ° to kill spoilage bacteria; cool to 110°. Stir in a ¼ cup active-culture yogurt. Let the mixture stand, covered, at room temperature for 8-12 hours. The bacteria will thicken and sour the entire mixture. CAUTION STUDENTS NOT TO EAT THE YOGURT. Discard after the class has examined it.

- **Lab experiment**- Make fresh mozzarella cheese.
- **Lab experiment**- Using eggs to create a product (examples: omelets, deviled eggs, pancakes, French toast, egg salad)
- **Lab experiment**- Focusing on different types of affordable meat products and or poultry.
- **Bread sampling**- Provide different kinds of pita bread and tortillas and have students sample them and compare color, texture, taste, and nutritional value.
- **Hamburger History**- Tell students that the same "hamburger" come from the city of Hamburg in Germany. Ask students to trace the development of this popular sandwich from its origins in Germany through its rise to popularity in the United States. Have students use at least three library and internet sources to research this subject and write a paper on their findings to utilize text dependent information.
- **Homemade Convenience**- Divide the class into four groups. Have each group prepare a homemade pizza in the foods lab. The first group should prepare its pizza dough from scratch. The second group should use a mix; the third a refrigerated or frozen dough; and the fourth a preformed crust. Have each group calculate the time it takes to prepare a complete pizza, including the dough. Compare their results. Ask: How much time does each type of convenience food save? Would type would you consider most worth the extra cost? What are the nutritional differences between the four types of pizza? Defend your responses.
- Lab experiment with a stir fry.
- Lab experiment with a casserole.
- **Cost for Convenience**- Have student solve the following problem: You can make a pot of homemade split-pea soup in one hour. The recipe makes 6 servings, and the ingredients cost $2.15. You can heat up canned split-pea soup in just five minutes. Each can contains one serving and costs $1.95. How much money would you save per hour work by making your own soup? (Making six servings at once, you would save $9.55 for your additional 55 minutes of work. This comes to about $10.42 per hour. By making a larger batch and storing the leftovers, you could save even more, since the larger batch would not take much extra time.)
- **Rock Candy**: Using the experiment plan from http://www.stevespanglerscience.com/lab/experiments/homemade-rock-candy# students can see how rock candy is made via crystallization.
- **Baking Soda/Baking Powder Reactions**: Use different type of liquids (water, cola, vinegar, milk) with baking soda and baking powder to see what the outcome of each liquid does to the baking soda or baking powder as it relates to the baking process.
- **Research Presentations**

- **Fruit and Vegetable Research Assignment-** Have students select a fruit or vegetable to research. Students will begin learning about our selected fruit or vegetable by using textbook and internet resources.
- **Cookie Research Assignment** - Research and save two recipes for each cookie type. After covering the basic information on cookies have students research to locate a drop cookie recipe they would like to make. Once approved by the teacher the students will work together to plan out the drop cookie lab. Complete a drop cookie lab, and as many other labs with cookie types as you decide.
- **Internet Cake Search-**List the two cake categories and find three recipes for each category. Write the name of the recipe and the web address. Copy and paste the entire recipe in a word document. Make sure you put your name on the word document and label each recipe with the correct category.

F. Resources

- www.wheatfoods.org
- www.sugar.org
- www.allrecipes.com
- www.cooks.com
- www.foodnetwork.com
- www.bettycrocker.com
- www.food.com
- recipes.howstuffworks.com/tools-and-techniques/baking-powder.htm
- www.asm.org
- www.aaas.org
- www.convert-me.com/en
- www.chemicalelements.com
- www.beff.org
- www.foodinsight.org
- ag.purdue.edu/foodsci/Pages/default.aspx
- www.cast-science.org
- www.extension.iastate.edu/4h/projetcs/science-our-everyday-lives

V. Unit 5- Careers in the Food Industry

A. Chapter Overview

Unit 5 explores various careers in the food industry.

B. Chapter Objectives

1. Define different career pathways in the foods industry.

2. Explain the work environment of a career in the food industry.
3. Describe pay and benefits of various jobs.
4. Explore the pathway to achieving each career.
5. Describe the required training and education for the careers.

C. Vocabulary

Dietitian	Food Scientist	Food Author	Menu Designer	Fitness Consultant
Food Technologist	Television Chef	Executive Chef	Food Safety Inspector	Consumer Advocate
Caterer	Chef Instructor	Food Editor	Grocer Produce Professional	Restaurant Owner
Wholesale Food Buyer	Butcher	Executive Director	Food Writer	Pastry Chef
Online Editor	Radio Host	Professor	Publicist	CEO
Home Economist	Radio Show Host	Marketer	Food Photographer	Online Editor
Graphic Designer				

D. Activities

- **Food Careers Project**- Students will pick a food industry career of their choice and explore all aspects of the career.
- **Guest Speakers-** Invite professionals from the community to share and collaborate with students about food related careers.

E. Resources

- www.bls.gov
- www.careers.org
- www.agcareers.com
- www.jobbankusa.com
- www.careerclusters.org

Appendix

I. Family & Consumer Sciences Student Learning Objective Assessments

World of Foods SLO Test

1. Nutrition Facts panels on food contain all of the following information **EXCEPT…**
    a. calories per serving.
    b. per-serving information about various nutrients.
    c. number of servings per container.
    d. daily calories needed for all people.

2. Suppose the Nutrition Facts panel says a food has 160 calories per serving and 4 servings in the box. How many calories would you consume by eating half of the box?
    a. 640
    b. 80
    c. 320
    d. 40

3. According to the Dietary Guidelines for Americans, individuals should choose…
    a. a diet low in saturated fat and cholesterol and moderate in total fat.
    b. a diet high in protein and carbohydrates.
    c. a diet that includes beverages that contain caffeine and artificial sweeteners.
    d. a diet that stresses white bread, pasta, and other foods from refined flours.

4. One factor that contributes to the increasing weight problem among many Americans is that…
    a. Federal nutrition guidelines change too often.
    b. People have become accustomed to eating larger portions.
    c. People are paying attention to Nutrition Facts panels.
    d. Nutrition guidelines do not take into account differences in body size, age, and gender.

5. The body requires life sustaining compounds called _____ in order to function, grow, repair itself, and create energy.
   a. chemicals
   b. amino acids
   c. nutrients
   d. food groups

6. Which of the following is **NOT** one of the food groups?
   a. grains
   b. vegetables
   c. fruits
   d. eggs

7. Breakfast is an important meal because it…
   a. provides all your daily nutrient needs.
   b. supplies nutrients that you may have lacked from the day before.
   c. provides much-needed energy and helps you feel alert.
   d. supplies one-half the daily required caloric intake.

8. Which of the following is **NOT** a suggested way to control the amount of fat in your diet?
   a. Eat plenty of fruits, vegetables, and whole-grain products.
   b. Reduce calorie intake to about 50 percent of normal.
   c. Watch portion sizes.
   d. Limit fried foods.

9. All of the following are good suggestions for limiting sodium intake **EXCEPT…**
   a. using herbs and spices to flavor food.
   b. limiting the amount of processed foods you eat.
   c. limiting the consumption of poultry, fish and pork.
   d. limiting the use of condiments as soy sauce, ketchup and mustard.

10. Adding fruits and vegetables to meals provides…
   a. color.
   b. texture.
   c. flavor.
   d. All of the above

11. Canning, freezing, curing, and drying are all methods of …
   a. food preservation.
   b. food packaging.
   c. food producing.

d. food consumption.

12. All of the following are proper food handling and cooking practices for maintaining food safety **EXCEPT…**
    a. keeping the kitchen and utensils clean.
    b. cutting meat and vegetables on the same cutting board.
    c. refrigerating food promptly.
    d. cooking food thoroughly.

13. Which of the following is a safe food-handling practice?
    a. Allow a hot casserole to cool at room temperature before refrigerating it.
    b. Defrost frozen foods at room temperature.
    c. Taste baked chicken after it is fully cooked.
    d. Keep leftovers in the refrigerator for eight to ten days.

14. All of the following are general food safety guidelines **EXCEPT…**
    a. don't cross-contaminate.
    b. change dishcloths weekly.
    c. cook food thoroughly.
    d. refrigerate food promptly.

15. Which of the following is **NOT** a basic guideline for kitchen safety?
    a. Focus on what you are doing.
    b. Dress for safety.
    c. Keep clutter under control.
    d. Keep drawers and doors open for easy access to equipment.

16. A well-written recipe must include all of the following **EXCEPT…**
    a. list of ingredients.
    b. temperature and time.
    c. substitutions for ingredients.
    d. step-by-step directions.

17. You wish to double a recipe. The recipe calls for 3 cups of flour. How much flour do you need?
    a. 2 cups
    b. 3 cups
    c. 4 cups
    d. 6 cups

18. Which of the following is **NOT** a leavening agent?
    a. cornstarch
    b. air
    c. baking powder
    d. yeast

19. Which of the following is **NOT** a correct equivalent?
    a. 1 tablespoon = 3 teaspoons
    b. 1 cup = 16 tablespoons
    c. 1 pint = 2 cups
    d. 1 quart = 4 pints

20. Basic pastry dough contains all of these ingredients **EXCEPT…**
    a. flour.
    b. yeast.
    c. water.
    d. fat.

21. The flour that is used most in American kitchens is _____ _____, which is blended from hard and soft wheat.
    a. cake flour
    b. bread flour
    c. all-purpose flour
    d. whole-wheat flour

22. Baking soda, baking powder, and yeast are all _____ agents that make baked products grow larger.
    a. chemical
    b. leavening
    c. baking
    d. clarifying

23. All of the following are true of kneading dough **EXCEPT…**
    a. After kneading, the dough should be sticky.
    b. You should use the heels of both hands to knead the dough.
    c. You should use a push, fold, and turn technique when kneading.
    d. Kneading time should last at least 5 minutes.

24. When making quick breads, the term cut in refers to…
    a. lightly mixing liquid and dry ingredients to create a baked product with a slightly coarse yet tender texture.
    b. work dough with the hands to combine ingredients and develop gluten.
    c. mix solid fat and flour using a pastry blender or two knives.
    d. adding solid fat to dry ingredients before liquids are lightly mixed in, creating a product with a delicate texture and a crisp but tender crust.

25. Yeast dough must be kneaded to…
    a. distribute the yeast evenly throughout the dough.
    b. breakdown the carbohydrates and fats.
    c. create chemical bonds between the enzymes in yeast and flour.
    d. develop a strong gluten structure that holds up when the dough rises.

WORLD OF FOOD COGNITIVE ASSESSMENT ANSWER KEY

1. D
2. C
3. A
4. B
5. C
6. D
7. C
8. B
9. C
10. D
11. A
12. B
13. C
14. B
15. D
16. C
17. D
18. A
19. D
20. B
21. C

22. B
23. A
24. C
25. D

II. Sample Family & Consumer Sciences Parent Letters

*Use as a guide to create your own parent letter.

"SCHOOL NAME" Discovering Nutrition and Foods Course

"When baking, follow directions. When cooking, go by your own taste." ~Laiko Bahrs

Dear Parents, Guardians, and Students,

Welcome to another school year! You have entered into the *Discovering Nutrition and Foods* for the next semester. Inside of this course we will explore all different types of food, its effects on the body, and ways to prepare food to meet the needs of individuals. Along with learning the science of food in this course, you will also gain many other life skills. These skills will be useful in all areas of your life:

- ***Self-Esteem*: Building food prep skills and sharing with others can help raise your self esteem**
- ***Critical Thinking*: You will have opportunities to analyze and evaluate what you hear and read about food claims**
- ***Communication*: Working in the food lab can increase your verbal and nonverbal communication skills**
- ***Leadership*: You will have the knowledge to lead others to make healthier food decisions, and lead within your lab and research groups**

- ***Management*: You will learn to handle your resources wisely as you reach for goals in the course. Time, money, nutrients, and equipment are some of the resources you will become skilled at managing**

As the semester progresses, you can expect to be involved in the planning, preparation, and evaluation of many different types of foods. Students in this class will be encouraged to think critically and creatively, communicate effectively, make reasoned decisions, and to manage their lives effectively in an ever-changing society. Students will acquire basic life skills through hands-on experiences with the integration of academics.

Things to know about classroom procedures and policies:

Notebooks- Will be provided to you by the teacher within the first week of class. As the student, it is your responsibility to keep it organized and up to date. It must come with you to every class.

Classroom Rules: I have created rules for the classroom to ensure a safe, effective, and fun learning environment for all.

Rule #1: *Be in your seat and ready to begin work when the bell rings.*
Rule #2: *Follow directions the FIRST time they are given.*
Rule #3: *Raise your hand and wait to be called on by the teacher.*
Rule# 4*: Treat <u>every</u> classmate and the classroom with respect.*
Rule #5*- Keep your hands, feet, and objects to yourself.*

Behavior Guidelines- These are a little more in depth than the rules, and are things I expect to happen without reminder.

1. Follow **<u>ALL</u>** school and county policies and procedures!
2. Upon entering the classroom, put your belongings on the cart. Items needed at your seat are: <u>class notebook and pencil</u>. Once at your seat, begin to work on the warm-up and be ready to learn when the bell rings.
3. For safety, sit properly in chairs. Keep all four chair legs on the floor. Treat all equipment and furniture with care.
4. You may NOT get up out of your seat and walk around during class. This is a distraction for everyone else in the room. If there is something you need to get up for, ask for permission first. Pencils should be sharpened before class begins. Trash can be thrown away at the end of class.
5. If talking is necessary, it should be in a whisper. Please raise your hand to make comments or ask questions- no yelling out.
6. Make up work: If absence is under 5 days, you have the amount of days you were out to make it up. If absence is 6 or more days, please talk with teacher about a timeline to make up the work. It is <u>YOUR RESPONSIBILITY</u> to make up all missed work!
7. No chewing gum.
8. You are expected to respect the rights and feelings of others and practice good manners at all times.

9. Being excused from class is for emergencies only. Take care of personal business between classes. If it is an emergency, you will have 4 bathroom passes a marking term. You will have to sign out in the bathroom pass binder after getting your hall pass from Mrs. Schuchart. If you save any your 4 bathroom passes for the end of the term, you will receive 1 extra credit point for each pass remaining. **The key is to plan accordingly!** ***If there is a special situation, please have a parent/guardian talk to Mrs. Schuchart or the school nurse to address the situation. ***
10. When the bell rings to indicate that the period is over, I will dismiss you- **NOT THE BELL**. There will be important things we are doing in class and there is a high possibility there will be important things I need to tell you prior to dismissal. If you are hurrying out of your seat, you will miss this information. If you leave when the bell rings, you will be told to return to your seat and wait to be dismissed.
11. If you should have a substitute, remember that your work will count double and that all work will be expected to be completed that day. It cannot be made up at a later time. Please do not confront a substitute or argue about the assignment left for you. Any problems will be treated with an office referral.
12. Your attitude, behavior, and cooperation can contribute greatly to making this an enjoyable learning experience.

Grading Policy:

Assessments- Tests, Quizzes, Projects, and Lab grades count for 40%
Classwork- Classwork grades count for 40%
Homework- Homework grades count for 20%

I am very excited to be a part of your educational experiences at School Name Here. Parents, please feel free to contact me at SCHOOL PHONE NUMBER or YOUR EMIAL ADDRESS, if you have any questions or concerns during the school year. Please complete the bottom portion of this letter and have your student return to school by _____.
***CLASS DISCLOSURE* This classroom will contain food related air borne allergies. Examples: flour, nuts, and dairy. Please schedule a conference to discuss your child's needs.**

Thank you for your help in making this year a success,

YOUR NAME HERE
FACS Teacher

Please sign and return the bottom portion of this letter for homework

Student's name: _____ Student's Signature: _____

Parent/Guardian's Name: _____ Parent/Guardian's Signature: _____

Parent/Guardian's Phone number: _____

Parent/Guardian's Email Address: _____

Are there any food allergies or restrictions that I should be aware of for foods labs? Please list below:

_____
_____
_____
_____

III. Activity Resources

Nutrition Label Scavenger Hunt:

Name: _____ Date: _____

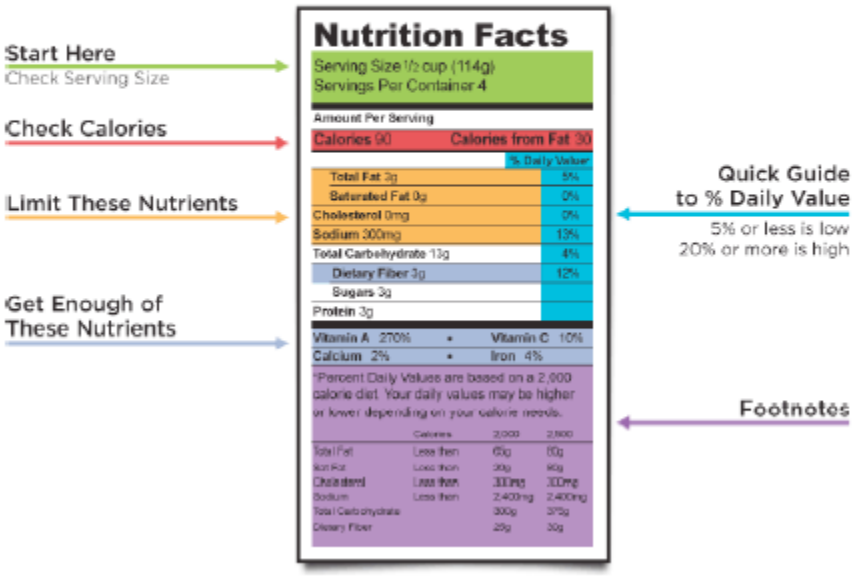
Nutrition Label Scavenger Hunt

What has fewer than 200 calories in a serving?	What has more than 30% of the daily requirement of salt?	Name a food that has a serving size measured in cups.	Name a food that has 10% or more of your daily iron.
Find a food that has more than 8g of total fat in one serving.	What food has more than 10g of protein?	Find a food with less than 3g of fiber.	Name a food with more than. 5g of sugar in one serving.
Find a food that would help you get some vitamin C.	Name a food that would be a special "sometimes" food.	Find a food that would give your body some calcium.	What food has more than 10 ingredients?

Out of the foods I saw today I think eating _____ would be a healthy choice.

_____ is a food I should not eat very often.

How to Read a Nutrition Label



GAVISCON WORMS - THE SCIENCE OF ANTACIDS

Acid reflux and heartburn are no match for a raft made of instant worms.

Acid reflux disease is battled by a change in diet, or by using antacids, such as Gavison. What many people don't know is what actually happens when you use Gaviscon. Simply put, it's very similar to our very own Insta-Worms. The active ingredients are very similar, and so are the results!

Materials

- Insta-Worm Goo
- Worm Activator (or pickle juice)
- Plastic cup
- Gaviscon
- Hydrochloric acid
- Large glass flask
- Water Chemist supervision (for HCl)

Gaviscon at Work

1. In a large flask, create a solution of hydrochloric acid and water. This solution is similar to the composition of acid reflux in the stomach.
2. Slowly add (a lot of) Gaviscon. You'll notice that the liquid turns into a material resembling worms.
3. Almost immediately, you will observe bubbles being formed inside of the flask.
4. These bubbles slowly pick the worms up, off of the bottom of the flask, and create a raft at the top of the acid.

Insta-Worms Variation

1. Fill the plastic cup 3/4 full with water - roughly 6 ounces (180 mL).
2. Measure one one teaspoon of Worm Activator powder into the water. A level blue scoop equals one teaspoon. Stir the mixture with a spoon until all of the powder dissolves. (you can also use pickle juice.)
3. Squeeze a small, steady stream of the Insta-Worm Goo into the solution (move your hand around in a circular motion as you're squeezing the goo). You have instant worms, just like with the Gaviscon.

HOW DOES IT WORK?

Gaviscon contains an ingredient called sodium alginate, which is also included in our Insta-Worms. These worms float to the top of the stomach, creating a raft that sits at the base of the esophagus. The remaining ingredients in Gaviscon are included to combat acids with the goal of neutralizing the causes of acid reflux and heart burn.

When you make Insta-Worms, you're learning about the science of polymers. The creative scientists at Steve Spangler Science coined the name, Worm Goo, but the real name of this liquid is sodium alginate. Sodium alginate is a long chain of molecules called a polymer. Specifically, sodium alginate is a polysaccharide isolated from seaweed. Polymers are large molecules made by linking many smaller molecules together. Polysaccharides, such as

starch and alginate, are made by linking together hundreds of glucose (sugar) molecules. Alginate is commonly used to thicken foods such as ice cream and fruit pies. Now that you know this chemistry secret, take a look at food labels the next time you're at the grocery store to find out which other foods contain sodium alginate. Alginate compounds are also used for dental impressions and wound dressings to name a few.

The sodium alginate (Worm Goo) immediately changes from a liquid to a solid the moment it touches the Worm Activator solution. The Worm Activator solution contains calcium which serves to link the long polymer chains together. Scientists call this "cross-linking."

For the scientists in the audience, here's a more detailed description of what happens: a polymer strand is formed when the sodium alginate solution is added to a calcium chloride solution. This occurs because the Ca++ ions replace the Na+ ions and serve as a cross-linking agent to link two alginate chains together. The resulting cross-linked polymer is insoluble in calcium chloride solution and this results in the formation of the polymer strand. See, now you know!

Found on: http://www.stevespanglerscience.com/lab/experiments/gaviscon-worms

HOMEMADE ROCK CANDY

A delicious science experiment that makes sugar and water into a science project you can eat!

Science is often referred to as the most fun subject in school, but it can be the most delicious subject, too! When you create Homemade Rock Candy, you'll be diving "string-first" into a science experiment and project that easy enough to do right at home! Young scientists will engage with principles like sedimentation and supersaturated solutions. How tasty does that sound?

Materials

- Cane sugar
- Water
- Drinking glass
- Pencil
- Food coloring
- String
- Adult supervision

Experiment

1. Pour roughly 3 cups of can sugar into a drinking glass.
2. Add 1 cup of water to the sugar and stir.
3. Place the sugar-water mixture into a microwave and heat, on high, for 2 minutes.
4. Carefully remove the mixture and stir. Again, heat the mixture for 2 minutes. Remove the mixture one last time and stir.
5. Add 3-7 drops of food coloring to the mixture and stir.
6. Tie a length of string to a pencil and gently dip the string into the mixture. Remove the string and allow it to dry.
7. Once dry, carefully feed the string back into the mixture and allow to sit for up to a week. When you return… voila! You've got delicious rock candy!

How Does It Work?

So, you dip a string into a mixture of sugar and water. Seems pretty uneventful. How in the world did it turn into this beautiful crystal snowflake?

When you mixed the sugar in with the water, and repeatedly heating it, you created a super saturated solution. A supersaturated solution means that there are far more dissolved particles, or solutes (in this case, sugar), than the

solvent (water) can normally dissolve. By mixing the sugar into hot water, instead of room temperature or cold water, the sugar stays suspended longer within the water without settling onto the bottom.
You gave the suspended sugar particles a great place to begin crystallizing… you dried some crystals onto the string ahead of time! As the sugar begins to settle out, or sediment, it begins to crystallize. You'll see this crystallization on both the bottom of the jar and, you got it, on your string. The sugar continues to sediment on top of the string and on top of other sugar crystals until you pull it out of the water the next morning.
Found on: http://www.stevespanglerscience.com/lab/experiments/homemade-rock-candy#

FAMILY & CONSUMER SCIENCES EDUCATION

Gwynn Mason
AAFCS
Director of Communications
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Alexandria, VA 22314
gmason@aafcs.org
703-706-4613

FACTS YOU SHOULD KNOW

Family & Consumer Sciences

- Provides secondary and post-secondary students the opportunity to explore and prepare for careers in culinary, nutrition, dietetics, education, early childhood, fashion design, interior design, textiles, tourism and hospitality, food science, social services and many human services related careers.
- Provides students enrolled with skills, attitudes and behaviors necessary for promoting nutrition and wellness; strengthening the well-being of individuals and families; becoming responsible citizens and leaders in family, community and work settings; managing resources and finances; balancing personal, home, family and work lives; and preparing for successful life management, employment and career management; as, well as, critical and creative thinking skills to address problems.
- Gives enrolled students opportunities to earn college credit and certifications in Early Childhood, Culinary, Fashion Design, Interior Design. Child Development Associate – CDA; Pediatric/Infant CPR & First Aid; ServSafe and National Restaurant Association certifications are a few certifications achieved in high school FCS coursework.
- Offers students opportunities in leadership roles, scholarships, and competition in FCCLA—Family, Career and Community Leaders of America student organization.
- Gives students an understanding of their world and a connection to their community with community service projects and real-life applications through work experience, internships and job placement, which allows them to explore careers and make informed career choices based on those experiences while completing high school.
- Engages students in hands-on learning that they will use for life – parenting, family relationships, communication skills, nutrition, fitness, food preparation, finances and management , fashion design, textiles, food science, and consumerism, to name a few.
- Gives students the opportunity to engage in skills that they will use daily for the rest of their lives and improve their quality of life.
- FCS is the only CTE department with the focus upon Human Services pathway that address essential needs of children and families.
- Builds 21st century and technical skills through alignment with career clusters:
  - Human Services
  - Agriculture, Food & Natural Resources
  - Education
  - Finance
  - Health Science
  - Hospitality & Tourism
  - STEM (Science, Technology, Engineering & Mathematics)
  - Architecture & Construction
  - Marketing, Sales and Services

THE NEED FOR FCS EDUCATION

- Based upon the body mass index for children ages 10-17, 4.8 million children are classified as overweight and 5.1 as obese.
- Fifty-three of every 1000 births are to unmarried women ages 15-44, with 47% ages 15-17.
- Seventeen of every 100 children live in households where food is insecure.
- Eighty-five of every 100 workers in 2010 consisted of working parents, who require quality child care.
- The early child care field needs to fill 400,000 to 500,000 positions by 2018.
- Half of the fastest growing CTE programs are related to Early Childhood and Culinary Arts, which are associated with higher than average employment growth.
- Research proves that hands-on engaging education prevents high school drop outs.

(For reference, refer to www.bls.gov/default.asp?tabid=1932)

Fact sheet information provided by Gayla Randel, Education Program Consultant, Family and Consumer Sciences, Kansas Dept. of Education

AAFCS
FAMILY & CONSUMER SCIENCES

FCS NEEDS YOU

To take a stand for family and consumer sciences programs.

To realize the impact that FCS programs have on training America's workforce.

To recognize the role that these programs have on improving the quality of life for individuals and families.

To speak up for FCS education and make it a priority for graduation requirements and strong programs on the post-secondary level.

FCCLA
Family, Career and Community Leaders of America
The Ultimate Leadership Experience

The Role of FCCLA – Family, Career & Community Leaders of America

Students can expand and/or demonstrate their 21st century and technical skills within FCCLA. FCCLA is embedded into the Family & Consumer Sciences curriculum and opportunities for leadership at a local, regional, state and national level are available. Scholarship opportunities, competitive STAR Events, and community involvement give students an opportunity for personal growth and many benefits.

Contact FCCLA at:

www.fcclainc.org

Teacher Website Resources

Family & Consumer Sciences:

http://www.learningzonexpress.com/t-FreeOffers.aspx?signup=1
http://www.enasco.com/c/fcs/?ref=breadcrumb
www.freshfacs.com
http://www.natfacs.org/
http://www.aafcs.org/
http://www.natefacs.org/
http://www.neafcs.org/
http://facsecoalition.org/
http://www.nasafacs.org/index.html
http://familyconsumersciences.com/
http://www.uen.org/Lessonplan/LPview.cgi?core=20
http://www.fcseducation.org/
www.haancrafts.com
http://www.extension.iastate.edu/4h/page/family-consumer-sciences-projetcs
http://www.commoncoreconversation.com/family--consumer-sciencecareerstechnology-resources.html#sthash.mZh6vMph.dpbs
http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em361_ClicketyClack.swf&lid=361 Financial Education (6th grade)
www.myplate.gov
www.ftc.gov
www.cooperhewitt.org
http://extension.umd.edu/ - They have lesson plans and curriculums that can be used in our content for free. This might add to STEM based projects!
http://www.4-h.org/ - STEM based lesson plans and activities.

General Education:

http://www.scholastic.com/teachers/teaching-resources
http://www.theteacherscorner.net/
http://www.discoveryeducation.com/teachers/
http://www.4teachers.org/tools/
Use above website for rubric generator, and much more.
http://www.lauracandler.com/

Recommended FACS Internet Resources that correlate to the National Standards:

Sources are in Alphabetical order:

http://americanhistory.si.edu/anatomy (Smithsonian National Museum of National History): artificial anatomy of human body

http://cpmcnet.columbia.edu/dept/nccp (National Center for Children in Poverty) extensive child poverty information including fact sheets and state-by-state statistics

http://degreediretcory.org (Career Education Directory) directory of degrees and career education programs

http://dietary-supplements.info.nih.gov (Office of Dietary Supplements at National Institute of Health) publications and other articles

http://education-portal.com/article_diretcory/index.html (Education Portal) directory of education and career related articles

http://familyeducation.com/home (Family Education) a family reference web site

http://family-marriage-counseling.com (The Family and Marriage Counseling Directory) family and marriage counseling resources, articles written by professional therapists, live phone counseling, recommended books, and more

http://nccam.nih.gov (National Center for Complementary& Alternative Medicine) fact sheets, research articles and other resources

http://odphp.osophs.dhhs.gov (U.S. Public Health Service) office of disease prevention and promotion

http://talkaboutmarriage.com (Talk About Marriage) an open forum on marriage and relationships

http://www.billsgames.com Web based games for the whole families
jobs

www.aacap.org (American Academy of Child and Adolescent Psychiatry) topics and resources

www.aacap.org/web/aacap (American Academy of Child and Adolescent Psychiatry) topics and resources

www.aarp.org (American Association of Retired Persons) health information and other resources for adults over 50

www.accel-team.com/maslow Maslow's hierarchy of needs

www.acinet.org/acinet (America's Career InfoNet) can get information about supply/demand and salary information

www.acresolution.org (Association for Conflict Resolution) links to article summaries and other conflict resolution topics

www.acteonline.org (American Career and Technical Education)

www.aecf.org (Annie E. Casey Foundation) information on disadvantaged children

www.ahcpr.gov/ (Agency for Health Care Policy and Research) consumer health information, practice guidelines, data and news on health policy and research

www.alljobsearch.com (All Job Search) a search engine in newspapers for jobs

www.alz.org (Alzheimer's Association) information about the disease

www.americanheart.org (American Heart Association) resources for healthy hearts

www.arborcom.com (Arbor Nutrition Guide) resources for applied nutrition, clinical nutrition and food science

www.arhealthlink.org (Arkansas Consumer Health Information Network) links to health and medical resources

www.at-risk.com (Bureau for At-Risk Youth) guidance materials

www.benefitscheckup.org (National Council on Aging) a questionnaire designed to assist older Americans find helpful resources

www.bestjobsusa.com (Best Jobs USA)

www.blonz.com (Ed Blonz, Ph.D., F.A.C.N): guide to "nutrition, food & fitness", "food resources & associations", "health & medical resources", "government stuff, U.S. & others" as well as other resources

www.bls.gov/k12 (Bureau of Labor Statistics Occupational Handbook) resources for career information

www.bls.gov/oco (Bureau of Labor Statistics) Occupational Outlook Handbook

www.btio.com (The Baby Think It Over) simulated parenting resources and additional resources for human development

www.BuildingRelationshipSkills.org (The Dibble Institute for Marriage Education) resources for teaching relationship skills to teens

www.cacf.org (Coalition for Asian American Children and Families) resources for Asian American Families struggling with poverty, social isolation, and other barriers; includes a directory for children's resources, Asian American myths and facts, and an Asian Kids Info Link

www.caloriecontrol.org (Calorie Control Council) resources for calorie control

www.campuscareercenter.com/ (Campus Career Center)

www.cancer.org (Cancer.org) from American Cancer Society; patient resource center

www.care.com (Care.com) source of care options for every family member, from elderly parents to children, and even pets

www.careercc.com (Career Consulting Corner) career assessments, jobs interviewing tips, career products

www.careerexplorer.net/ (Career Explorer) technical career training and Trade school information

www.careerjet.com (Career Jet) employment search engine

www.CDC.gov (Centers for Disease Control) resources about the various centers

www.cdc.gov/nchs.nsfg.htm (National Survey of Family Growth) Centers for Disease Control; data and publication from survey

www.census.gov/population/www/socdemo/hh-fam.html (U.S. Census Bureau) families and livings arrangements from U.S. Census

www.chd.org (Center for Human Development) describes a center with community-based human service agencies in western New England

www.childstats.gov (Federal Interagency Forum on Child and Family Statistics) statistics on children and families

www.consumer.gov (Consumer.Gov-U.S. Consumer Gateway) with links to consumer information

www.cspinet.org (Consumer Science in the Public Interest) nutrition advocacy organization

www.cyfc.umn.edu (Child, Youth and Family Consortium-University of Minnesota) information and resources

www.diabetes.org (Diabetes Information from American Diabetes Association) resources include timing exercise and eating to lower blood sugar levels and others

www.divorcenet.com (Divorcenet) resources for divorce and family law resources

www.divorceonline.com (Divorce Online) resources for families going through divorce

www.eatright.org (American Dietetics Association) resources about nutrition

www.ed.gov/index.jsp (U.S. Department of Education) includes resources for educators

www.ed.gov/offices/OM/fpco (Family Policy Compliance Office) from U.S. Department of Education; resources include relevant court cases, hot topics and others related to family policy

www.educationindex.com/careers/ (Education Index) career resource links

www.education-world.com/a_lesson/lesson160.shtml (Education World) career lesson plan

www.extension.iastate.edu/sfp (Iowa State University Extension Strengthening Family Relationships) describes curriculum for strengthening families

www.familiesandwork.org (Family and Work) resources for changing nature of work and family life

www.familycorner.com (Family Corner) resources for families

www.family-friendly-fun.com (Family Fun) resources for families with special needs

www.familylife.com (Family Life) a division of Campus Crusade for Christ

www.familymanagement.com (All Family Resources) resources and links for family

www.fcclainc.org (Family Community and Careers Leaders of America) resources for classroom teachers including on line store for purchase information

www.fcnetwork.org (Family and Corrections Network) resources for families of prisoners

www.fda.gov (Food and Drug Administration) includes information on food and nutrition and other resources

www.fda.gov/fdac/default.htm (FDA Consumer) the consumer magazine of the FDA with access to current articles

www.feedingminds.org (Feeding Minds) worldwide educational initiative about hunger issues for school children of all ages; the web site includes classroom materials for teachers to discuss and understand the problem of hunger in the world

www.flyingsolo.com (Stepfamily Association of America) topics dealing with divorce and separation

www.foodallergy.org (Food Allergy) Food Allergy and Anaphylaxis information

www.frc.org (Family Research Council) a Christian-based organization

www.ghbooks.com (Gryphon House Books) publishing house with free activities for parents and teachers to use with infants and children.

www.goodkarmacafe.com (Good Karma Cafe) nutrition resources with emphasis on vegetarian

www.grandparenting.org (The Grandparent Foundation) resources for grandparents

www.gratefulness.org (Gratefulness.org) an organization dedicated to gratefulness

www.healthfinder.gov (Health Finder) gateway of many medical resources and databases on the Web

www.healthfinder.gov/HealthAtoZ (Health A to Z) search engine for medical and health related links

www.herbs.org (Herb Research Council) resources about health benefits of herbs

www.hobsons-us.com (Hobsons) resources for career exploration

www.holisticonline.com (Holistic Online) resources to many alternative therapies

www.homebaking.org (Home Baking Association) resources for educators including lesson plans

www.icouldbe.org (I Could Be) connects teens with adult mentors for career information.

www.iccweb.com (The Internet Career Connection) references for job searches

www.ific.org (International Food Information Council) with links for educators

www.intelihealth.com (InteliHealth) nutrition information

www.jag.org (Jobs for American Graduates)

www.jfcs-cares.org (Jewish Family & Children's Services)

www.jobbankusa.com (Job Bank USA) information about job search

www.jobhuntersbible.com (What color is your parachute?) resources for job searches

www.job-interview.net (Job Interview.net) possible interview questions and suggested answers and other resources for job interviews

www.jobprofiles.org (Job Profiles) career information, exploration and inspiration from experienced workers

www.kaplan.com (Kaplan) mock interviews and other job seeking resources

www.keirsey.com (Dr. David Keirsey) temperament and character questionnaires

www.marriage-family.org (Family and Marriage Today) marriage articles

www.mayohealth.org (Mayo Health Clinic) Mayo Clinic resources

www.mediaandthefamily.org (Media and the Family- National Institute) resources include ideas for educators and free resources from Dr. David Walsh

www.modimes.org (March of Dimes) birth defects, healthy baby and other information

www.monster.com (Monster.com) references for job searches

www.myfuture.com/ (MyFuture.Com) resources for job searches with emphasis on military careers

www.myprimetime.com/family (My Prime Time Family) articles dealing with marriage and family issues

www.nal.usda.gov/fnic/cgi-bin/nut_search.pl (Nutrient Data Laboratory-USDA): The Nutrient Search Laboratory

www.nationalfamilyweek.org (National Family Week-The Alliance for Children and Family) resources for National Family Week

www.nbcdi.org (National Black Child Development Institute) resources for African American children, parents and communities
www.nccam.nih.gov (National Center for Complementary and Alternative Medicine) with links to consumer fact sheets

www.nccte.com (National Centers for Career and Technical Education) resources for career and technical education

www.ncfr.org (National Council on Family Relations) information, tips, certification and other resources

www.nfcacares.org (National Family Caregivers Association) describes mission and services of organization

www.nia.nih.gov (National Institute on Aging) news, articles and other resources for aging issues

www.nichd.nih.gov (National Institute of Child Health and Human Development) news, articles and other resources for child health and human development

www.nih.gov (National Institutes of Health) research information and information about institutes at NIH

www.nimh.nih.gov/ (National Institute of Mental Health) news, articles and other resources for mental health issues

www.nlci.org (National Latino Children's Institute) resources including demographics, policy issues and work of exemplary community based programs

www.nlm.nih.gov (National Library of Medicine) databases including Medline, Cancer Lit, AIDS line, and others

www.Nutrio.com (Nutrio.com) food analyzer and other nutrition

www.nutrition.about.com (About Nutrition) products and information about nutrition

www.nutrition.org.uk/ (British Nutrition Foundation) nutrition resources from Britain

www.nwrel.org/cfc/ (Northwest Regional Educational Laboratory Child and Family Program) resources and links to assist disadvantaged children and families

www.oregondairycouncil.org (Oregon Dairy Council) downloadable education materials, such as Think Your Drink

www.queendom.com (Queendom.com) interactive personality tests

www.realityworksinc.com (Realityworks) simulated parenting resources and additional resources for human development

www.rhd.org (Resources for Human Development) describes resources, emphasis on mental retardation

www.salarylist.com (Salarylist.com) free real job salary data information site

www.secondharvest.org (The Second Harvest) anti-hunger organization

www.shapeup.org (Shape Up America) resources for weight management, healthy eating and physical fitness

www.smartmarriages.com (Smart Marriage) coalition for marriage, family and couples education, L.L.C.; s include articles and other resources

www.strength.org (The Share our Strength) anti-hunger organization's web site

www.theantidrug.com (The Anti-Drug Web Site) news and articles

www.timeforfitness.com (Time for Fitness) articles, resources and links for fitness

www.tobaccofreekids.org (Campaign for Tobacco-Free Kids) resources and data

www.trinity.edu/~mkearl/family.html (Marriage and Family Processes) many articles related to family; Trinity University- Sociology Professor Kearl

www.vanderbilt.edu/kennedy (John F. Kennedy Center for Research on Human Development) emphasis on research in mental retardation

www.vifamily.ca/ (The Venier Institute of the Family) from Canada; articles related to families

www.webmedlit.com (Web Medlit) Access to 22 medical journals

www.wholefamily.com (Whole Family.com) real life dramas on issues related to marriage, parenting and teen life and expert advice

www.whybiotech.com (Council for Biotechnology Information) funded by biotechnology companies

www.yahoo.com/Society_and_Culture/Families (Yahoo Families) links to family resources

www.youngbiz.com (Young Biz) resources for business, career, investing and entrepreneurship for teens

www2.edc.org/hhd (Health and Human Development Programs) program design, assessment and other resources for teaching health and human development