

# Windham School District



**Grades 7-12**

## ***Family and Consumer Science Curriculum***

*Approved by the WSB on 2/15/2022*

# WINDHAM SCHOOL DISTRICT

## Family and Consumer Science Grades 7-12

### TEAM

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### Mission Statement

The Windham School District Family and Consumer Science (FCS) program develops students' knowledge and skills in managing foods and nutrition; cultural aspects of food; consumer financial literacy; child growth and development; housing and interior design; textiles, fashion and apparel. The Family and Consumer Science courses provide 21st century learning including, but not limited to, collecting, analyzing, organizing and presenting information in both creative and collaborative ways. Decision making, problem solving, and self-management are integrated along with communication and conflict resolution skills, which are important to the development of all students as they enter today's society. The Family and Consumer Sciences empowers individuals and families across their lifespan to manage the challenges of living and working in a diverse global society.

To develop the curriculum and FCS mission statement, the Family and Consumer Science team utilized the Family & Consumer Sciences National Standards 3.0 and New Hampshire Association of Family and Consumer Sciences State Standards (DOE DOC ED 306.26).

Title of Curriculum: Grade 7 FCS

Unit Name	Why	How	What
<b>Foods and Nutrition</b> (Wellness and Nutrition)	<ul style="list-style-type: none"> <li>● Students will understand cultural, ethical, social, economic, and leisure influences which affect personal food choices.</li> <li>● Students will understand current ChooseMyPlate guidelines to meet nutrition and wellness standards.</li> <li>● Students will understand current food, nutrition and physical activity choices to build a healthy base of wellness.</li> </ul>	<ul style="list-style-type: none"> <li>● Applying the ChooseMyPlate.gov guidelines to their food choices and food preparation.</li> </ul>	<ul style="list-style-type: none"> <li>● Myplate Guidelines</li> <li>● Food Choices</li> </ul>
<b>Foods and Nutrition</b> (Safety and Sanitation)	<ul style="list-style-type: none"> <li>● Students will understand food safety and sanitation procedures when handling food.</li> <li>● Students will understand safe procedures and behaviors in the food lab.</li> </ul>	<ul style="list-style-type: none"> <li>● Applying safety and sanitation procedures during food preparation.</li> <li>● Keeping a clean and well organized kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>● Safety and sanitation</li> <li>● Tools and equipment</li> <li>● Proper food preparation skills and measurement.</li> </ul>
<b>Foods and Nutrition</b> (Equipment and measurement)	<ul style="list-style-type: none"> <li>● Students will understand accurate measuring techniques.</li> <li>● Students will understand appropriate use and care practices with kitchen equipment and appliances.</li> </ul>	<ul style="list-style-type: none"> <li>● Applying accurate measuring techniques.</li> <li>● Applying their understanding for the purpose of preparing a simple recipe.</li> <li>● Setting and utilizing a proper place setting correctly.</li> <li>● Measuring dry, solid, and liquid ingredients accurately.</li> </ul>	<ul style="list-style-type: none"> <li>● Read a recipe</li> <li>● Executing a meal</li> </ul>

**Child Care and Human Development**

- Students will be able to define physical, social, and cognitive traits associated with each stage of development.
- Students will evaluate whether an activity is age appropriate
- Students will be able to evaluate what a positive environment is to raise a child .
- Students will understand that a safe and healthy environment for children enhances the overall growth of a child.

- Interact appropriately with children at the various ages and stages of development.
- Applying developmentally appropriate guidelines for behavior.
- Accessing common practices and emerging research about discipline.
- Creating safe and healthy environments for children.

- Define areas of development
- Apply discipline techniques
- Evaluate safe and healthy learning environments

Unit Name	Why	How	What
<b>Foods and Nutrition</b>	<ul style="list-style-type: none"> <li>● Students will be able to read and understand current food label information.</li> <li>● Students will identify the nutritional difference between convenience foods and fresh food products.</li> <li>● Students will be able to choose recipes that are adaptive to their personal wellness goals and their families.</li> <li>● Students will be able to prepare healthy meals for themselves and their families.</li> <li>● Students will be able to prevent accidents and handle food properly and safely in the kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate each students food choices</li> <li>● Creating a personal health plan of required nutrients needed to live a healthy lifestyle.</li> <li>● Recognizing the nutrition each ingredient supplies for the body.</li> <li>● Apply procedures of proper food preparation skills and measurement.</li> <li>● Identify different tools and equipment in food preparation needed for a specific recipe.</li> <li>● Applying safety and sanitation procedures during food preparation.</li> <li>● Keeping a clean and well organized kitchen</li> </ul>	<ul style="list-style-type: none"> <li>● Nutrient Evaluation</li> <li>● Food Labs</li> <li>● Read a recipe</li> <li>● Identify tools and equipment</li> <li>● Apply proper food preparation skills and measurement.</li> </ul>
<b>Textile and Design</b>	<ul style="list-style-type: none"> <li>● Students will understand that basic sewing skills are cost saving solutions to creating or repairing clothing or household items.</li> <li>● Students will understand basic and professional sewing skills for producing and altering textile products and apparel are essential to one's independence, economic welfare, and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilizing the basic functions of a sewing machine.</li> <li>● Threading a needle.</li> <li>● Basic hand stitching techniques.</li> <li>● Demonstrating basic apparel maintenance techniques.</li> </ul>	<ul style="list-style-type: none"> <li>● Basic sewing machine skills</li> <li>● Basic hand sewing skills</li> <li>● Alter and recycle an article of clothing</li> </ul>
<b>Consumerism</b>	<ul style="list-style-type: none"> <li>● Students will understand that individuals and families make choices to satisfy their financial needs and wants.</li> </ul>	<ul style="list-style-type: none"> <li>● Using the decision making process to help them solve any simple or complex dilemma.</li> </ul>	<ul style="list-style-type: none"> <li>● Decision Making</li> <li>● Environmental effects and decisions</li> <li>● Effects of the media</li> </ul>

	<ul style="list-style-type: none"><li>● Students will understand they have the ability to make an impact on the earth when conserving, maintaining, reusing, and recycling resources.</li><li>● Students will have an awareness that media and technology have the ability to impact and manipulate consumer decisions.</li></ul>		
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# Windham School District Curriculum

## Content Topic: FCS, Grade 7

### Unit: Foods & Nutrition

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b></p> <p><u>Competencies :</u></p> <ul style="list-style-type: none"> <li>● Analyze and evaluate basic nutrition, food choices and food preparation practices that affect growth and development.</li> <li>● Demonstrate basic skills to practice safe and healthy food preparation</li> </ul> <p><u>Content Standards:</u></p> <p><b>Wellness and Nutrition:</b></p> <ul style="list-style-type: none"> <li>● 9.3.4 Assess the influence of socioeconomic and psychological factors on food, nutrition and behavior.</li> </ul> <p><b>Safety and Sanitation:</b></p> <ul style="list-style-type: none"> <li>● 8.2 Demonstrate food safety and sanitation procedures</li> <li>● 9.25 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</li> <li>● 9.2.1 Analyze factors that contribute.</li> </ul> <p><b>Equipment and Measurement</b></p> <ul style="list-style-type: none"> <li>● 8.5 Demonstrate standards in selecting and using equipment.</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to independently apply basic cooking skills using a variety of healthy food choices.</i>	
	<b>Meaning</b>	
<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <p><b>Wellness and Nutrition:</b></p> <ul style="list-style-type: none"> <li>● Tracking healthy food choices leads to an individual's overall wellness and are the building blocks of a healthy diet.</li> <li>● Nutrition and physical activity choices are the basis of an individual's overall wellness.</li> </ul> <p><b>Safety and Sanitation:</b></p> <ul style="list-style-type: none"> <li>● Kitchen accidents can be prevented.</li> <li>● Proper food handling techniques are necessary to prevent illnesses</li> <li>● Cooperation, following directions, accountability and time management are necessary skills for a group task.</li> </ul> <p><b>Equipment and Measurement:</b></p> <ul style="list-style-type: none"> <li>● Certain tools and equipment are needed for specific tasks to achieve the correct final product.</li> <li>● Accurate measurements are necessary for successfully preparing recipes.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How does tracking healthy food choices provide the building blocks of a healthy diet?</li> <li>● How does age, gender, nutrition and physical activity affect my nutritional requirements?</li> <li>● Why is safety and sanitation important in the preparation of food?</li> <li>● How does personal hygiene impact the handling of food and kitchen equipment?</li> <li>● Why are collaborative skills important for kitchen safety?</li> <li>● How does one know how to select the proper equipment/tools to the appropriate food preparation situation?</li> <li>● Why are the correct measuring techniques important for a successful product?</li> <li>● How does recipe format and cooking terms affect the final product?</li> </ul>	

<ul style="list-style-type: none"> <li>● 8.5.1 Demonstrate skills in safe handling of knives, tools</li> <li>● 8.5.3 Utilizes weights and measurement tools to demonstrate knowledge of proportion control and proper scaling and measurements techniques.</li> </ul>	<p><b>Preparing and Serving Food:</b></p> <ul style="list-style-type: none"> <li>● Understanding the parts of the recipe aids in the successful preparation of the recipe.</li> <li>● Understanding food preparation terms aids in the successful preparation of the recipe.</li> </ul>	<ul style="list-style-type: none"> <li>● How do understanding equivalents, abbreviations, and action words help when preparing a recipe?</li> </ul>
<b>Acquisition</b>		
<p><b>Preparing and Serving Food</b></p> <ul style="list-style-type: none"> <li>● 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter , health care, recreation, transportation time and human capital.</li> <li>● 2.1.3 Analyze how individuals and families make choices to satisfy needs and wants.</li> <li>● 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing including hand tools and smallwares.</li> </ul>	<p><b>Students will know...</b></p> <p><b>Wellness and Nutrition:</b></p> <ul style="list-style-type: none"> <li>● The ChooseMyPlate.gov guidelines.</li> <li>● Different ways food choices affect their overall health.</li> </ul> <p><b>Safety and Sanitation:</b></p> <ul style="list-style-type: none"> <li>● Proper safety and sanitation procedures during food preparation.</li> <li>● Cooperation is necessary to successfully and safely work together in the lab.</li> </ul> <p><b>Equipment and Measurement:</b></p> <ul style="list-style-type: none"> <li>● The different tools and equipment in food preparation.</li> <li>● Various accurate measuring techniques.</li> </ul> <p><b>Preparing and Serving Food:</b></p> <ul style="list-style-type: none"> <li>● How to properly read a recipe for successful food preparation.</li> </ul>	<p><b>Students will be skilled at...</b></p> <p><b>Wellness and Nutrition:</b></p> <ul style="list-style-type: none"> <li>● Applying the ChooseMyPlate.gov guidelines to their food choices and food preparation.</li> </ul> <p><b>Safety and Sanitation:</b></p> <ul style="list-style-type: none"> <li>● Distinguish between safe and unsafe kitchen practices.</li> <li>● Applying safety and sanitation procedures during food preparation.</li> <li>● Keeping a clean and well organized kitchen.</li> <li>● Exhibit workplace readiness skills such as cooperation with others and following oral and written directions.</li> </ul> <p><b>Equipment and Measurement:</b></p> <ul style="list-style-type: none"> <li>● Identify tools and equipment and explain their use in the kitchen.</li> <li>● Measuring dry, solid, and liquid ingredients accurately.</li> </ul> <p><b>Preparing and Serving Food:</b></p> <ul style="list-style-type: none"> <li>● Read and execute a recipe to produce a high quality product.</li> </ul>



Used in Content Area Standards	21 <sup>st</sup> Century Skills
not applicable	<ul style="list-style-type: none"> <li>Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>

<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> <li>MyPlate project</li> <li>Labs demonstrating specific skills</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>Quick Checks and Rubrics</li> <li>Vocabulary and “Quick Check” games/activities</li> <li>Food labs</li> </ul>

# Windham School District Curriculum

## Content Topic: FCS, Grade 7

### Unit: Child Care & Human Development

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>Apply practices and procedures for safe and healthy behaviors/situations in a home or childcare setting</li> <li>Implement strategies for constructive and supportive interactions with children.</li> </ul> <p><b>Content Standards:</b></p> <p><b>Child Development</b></p> <ul style="list-style-type: none"> <li>4.6 demonstrate professional practices and standards related to working with children</li> </ul> <p><b>Child Safety</b></p> <ul style="list-style-type: none"> <li>4.4 demonstrate a safe and healthy environment for children</li> <li>4.4.7 demonstrate security and emergency procedures</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to apply healthy child-rearing practices to most everyday life situations</i>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <p><b>Child Development</b></p> <ul style="list-style-type: none"> <li>There are characteristics and behaviors that are used to identify with each age and stage in development.</li> <li>To raise a child in a positive environment there are acceptable practices and standards that need to be applied.</li> </ul> <p><b>Child Safety</b></p> <ul style="list-style-type: none"> <li>A safe and healthy environment for children enhances the overall growth of a child in all areas of development.</li> <li>The importance of security and emergency procedures when dealing with a critical situation involving the child's welfare.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Why does the type of environment you provide for young children matter?</li> <li>How would you handle an emergency situation?</li> </ul>
	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <p><b>Child Development</b></p> <ul style="list-style-type: none"> <li>The techniques for positive discipline of young children.</li> <li>The roles and responsibilities of a child care provider.</li> </ul>	<p><b>Students will be skilled at...</b></p> <p><b>Child Development</b></p> <ul style="list-style-type: none"> <li>Applying developmentally appropriate guidelines for behavior.</li> <li>Accessing common practices and emerging research about discipline.</li> </ul>	

	<b>Child Safety</b> <ul style="list-style-type: none"> <li>Characteristics of a safe and healthy environment</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating a variety of methods to meet the individual needs of a child.</li> </ul> <b>Child Safety</b> <ul style="list-style-type: none"> <li>Creating safe and healthy environments for children.</li> <li>Demonstrating knowledge of security and emergency procedures.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<b>not applicable</b>		<ul style="list-style-type: none"> <li>Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>

### Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: *Babysitting reference packet
	OTHER EVIDENCE:

# Windham School District Curriculum

## Content Topic: FCS, Grade 8

### Unit: Foods & Nutrition

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>Analyze and evaluate basic nutrition, food choices and food preparation practices that affect growth and development</li> <li>Demonstrate basic skills to practice safe and healthy food preparation</li> </ul> <p><b>Content Standards:</b></p> <p><b>Wellness and Nutrition:</b></p> <ul style="list-style-type: none"> <li>9.3.4 Assess the influence of socioeconomics and psychological factors on food, nutrition and behavior</li> <li>14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness</li> </ul> <p><b>Safety and Sanitation:</b></p> <ul style="list-style-type: none"> <li>8.2 Demonstrates food safety and sanitation procedures</li> <li>9.2.5 Demonstrates practices and procedures that assure personal and workplace health and hygiene</li> <li>9.2.1 Analyze factors that contribute</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently apply more advanced cooking skills using a variety of healthy food choices in meal planning.</i></p>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <p><b>Wellness and Nutrition:</b></p> <ul style="list-style-type: none"> <li>Nutrients help regulate the body’s growth, provide energy, body maintenance, tissue repair and helps to maintain optimal health</li> <li>Reading food labels will give you a better understanding of what nutrition your body needs to be eliminated</li> </ul> <p><b>Safety and Sanitation:</b></p> <ul style="list-style-type: none"> <li>There are specific food safety and sanitation procedures when handling food</li> </ul> <p><b>Equipment and Measurement:</b></p> <ul style="list-style-type: none"> <li>There are appropriate use and care practices with kitchen equipment and appliances</li> </ul> <p><b>Preparing and Serving Food:</b></p> <ul style="list-style-type: none"> <li>Each ingredient has a specific purpose</li> <li>Appropriate techniques for preparing and serving food</li> <li>That a variety of food products can be produced by following recipes</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does my life change based on the healthy decisions I make?</li> <li>Why is it important to follow the basic safety and sanitation rules at home and in the lab?</li> <li>How do these cooking/measurement rules apply to how my final product will turn out?</li> <li>What will happen to the equipment and appliances if I don’t use and care for them properly?</li> <li>Why is it important to know the function of each ingredient?</li> <li>How will learning to prepare foods affect my ability to make positive food choices?</li> <li>How will this food preparation knowledge affect my family?</li> </ul>

<b>Equipment and Measurement:</b> <ul style="list-style-type: none"> <li>8.5 Demonstrate standards in selecting and using equipment</li> <li>8.5.1 Demonstrate skills in a safe handling of knives, tools</li> <li>8.5.3 Utilizes weights and measurement tools to demonstrate knowledge of proportion control and proper scaling and measurements techniques</li> </ul> <b>Preparing and Serving Food:</b> <ul style="list-style-type: none"> <li>2.1.3 Analyze how individuals and families make choices to satisfy needs and wants</li> <li>2.5 Analyze relationships between the economic system and consumer actions</li> <li>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing including hand tools and smallwares</li> </ul>	<b>Acquisition</b>	
	<b>Students will know...</b>  <b>Wellness and Nutrition:</b> <ul style="list-style-type: none"> <li>Different ways food choices affect their overall health</li> <li>The importance of reading a label</li> <li>The impact on your health by choosing convenience foods vs. eating fresh</li> </ul> <b>Safety and Sanitation:</b> <ul style="list-style-type: none"> <li>Proper safety and sanitation procedures during food preparation</li> <li>Improper personal and kitchen sanitation can lead to illness</li> </ul> <b>Equipment and Measurement:</b> <ul style="list-style-type: none"> <li>The importance and procedures of proper food preparation skills and measurement</li> <li>The different tools and equipment in food preparation</li> </ul> <b>Preparing and Serving Food:</b> <ul style="list-style-type: none"> <li>The skills needed to identify the cost of food and food preparation</li> <li>The importance of meal planning is important</li> </ul>	<b>Students will be skilled at...</b>  <b>Wellness and Nutrition:</b> <ul style="list-style-type: none"> <li>Identifying healthy food choices</li> <li>Reading food labels</li> <li>Evaluating food choices</li> </ul> <b>Safety and Sanitation:</b> <ul style="list-style-type: none"> <li>Applying safety and sanitation procedures during food preparation</li> <li>Preventing foodborne illness through cross contamination, personal hygiene practices, and the sanitation of the work station</li> </ul> <b>Equipment and Measurement:</b> <ul style="list-style-type: none"> <li>Selecting and properly using equipment to prepare meals efficiently and safely</li> </ul> <b>Preparing and Serving Food:</b> <ul style="list-style-type: none"> <li>Analyzing the cost and value of a meal</li> <li>Selecting a recipe that incorporates choosemyplate.org and proper nutrients</li> </ul>
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
<b>not applicable</b>	<ul style="list-style-type: none"> <li>Students will use one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>	

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Summative : Labels project                   Labs demonstrating specific skills                   Dinner lab                   Cooking from Scratch</p> <p>Formative: Vocabulary and "Quick check" games/activities                   Mini Labs</p>
	OTHER EVIDENCE:

# Windham School District Curriculum

## Content Topic: FCS, Grade 8

### Unit: Textile & Design

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate fashion, apparel, and textile design skills.</li> <li>● Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● 16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.</li> <li>● 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to understand the importance of appropriate fashion choices across a lifespan and independently produce, alter, and repair clothing.</i>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>● Basic sewing skills are cost saving solutions to creating or repairing clothing or household items.</li> <li>● Basic and professional sewing skills for producing and altering textile products and apparel are essential to one’s independence, economic welfare, and creativity.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How would the ability to sew enhance one’s life?</li> <li>● How can you adapt or alter your current wardrobe to your personal needs?</li> <li>● How has the change in technology affected the cost and quality of apparel?</li> </ul>
<b>Acquisition</b>		
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● The technique for threading and knotting a needle.</li> <li>● The different types of stitching and when to apply them.</li> <li>● The parts, functions, and techniques of the sewing machine.</li> <li>● Basic reasons for using a sewing machine versus hand stitching.</li> <li>● Techniques of cleaning, pressing, and finishing fashion, apparel, and textile products.</li> </ul>	<p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>● Utilizing the basic functions of a sewing machine.</li> <li>● Threading a needle.</li> <li>● Basic hand stitching techniques.</li> <li>● Demonstrating basic apparel maintenance techniques.</li> </ul>	

Used in Content Area Standards	21 <sup>st</sup> Century Skills
not applicable	<ul style="list-style-type: none"> <li>Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>

### Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> <li>Introductory sewing machine and hand sewing project</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>How to use a sewing machine/thread needle, follow a pattern, sizing, button and hand stitching</li> </ul>



# Windham School District Curriculum

## Content Topic: FCS, Grade 8

### Unit: Consumerism

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>Apply the knowledge and skills needed to be a responsible consumer.</li> <li>Understand the purpose of advertising and recognize techniques used to influence consumer purchases.</li> </ul> <p><b>Content Standard:</b></p> <p><b>Consumerism</b></p> <ul style="list-style-type: none"> <li>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</li> <li>2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.</li> <li>2.4.2 Analyze how media and technological advances affect family and consumer decisions.</li> </ul>	<i>Transfer</i>	
	<i>Students will be able to apply learned skills to become a responsible consumer</i>	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <p><b>Consumerism</b></p> <ul style="list-style-type: none"> <li>Individuals and families make choices to satisfy their financial needs and wants.</li> <li>There is an impact on the earth when conserving, maintaining, reusing, and recycling resources.</li> <li>Media and technology have the ability to impact and manipulate consumer decisions.</li> <li>How marketing strategies affect their purchasing choices.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How can decisions I make now affect my future?</li> <li>How does advertising affect consumer decisions, rights, and responsibilities?</li> <li>What is your environmental responsibility as a consumer?</li> </ul>
	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>How to determine cost comparisons</li> </ul>	<p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>Differentiating between a need and a want.</li> <li>Using the decision making process to compare products.</li> </ul>	
<i>Used in Content Area Standards</i>	<b>21<sup>st</sup> Century Skills</b>	
<i>not applicable</i>	<ul style="list-style-type: none"> <li>Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>	

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"><li data-bbox="793 293 1587 321">● Cost comparison for Food Lab and recycle and cost comparison</li></ul>
	OTHER EVIDENCE:

## Windham High School

<b>Fashion Design &amp; Textiles (9-12)</b>	<b>Interior Design (10-12)</b>	<b>Parenting &amp; Child Development (10-12)</b>	<b>Overarching Goals for Foods &amp; Nutrition, World Cuisine, and Pastry Arts (9-12)</b>	<b>Foods &amp; Nutrition (9-12)</b>	<b>World Cuisine (9-12)</b>	<b>Pastry Arts (9-12)</b>
Hand Sewing	Defining your Personal Style	Family Types	Safety and Sanitation	Protein	Mexican Cuisine	Chocolate & Fondant Garnishing
Sewing Machine usage and Vocabulary	Housing Styles and Window Treatments	Birth Defects	Knife Skills	Fruits & Vegetables	Asian Cuisine	Cake Decorating
History of Fashion & Textiles	Interior Elevations and Floor Plans	Ages & Stages (Prenatal, newborn, infants, preschool)	Equipment and Measuring	Carbohydrates	Middle Eastern Cuisine	Decorative Cookies
Making garments and Using a pattern		Theorists	Presentation	Dairy	Indian Cuisine	Artisan breads
Fibers & Textiles		Child Abuse			European Cuisine	Pies & Pastries
					American (USA) Cuisine	

Title of Curriculum: Fashion Design & Textiles, Grades 9-12

Unit Name	Why	How	What
<b>Hand Sewing</b>	<ul style="list-style-type: none"> <li>Students will understand that basic sewing skills are cost saving solutions to creating or repairing clothing or household items.</li> <li>Students will understand basic and professional sewing skills for producing and altering textile products and apparel are essential to one's independence, economic welfare, and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Threading a needle.</li> <li>Basic hand stitching techniques.</li> <li>Demonstrating basic apparel maintenance techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Basic hand sewing skills</li> <li>Create a rice heating pack and scrunchie using hand sewing techniques</li> </ul>
<b>Sewing Machine usage and vocabulary</b>	<ul style="list-style-type: none"> <li>Students will understand that basic sewing skills are cost saving solutions to creating or repairing clothing or household items.</li> <li>Students will understand basic and professional sewing skills for producing and altering textile products and apparel are essential to one's independence, economic welfare, and creativity.</li> <li>Students will understand the parts of a sewing machine and what they are used for.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizing the basic functions of a sewing machine.</li> <li>Threading a sewing machine.</li> <li>Demonstrating basic apparel maintenance techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Basic sewing machine skills</li> <li>Alter and recycle an article of clothing</li> <li>Create a key fob using sewing machine techniques</li> </ul>
<b>History of Fashion &amp; Textiles</b>	<ul style="list-style-type: none"> <li>Students will evaluate the impact of history of design and designers, arts and culture, trend setters, and global influences on textiles, fashion, and apparel.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how clothing has changed throughout history</li> <li>Analyze how fashion has affected the global economy throughout history</li> </ul>	<ul style="list-style-type: none"> <li>Create a look-book of fashion throughout the decades</li> <li>Create an outfit from a historical point in time.</li> </ul>
<b>Making garments and using a pattern</b>	<ul style="list-style-type: none"> <li>Students will demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.</li> <li>Students will demonstrate basic skills for producing and altering textile products and apparel.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizing the basic functions of a sewing machine.</li> <li>Threading a sewing machine.</li> <li>Demonstrating basic apparel maintenance techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Basic sewing machine skills</li> <li>Alter and recycle an article of clothing</li> <li>Create a pair of pajama pants or shorts using a combination of hand sewing and machine sewing skills</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will understand the parts of a sewing machine and what they are used for.</li> </ul>		
<b>Fibers &amp; Textiles</b>	<ul style="list-style-type: none"> <li>● Students will be able to identify the characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.</li> <li>● Students will be able to apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate performance characteristics of textile fiber and fabrics.</li> <li>● Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.</li> </ul>	<ul style="list-style-type: none"> <li>● Test different fibers and textiles to determine their chemical makeup.</li> <li>● Create a look-book of different fibers and textiles and their composition.</li> </ul>

# Windham School District Curriculum

## Content Topic: Fashion Design & Textiles, Grades 9-12

### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate fashion, apparel, and textile design skills.</li> <li>● Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● 16.1.1 Explain the roles and functions of individuals engaged in textiles, fashion, and apparel careers.</li> <li>● 16.2.1 Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers and fabrics.</li> <li>● 16.2.4 Analyze characteristics of textile components in the design, construction, care, use, maintenance, and disposal or recycling of products.</li> <li>● 16.3.8 Evaluate the impact of history of design and designers, arts and culture, trend setters, and global influences on textiles, fashion, and apparel.</li> <li>● 16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.</li> <li>● 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to understand the importance of appropriate fashion choices across a lifespan and independently produce, alter, and repair clothing.</i></p>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <p><b>Hand Sewing:</b></p> <ul style="list-style-type: none"> <li>● Basic sewing skills are cost saving solutions to creating or repairing clothing or household items.</li> <li>● Basic and professional sewing skills for producing and altering textile products and apparel are essential to one’s independence, economic welfare, and creativity.</li> </ul> <p><b>Sewing Machine Usage and Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Basic sewing skills are cost saving solutions to creating or repairing clothing or household items.</li> <li>● Basic and professional sewing skills for producing and altering textile products and apparel are essential to one’s independence, economic welfare, and creativity.</li> </ul> <p><b>History of Fashion &amp; Textiles:</b></p> <ul style="list-style-type: none"> <li>● Fashion is ever-changing</li> <li>● fashion repeats itself throughout history</li> <li>● The four basic ingredients or elements of design used in fashion are shape or silhouette, line, color and texture.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>● How would the ability to sew enhance one’s life?</li> <li>● How can you adapt or alter your current wardrobe to your personal needs?</li> <li>● What defines quality in apparel?</li> <li>● How has the change in technology affected the cost and quality of apparel?</li> <li>● What is the purpose of hand sewing versus machine sewing?</li> <li>● What equipment is used in the fashion industry?</li> <li>● What items are made out of Textiles?</li> <li>● How are yarns formed and Fabric made?</li> <li>● What are natural fibers?</li> <li>● What is the science behind making fabric?</li> </ul>

**Making Garments and Using a Pattern:**

- following directions is an crucial skill
- The fashion industry uses patterns to mass produce clothing items
- Foster positive body images.

**Fibers & Textiles:**

- Fiber content can influence garment types and forms.
- The fashion industry has made long impacting discoveries due to the invention of synthetic fibers.

**Acquisition**

**Students will know...**

**Hand Sewing:**

- The technique for threading and knotting a needle.
- The different types of stitching and when to apply them.

**Sewing Machine Usage and Vocabulary:**

- The different types of stitching and when to apply them.
- The parts, functions, and techniques of the sewing machine.
- Basic reasons for using a sewing machine versus hand stitching.
- How to follow a pattern to create a garment

**History of Fashion & Textiles:**

- History of design and designers
- Global influences on textiles, fashion and apparel

**Making Garments and Using a Pattern:**

- How to clean, press, and finish fashion, apparel, and textile products.

**Students will be skilled at...**

**Hand Sewing:**

- Demonstrating sewing a garment using a needle and thread.
- Applying the running stitch, back stitch, and basting stitch to sew a garment.
- Basic hand stitching techniques.

**Sewing Machine Usage and Vocabulary:**

- Demonstrating threading a sewing machine and bobbin to sew a garment.
- Utilizing the basic functions of a sewing machine.
- Threading a needle.

**History of Fashion & Textiles:**

- Researching and organizing historical textiles.
- How to identify quality fashion products

**Making Garments and Using a Pattern:**

- Following directions to create a garments
- Using a sewing machine
- Make alterations to existing patterns

	<b>Fibers &amp; Textiles:</b> <ul style="list-style-type: none"> <li>How to clean, press, and finish fashion, apparel, and textile products.</li> </ul>	<b>Fibers &amp; Textiles:</b> <ul style="list-style-type: none"> <li>Differentiating between different types of fabrics</li> <li>Identifying how different fabrics are made</li> <li>Researching characteristics and properties of textiles</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
not applicable		<ul style="list-style-type: none"> <li>Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>

### Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> <li>Hand sewing and machine sewing formatives. Hand sewing and machine sewing summative assessments. A project using a pattern and a combination of hand sewing and machine sewing skills. Fashion and textiles look-book.</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>Quick checks, rubrics, and vocabulary activities.</li> </ul>



Title of Curriculum: Interior Design, Grades 10-12

Unit Name	Why	How	What
<p><b>Defining your personal style</b></p>	<ul style="list-style-type: none"> <li>● Students will understand the characteristics of style</li> <li>● Students will evaluate the impact of history of housing design arts and culture, trend setters, and global influences to determine personal style</li> </ul>	<ul style="list-style-type: none"> <li>● Create a design firm based on students' own personal style</li> <li>● Create a mood board describing students personal style in relation to interior design styles.</li> <li>● Create a logo that represents the student</li> </ul>	<ul style="list-style-type: none"> <li>● Interior Design styles (Bohemian, Contemporary, Mid Century Modern, Traditional, Minimalist, Coastal, and Farmhouse)</li> <li>● Logo creation (color, size, shape, proportion)</li> </ul>
<p><b>Housing and interior design styles</b></p>	<ul style="list-style-type: none"> <li>● Students will understand the characteristics of different housing styles</li> <li>● Students will evaluate the impact of history of housing styles</li> <li>● Students will evaluate different types of window styles and types</li> </ul>	<ul style="list-style-type: none"> <li>● Create a presentation on a specific housing style</li> <li>● Create different window curtain/shade styles using fabrics</li> </ul>	<ul style="list-style-type: none"> <li>● Housing styles, such as art deco, cape cod, bungalow, brownstone, gothic revival, ranch, shotgun, contemporary, log cabin, farmhouse, pueblo, etc.</li> <li>● Window styles such as curtains with rod pockets vs. curtains with grommets; valances; interior shutters, etc.</li> </ul>
<p><b>Interior Elevations and Floor Plans</b></p>	<ul style="list-style-type: none"> <li>● Students will understand how to read a floor plan</li> <li>● Students will understand how to read a blueprint to create a floor plan</li> <li>● Students will understand how to use a scale ruler</li> <li>● Students will understand how to create a interior elevation drawing</li> </ul>	<ul style="list-style-type: none"> <li>● Complete reading a scale ruler worksheet</li> <li>● Create an interior elevation drawing</li> <li>● Diorama of a particular room using interior elevation knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Scale ruler quiz</li> <li>● Interior elevation drawings</li> <li>● Floor plan drawings</li> <li>● Furniture Cost evaluation</li> </ul>

# Windham School District Curriculum

## Content Topic: Interior Design, Grades 10-12

### Stage 1 Desired Results

<p>ESTABLISHED GOALS:</p> <p><b><u>Content Standards:</u></b></p> <ul style="list-style-type: none"> <li>● 11.1 Analyze career paths within the housing, interior design and furnishings industries.</li> <li>● 11.1.1 Explain the roles and functions of individuals engaged in housing and interior design careers.</li> <li>● 11.2 Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options.</li> <li>● 11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.</li> <li>● 11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.</li> <li>● 11.2.4 Apply principles of human behavior, ergonomics, and anthropometrics to the design of housing, interiors, and furnishings.</li> <li>● 11.3 Apply residential and commercial interior design knowledge, skills and processes to meet specific design needs.</li> <li>● 11.3.1 Analyze product information, including but not limited to floor coverings, wall coverings, textiles, window treatments, furniture, lighting fixtures, kitchen and bath fixtures and equipment.</li> <li>● 11.3.3 Demonstrate measuring, estimating, ordering, purchasing, pricing, and repurposing skills.</li> </ul>	<b>Transfer</b>	
	<i>Students will integrate knowledge, skills and practices to explore the aesthetics of living spaces.</i>	
	<b>Meaning</b>	
	<p><b>Enduring Understandings:</b></p> <p><b>Students will understand that...</b></p> <p><b>Defining your personal style:</b></p> <ul style="list-style-type: none"> <li>● A person’s style varies depending on their likes/dislikes and interests</li> <li>● A person’s style can have more than one color scheme or pattern that defines them</li> </ul> <p><b>Housing and interior design styles:</b></p> <ul style="list-style-type: none"> <li>● A person’s housing and interior design style varies depending on their likes/dislikes and interests</li> <li>● Style and aesthetics differ from region to region</li> </ul> <p><b>Interior Elevations and Floor Plans:</b></p> <ul style="list-style-type: none"> <li>● The elements and principles of design need to be applied when designing in the field of housing , commercial and residential interiors.</li> <li>● Usable space requirements are needed for successful design</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is a scale ruler?</li> <li>● How is a scale ruler different from a regular ruler?</li> <li>● What is regional style?</li> <li>● What is your personal style?</li> <li>● What type of floor plans does one like? Open and airy or comfy-cozy?</li> <li>● How is an interior elevation drawing different from a floor plan drawing?</li> <li>● What are the basic design principles used in interior design?</li> <li>● How do you identify good quality textiles?</li> </ul>
<b>Acquisition</b>		
<p><b>Students will know...</b></p> <p><b>Defining your personal style:</b></p> <ul style="list-style-type: none"> <li>● What style represents them</li> <li>● How to apply scale to a drawing</li> </ul>	<p><b>Students will be skilled at...</b></p> <p><b>Defining your personal style:</b></p> <ul style="list-style-type: none"> <li>● Identifying their personal style</li> <li>● Creating logos that encompass their personal style</li> </ul>	

<ul style="list-style-type: none"> <li>● 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries.</li> <li>● 11.4.1 Interpret information provided on design, construction, and other industry-related interior design documents.</li> <li>● 11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones; traffic patterns; storage; and electrical, plumbing, ventilation, and thermal systems.</li> <li>● 11.4.3 Draft an interior space to scale using architecture symbols.</li> <li>● 11.4.4 Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features.</li> <li>● 11.6 Evaluate client's needs, goals and resources in creating design plans for housing and residential and commercial interiors.</li> </ul>	<p><b>Housing and interior design styles:</b></p> <ul style="list-style-type: none"> <li>● How to decorate a room given a client's design style</li> <li>● How housing styles differ from different regions of the United States</li> </ul> <p><b>Interior Elevations and Floor Plans:</b></p> <ul style="list-style-type: none"> <li>● How to apply scale to a drawing</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding their own bias</li> </ul> <p><b>Housing and interior design styles:</b></p> <ul style="list-style-type: none"> <li>● Identifying regional styles</li> <li>● Drawing a model floor plan of a regional style</li> </ul> <p><b>Interior Elevations and Floor Plans:</b></p> <ul style="list-style-type: none"> <li>● Conducting furniture costs evaluations</li> <li>● How to use a scale ruler</li> <li>● Creating a model floor plan</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
<i>not applicable</i>		<ul style="list-style-type: none"> <li>● Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>

<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
	<ul style="list-style-type: none"> <li>● Interior Design Firm Project</li> <li>● Housing styles powerpoint</li> <li>● Living room mood board</li> <li>● Draperies</li> <li>● Interior elevation drawing</li> <li>● Floor plans</li> <li>● Diorama</li> </ul>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>● Quick checks, rubrics, and vocabulary activities.</li> </ul>

Title of Curriculum: Parenting & Child Development, Grades 10-12

Unit Name	Why	How	What
Family Types	<ul style="list-style-type: none"> <li>● Students will understand the importance of a family unit</li> <li>● Students will evaluate the different family units' impact on society</li> <li>● Students will identify the reasons parents discipline children</li> </ul>	<ul style="list-style-type: none"> <li>● Research and create a poster depicting the different family types</li> <li>● Identify the roles and responsibilities of family members in different family types</li> <li>● Identify ways parents provide discipline for their children</li> <li>● Identify theories related to discipline</li> </ul>	<ul style="list-style-type: none"> <li>● Family Types (Nuclear, Symmetrical, Extended, Empty Nest, Single Parent, Cereal Packet, Reconstituted, Blended)</li> <li>● Discipline types</li> <li>● Theories about discipline</li> </ul>
Birth Defects	<ul style="list-style-type: none"> <li>● Students will understand the characteristics of common birth defects</li> <li>● Students will understand that birth defects can be genetic or environmental or a combination of the two.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a brochure of a specific birth defect</li> <li>● Identify genetic birth defects</li> <li>● Identify environmental birth defects</li> <li>● Identify complications and symptoms of the birth defects</li> <li>● Identify medical help and treatments available to parents for birth defects.</li> </ul>	<ul style="list-style-type: none"> <li>● Birth defects (Omphalocele, Fetal Alcohol syndrome, Autism, Cystic Fibrosis, Tay-Sachs disease, PKU, Preeclampsia, Sickle-cell anemia, spina bifida, Placental Abruption, Twins and Triplets, Progeria, Ectopic Pregnancy, Congenital Heart Defect, Cleft Palate, Club Foot, Down Syndrome, Anencephaly, Congenital Aids, Hydrocephalus, Beckwith Wiedemann Syndrome, Diaphragmatic Hernia, Premature Birth, Fragile X, Cerebral Palsy, Gestational Diabetes)</li> </ul>
Ages & Stages (Prenatal, newborn, toddler, preschool)	<ul style="list-style-type: none"> <li>● Students will understand the risks and complications associated with pregnancy</li> <li>● Students will understand the physical, mental and intellectual development of children and be able to identify age specific characteristics</li> </ul>	<ul style="list-style-type: none"> <li>● Research and understand the physical, emotional, and intellectual growth of children.</li> <li>● Create age-specific activities for each stage</li> </ul>	<ul style="list-style-type: none"> <li>● Ages of children (prenatal, newborn, toddler, preschool)</li> <li>● Stages of development of children</li> <li>● Types of play</li> <li>● Physical, emotional and intellectual growth of children</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will understand how to care for children beginning with birth to early childhood.</li> </ul>		
Theorists	<ul style="list-style-type: none"> <li>● Understanding the difference between nature and nurture.</li> <li>● Applying developmentally appropriate guidelines for behavior.</li> <li>● Accessing common practices and emerging research about discipline.</li> <li>● Demonstrating a variety of methods to meet the individual needs of a child.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate a case study of a particular theory</li> <li>● Study historical and contemporary Theories and Theorist</li> <li>● Understand the basic theories of child development and their role in being a care-taker</li> </ul>	<ul style="list-style-type: none"> <li>● Historical and contemporary Theories and Theorist (Vygotsky, Skinner, Bowlby, Spock, Kohlberg, Gesell, Freud, Ainsworth, Baumrind, Erikson, Gardner, Piaget, Maslow, Montessori, Chomsky)</li> </ul>
Child Abuse	<ul style="list-style-type: none"> <li>● Child abuse is a potential risk factor in parenting all ages.</li> <li>● Resources are available to parents who struggle with issues of abuse.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate child abuse case studies: emotional, physical, sexual and/or neglect.</li> <li>● Research laws and agencies used to protect children against child abuse and neglect</li> </ul>	<ul style="list-style-type: none"> <li>● Abuse vs. Neglect</li> <li>● Signs of physical abuse</li> <li>● Signs of neglect</li> <li>● Signs of sexual abuse</li> <li>● Signs of emotional abuse</li> <li>● Agencies to protect children</li> <li>● Laws used to protect children</li> </ul>

# Windham School District Curriculum

## Content Topic: Parenting & Child Development, Grades 10-12

### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies :</b></p> <ul style="list-style-type: none"> <li>Apply practices and procedures for safe and healthy behaviors/situations in a home or childcare setting</li> <li>Implement strategies for constructive and supportive interactions with children.</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>15.1 Analyze roles and responsibilities of parenting.               <ul style="list-style-type: none"> <li>15.1.1 Analyze Parenting Roles across the lifespan</li> <li>15.1.2 Analyze expectations and responsibilities of parenting</li> <li>15.1.5 Explain cultural differences and similarities in roles and responsibilities of parenting.</li> </ul> </li> <li>15.2.1 Analyze nurturing practices that support human growth and development.</li> <li>15.2.2 Apply communication strategies that promote emotional well-being in family members.</li> <li>15.3.2 Analyze community resources that provide opportunities related to parenting.</li> <li>15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.</li> <li>15.4.2 Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to apply healthy child-rearing practices to most everyday life situations</i>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <p><b>Family Types:</b></p> <ul style="list-style-type: none"> <li>To raise a child in a positive environment there are acceptable practices and standards that need to be applied.</li> </ul> <p><b>Birth Defects:</b></p> <ul style="list-style-type: none"> <li>Birth defects can be genetic or environmental or a combination of both</li> <li>Birth defects can affect a whole family in a negative way</li> </ul> <p><b>Ages &amp; Stages:</b></p> <ul style="list-style-type: none"> <li>There are characteristics and behaviors that are used to identify with each age and stage in development</li> </ul> <p><u>Prenatal:</u></p> <ul style="list-style-type: none"> <li>The qualities needed to be a good parent.</li> <li>The environment affects development of the prenatal and newborn child</li> <li>There are changes that occur in a mother's body during pregnancy</li> <li>There are presumptive and positive signs of pregnancy.</li> <li>Many important developments occur during the three stages of pregnancy.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Family Types</b></p> <ul style="list-style-type: none"> <li>What are the different family types?</li> <li>How have family types changed over the decades?</li> <li>What are effective discipline strategies?</li> <li>What is child abuse?</li> </ul> <p><b>Birth Defects</b></p> <ul style="list-style-type: none"> <li>What are genetic birth defects?</li> <li>What are environmental birth defects?</li> <li>Why is it important to understand and track normal child development?</li> </ul> <p><u>Ages &amp; stages</u></p> <p><u>Prenatal</u></p> <ul style="list-style-type: none"> <li>Am I ready to become a parent?</li> <li>What factors make a good parent?</li> <li>How does the environment affect development?</li> <li>Why is it important to understand why your body changes during pregnancy?</li> <li>What would be the possible consequences if a parent were unable to go to the prenatal care appointments.</li> <li>Is childbirth the same for everyone?</li> </ul>

	<ul style="list-style-type: none"> <li>● Prenatal care is important for the mother and baby's well being.</li> <li>● Labor and delivery are stages in the birthing process.</li> </ul> <p><u>Newborn</u></p> <ul style="list-style-type: none"> <li>● There are many important tests that are performed before a baby is taken home from the hospital.</li> <li>● Shaken Baby Syndrome can be prevented by leading a healthy lifestyle.</li> <li>● Reflexes are involuntary movements.</li> <li>● Rate of development is different for every infant.</li> <li>● Infants develop at different rates</li> <li>● How to meet the basic physical needs of an infant.</li> <li>● Importance of intellectual development in an infant.</li> <li>● How to meet the social emotional needs of an infant.</li> </ul> <p><u>Toddler</u></p> <ul style="list-style-type: none"> <li>● Children develop at different rates.</li> <li>● Each child is an individual.</li> <li>● Children sequentially develop skills.</li> <li>● Toddlerhood is a unique stage of development.</li> </ul> <p><u>Preschool</u></p> <ul style="list-style-type: none"> <li>● Quality child care is essential to positive growth and development.</li> <li>● The broadening experiences are challenging the intellectual and social dynamics of the preschooler.</li> <li>● The preschooler is becoming more coordinated and fine motor skills are developing.</li> </ul>	<p><u>Newborn</u></p> <ul style="list-style-type: none"> <li>● What resources are available to help educate new parents.</li> <li>● What factors would provoke a person to want to harm a baby?</li> <li>● How do involuntary movements connect to an infant's survival?</li> <li>● How does a parent know if their baby is healthy mentally, physically and socially?</li> </ul> <p><u>Toddler</u></p> <ul style="list-style-type: none"> <li>● What are the important milestones in Child Development?</li> <li>● How do toddlers develop physically?</li> <li>● How do toddlers develop socially?</li> <li>● How do toddlers develop emotionally?</li> <li>● How do toddlers develop intellectually?</li> <li>● What is the proper nutrition required for a toddler?</li> <li>● Why is it important to understand the development of a toddler?</li> <li>● How do you provide for the developmental needs of a toddler?</li> </ul> <p><u>Preschool</u></p> <ul style="list-style-type: none"> <li>● What factors and options should parents consider when choosing quality care?</li> <li>● What is the height and weight of a healthy preschooler?</li> <li>● What are the expectations of the preschooler in the areas of Language, fine and gross motor skills, and cognitive development?</li> <li>● What are effective discipline strategies for a preschooler?</li> </ul>
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	<ul style="list-style-type: none"> <li>Quality child care is essential for proper growth and development of young children.</li> </ul> <p><b>Theorists:</b></p> <ul style="list-style-type: none"> <li>There are different theorists and theories about child development</li> <li>Theories help to develop programs to better support child development</li> </ul> <p><b>Child abuse:</b></p> <ul style="list-style-type: none"> <li><i>There are a variety of discipline techniques that apply to a variety of situations.</i></li> <li><i>There are positive and negative forms of discipline.</i></li> <li>Supervision, knowledge, protection, and prevention strategies can prevent childhood injuries.</li> </ul>	<ul style="list-style-type: none"> <li>How do you meet a preschooler's social and emotional needs?</li> <li>Which is better, keeping your child home or putting them in child care?</li> </ul> <p><b>Theorists:</b></p> <ul style="list-style-type: none"> <li>What is nature vs. nurture? How does it relate to child development?</li> <li>Why is cognitive development important for learning?</li> <li>Why is the hierarchy of needs important for child development?</li> </ul> <p><b>Child Abuse:</b></p> <ul style="list-style-type: none"> <li>What are the signs of a child who has been abused or neglected?</li> <li>How can you help someone suspect is being abused or neglected?</li> <li>What do you do if you suspect someone of abusing or neglecting a child?</li> <li>What is needed to safeguard children?</li> <li>What are the signs of child abuse and neglect?</li> <li>What laws do parents and teachers need to know to keep children safe?</li> <li>Who is ultimately responsible for the protection of children in community-based settings?</li> <li>What agencies have been set up to protect children?</li> </ul>
<b>Acquisition</b>		
	<p><b>Students will know...</b></p> <p><b>Family Types:</b></p> <ul style="list-style-type: none"> <li>The different family types present in the United States</li> <li>Effective discipline strategies</li> <li>Roles and responsibilities of a mother and father can change depending on family type</li> </ul>	<p><b>Students will be skilled at...</b></p> <p><b>Family Types:</b></p> <ul style="list-style-type: none"> <li>Understanding what it means to be a care-taker</li> <li>Understanding what it means to be a parent</li> </ul>



	<p><b>Birth Defects:</b></p> <ul style="list-style-type: none"> <li>• The different types of birth defects</li> <li>• Which birth defects are most prevalent in the U.S.</li> <li>• Which birth defects are genetic, environment or both.</li> </ul> <p><b>Ages &amp; Stages:</b></p> <p><u>Prenatal</u></p> <ul style="list-style-type: none"> <li>• The three stages of pregnancy.</li> <li>• How common medical tests are performed during pregnancy.</li> <li>• Proper prenatal care and health hazards to avoid during pregnancy.</li> <li>• Environment and heredity affect the overall health of the child.</li> <li>• Process of labor and delivery.</li> </ul> <p><u>Newborn</u></p> <ul style="list-style-type: none"> <li>• The tests given to a newborn baby.</li> <li>• Shaken Baby Syndrome is caused by environmental factors.</li> <li>• The newborn baby reflexes</li> <li>• Each baby develops at a different rate physically, socially, intellectually and socially.</li> </ul> <p><u>Toddler</u></p> <ul style="list-style-type: none"> <li>• The basic physical needs of a toddler.</li> <li>• How to meet the social needs of a toddler.</li> <li>• The importance of emotional development during the toddler years.</li> <li>• How toddlers develop intellectually.</li> <li>• What are the dietary requirements for a toddler.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding what it means to be a guardian</li> <li>• Identifying the difference between discipline and abuse</li> </ul> <p><b>Birth Defects:</b></p> <ul style="list-style-type: none"> <li>• Identifying different types of birth defects</li> <li>• Creating developmentally appropriate activities based on a child’s skill set</li> </ul> <p><b>Ages &amp; Stages:</b></p> <p><u>Prenatal</u></p> <ul style="list-style-type: none"> <li>• Defining what will happen to the body during the 3 stages of pregnancy</li> <li>• Distinguish between different birth defects and their causes</li> <li>• Discuss proper prenatal care and health hazards to avoid.</li> <li>• Explain the childbirth process.</li> </ul> <p><u>Newborn</u></p> <ul style="list-style-type: none"> <li>• Demonstrate developmentally appropriate practices.</li> <li>• Distinguish between different birth defects and their causes</li> <li>• Define the various types of child abuse and developmental delays associated with the abuse.</li> </ul> <p><u>Toddler</u></p> <ul style="list-style-type: none"> <li>• Explain the physical needs of a toddler.</li> <li>• Explain the social needs of a toddler.</li> <li>• Discuss social – emotional development of a toddler.</li> <li>• Discuss intellectual development of a toddler.</li> </ul>
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	<p><b>Preschool</b></p> <ul style="list-style-type: none"> <li>● The broadening experiences are challenging the intellectual and social dynamics of the preschooler.</li> <li>● The preschooler is becoming more coordinated and fine motor skills are developing.</li> <li>● The nutritional needs of a preschooler.</li> </ul> <p><b>Theorists:</b></p> <ul style="list-style-type: none"> <li>● The techniques for positive discipline of young children.</li> <li>● The roles and responsibilities of a child care provider.</li> <li>● Maslow’s hierarchy of Needs and why it is related to child development</li> <li>● Piaget’s Cognitive Development Theory and why it is important for child growth and development.</li> </ul> <p><b>Child Abuse:</b></p> <ul style="list-style-type: none"> <li>● There is not a concrete formula to how to discipline a child.</li> <li>● Abuse can occur in any home, it does not discriminate.</li> <li>● There are signs of abuse that a child shows.</li> <li>● There are resources in the community and nationally to get help on how to handle abuse.</li> </ul>	<p><b>Preschool</b></p> <ul style="list-style-type: none"> <li>● Apply variety learning strategies to various challenges faced with parents and caregivers today.</li> <li>● Identify the fine and gross motor milestones that would affect caregiver and parent expectations.</li> <li>● Designing meals and snacks for preschoolers.</li> </ul> <p><b>Theorists:</b></p> <ul style="list-style-type: none"> <li>● Discuss and apply developmentally appropriate guidelines for behavior.</li> <li>● Understanding the difference between nature and nurture.</li> <li>● Accessing common practices and emerging research about discipline.</li> <li>● Demonstrating a variety of methods to meet the individual needs of a child.</li> </ul> <p><b>Child Abuse:</b></p> <ul style="list-style-type: none"> <li>● Identifying positive and negative discipline</li> <li>● Identify and contact the appropriate resources needed to handle the possibility of a child abuse situation.</li> </ul>
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
not applicable	<ul style="list-style-type: none"> <li>● Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>	

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"><li>● Video on Prenatal Development</li><li>● PowerPoint presentations</li><li>● Birth Defect Brochure</li><li>● Teacher developed websites</li><li>● Video Baby Borrowers</li><li>● Daily Dilemmas</li></ul>
	OTHER EVIDENCE:

Title of Curriculum: Introductory Units for Foods & Nutrition, Pastry Art, and World Cuisine, Grades 9-12

Unit Name	Why	How	What
<b>Safety and Sanitation</b>	<ul style="list-style-type: none"> <li>● Students will understand food safety and sanitation procedures when handling food.</li> <li>● Students will understand safe procedures and behaviors in the food lab.</li> </ul>	<ul style="list-style-type: none"> <li>● Applying safety and sanitation procedures during food preparation.</li> <li>● Keeping a clean and well organized kitchen.</li> </ul>	<ul style="list-style-type: none"> <li>● Safety and sanitation</li> <li>● Tools and equipment</li> <li>● Safe and proper food preparation skills and measurement.</li> </ul>
<b>Knife Skills</b>	<ul style="list-style-type: none"> <li>● Students will understand accurate cutting and knife skill techniques.</li> <li>● Students will understand appropriate use and care practices with kitchen knives.</li> </ul>	<ul style="list-style-type: none"> <li>● Applying accurate measuring techniques.</li> <li>● Applying their understanding for the purpose of preparing a simple recipe.</li> <li>● Setting and utilizing a proper place setting correctly.</li> <li>● Measuring dry, solid, and liquid ingredients accurately.</li> </ul>	<ul style="list-style-type: none"> <li>● Proper preparation skills for cutting food items</li> <li>● Proper handling and use of knives</li> </ul>
<b>Equipment and measurement</b>	<ul style="list-style-type: none"> <li>● Students will understand accurate measuring techniques.</li> <li>● Students will understand appropriate use and care practices with kitchen equipment and appliances.</li> </ul>	<ul style="list-style-type: none"> <li>● Applying accurate measuring techniques.</li> <li>● Applying their understanding for the purpose of preparing a simple recipe.</li> <li>● Setting and utilizing a proper place setting correctly.</li> <li>● Measuring dry, solid, and liquid ingredients accurately.</li> </ul>	<ul style="list-style-type: none"> <li>● Read a recipe</li> <li>● Executing a meal</li> <li>● Proper preparation skills and measurement</li> <li>● Proper use of equipment</li> </ul>

<p><b>Preparing , Serving and Presenting Food</b></p>	<ul style="list-style-type: none"> <li>● Students will understand how to plate food for presentation</li> <li>● Students will understand techniques needed for presentation</li> <li>● Students will understand tools needed for presentation</li> </ul>	<ul style="list-style-type: none"> <li>● Setting and utilizing a proper place setting correctly.</li> <li>● Setting food on proper equipment for presentation</li> <li>● Applying presentation techniques to make food visually appealing.</li> </ul>	<ul style="list-style-type: none"> <li>● Proper use of presentation tools</li> <li>● Proper use of presentation techniques</li> <li>● Serving food that is visually appealing</li> </ul>
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# Windham School District Curriculum

## Content Topic: Foods & Nutrition, Pastry Art & World Cuisine, Grades 9-12

### Unit: Safety & Sanitation

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>Analyze and evaluate basic nutrition, food choices and food preparation practices that affect growth and development.</li> <li>Demonstrate basic skills to practice safe and healthy food preparation and presentation</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>8.2 Demonstrate food safety and sanitation procedures</li> <li>9.2: Apply risk management procedures to food safety, food testing, and sanitation.</li> <li>9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently apply basic cooking and safety skills to create a variety of healthy food choices.</i></p>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>Kitchen accidents can be prevented.</li> <li>Proper food handling techniques are necessary to prevent illnesses</li> <li>Cooperation, following directions, accountability and time management are necessary skills for a group task.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Why is safety and sanitation important in the preparation of food?</li> <li>How does personal hygiene impact the handling of food and kitchen equipment?</li> <li>Why are collaborative skills important for kitchen safety?</li> <li>What are the proper safety and sanitation techniques used to clean and sanitize a kitchen space?</li> </ul>
	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>Proper safety and sanitation procedures during food preparation.</li> <li>Cooperation is necessary to successfully and safely work together in the lab.</li> </ul>	<p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>Distinguish between safe and unsafe kitchen practices.</li> <li>Applying safety and sanitation procedures during food preparation.</li> <li>Keeping a clean and well organized kitchen.</li> <li>Exhibit workplace readiness skills such as cooperation with others and following oral and written directions.</li> <li>Demonstrating safe and proper handling of kitchen equipment.</li> </ul>	

Used in Content Area Standards	21 <sup>st</sup> Century Skills
not applicable	<ul style="list-style-type: none"> <li>Students will use:               <ul style="list-style-type: none"> <li>one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul> </li> </ul>

<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> <li>MYplate project</li> <li>Safety &amp; Sanitation Test</li> <li>Enter the Lab Test</li> <li>Labs demonstrating specific skills</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>Quick Checks and Rubrics</li> <li>Vocabulary and “Quick Check” games/activities</li> <li>Food labs</li> </ul>

# Windham School District Curriculum

## Content Topic: Foods & Nutrition, Pastry Arts & World Cuisine, Grades 9-12

### Unit: Knife Skills

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>Analyze and evaluate basic nutrition, food choices and food preparation practices that affect growth and development.</li> <li>Demonstrate basic skills to practice safe and healthy food preparation and presentation</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>8.5 Demonstrate standards in selecting and using equipment.</li> <li>8.5.1 Demonstrate skills in safe handling of knives, tools</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to independently apply basic cooking and safety skills to create a variety of healthy food choices.</i>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b>  <b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>Kitchen accidents can be prevented.</li> <li>Proper food handling techniques are necessary to prevent injury</li> <li>Certain knives are needed for specific tasks to achieve the correct final product.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does one know how to select the proper equipment/tools to the appropriate food preparation situation?</li> <li>What is the proper technique to hold a knife?</li> <li>What is the “bear-claw” technique, and how do you use it?</li> </ul>
	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>How to properly hold a knife</li> <li>How to use the “bear-claw” method when cutting food items</li> <li>How to properly clean a knife</li> <li>How to prevent injuries caused by knives</li> </ul>	<p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>Distinguish between safe and unsafe kitchen practices.</li> <li>Demonstrate proper knife handling</li> <li>Demonstrate proper knife cutting skills</li> </ul>	
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
not applicable	<ul style="list-style-type: none"> <li>Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>	



## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"><li>● MYplate project</li><li>● Safety &amp; Sanitation Test</li><li>● Enter the Lab Test</li><li>● Labs demonstrating specific skills</li></ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"><li>● Quick Checks and Rubrics</li><li>● Vocabulary and "Quick Check" games/activities</li><li>● Food labs</li></ul>

# Windham School District Curriculum

## Content Topic: Foods & Nutrition, Pastry Arts & World Cuisine, Grades 9-12

### Unit: Equipment & Measurement

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>Analyze and evaluate basic nutrition, food choices and food preparation practices that affect growth and development.</li> <li>Demonstrate basic skills to practice safe and healthy food preparation and presentation</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>8.5 Demonstrate standards in selecting and using equipment.</li> <li>8.5.1 Demonstrate skills in safe handling of knives, tools</li> <li>8.5.3 Utilizes weights and measurement tools to demonstrate knowledge of proportion control and proper scaling and measurements techniques.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently apply basic cooking and safety skills to create a variety of healthy food choices.</i></p>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>Certain tools and equipment are needed for specific tasks to achieve the correct final product.</li> <li>Accurate measurements are necessary for successfully preparing recipes.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does one know how to select the proper equipment/tools to the appropriate food preparation situation?</li> <li>Why are the correct measuring techniques important for a successful product?</li> <li>How does recipe format and cooking terms affect the final product?</li> <li>How do understanding equivalents, abbreviations, and action words help when preparing a recipe?</li> <li>Why are collaborative skills important for kitchen safety?</li> </ul>
	<b>Acquisition</b>	
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>The different tools and equipment used in food preparation.</li> <li>Various accurate measuring techniques.</li> </ul>	<p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>Identifying tools and equipment and explaining their use in the kitchen.</li> <li>Measuring dry, solid, and liquid ingredients accurately</li> </ul>	

Used in Content Area Standards	21 <sup>st</sup> Century Skills
not applicable	<ul style="list-style-type: none"> <li>Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>

<b>Stage 2 - Evidence</b>	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: <ul style="list-style-type: none"> <li>MYplate project</li> <li>Safety &amp; Sanitation Test</li> <li>Enter the Lab Test</li> <li>Labs demonstrating specific skills</li> </ul>
	OTHER EVIDENCE: <ul style="list-style-type: none"> <li>Quick Checks and Rubrics</li> <li>Vocabulary and "Quick Check" games/activities</li> <li>Food labs</li> </ul>

# Windham School District Curriculum

## Content Topic: Foods & Nutrition, Pastry Arts & World Cuisine, Grades 9-12

### Unit: Preparing, Serving & Presenting

#### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>Analyze and evaluate basic nutrition, food choices and food preparation practices that affect growth and development.</li> <li>Demonstrate basic skills to practice safe and healthy food preparation and presentation</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation time and human capital.</li> <li>2.1.3 Analyze how individuals and families make choices to satisfy needs and wants.</li> <li>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing including hand tools and smallwares.</li> </ul>	<b>Transfer</b>	
	<i>Students will be able to independently apply basic cooking and safety skills to create a variety of healthy food choices.</i>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>Understanding the parts of the recipe aids in the successful preparation of the recipe.</li> <li>Understanding food preparation terms aids in the successful preparation of the recipe.</li> <li>Setting the table is an important part of meal preparation.</li> <li>Proper manners are important in everyday life.</li> <li>Several viable career paths exist within the food industry.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does tracking healthy food choices provide the building blocks of a healthy diet?</li> <li>How does age, gender, nutrition and physical activity affect my nutritional requirements?</li> <li>Why is safety and sanitation important in the preparation of food?</li> <li>How does personal hygiene impact the handling of food and kitchen equipment?</li> <li>Why are collaborative skills important for kitchen safety?</li> <li>What are the proper safety and sanitation techniques used to clean and sanitize a kitchen space?</li> <li>How does one know how to select the proper equipment/tools to the appropriate food preparation situation?</li> <li>Why is it important to know how to set a table correctly?</li> </ul>

		<b>Acquisition</b>	
		<b>Students will know...</b> <ul style="list-style-type: none"> <li>• How to properly read a recipe for successful food preparation.</li> <li>• How to correctly set the table</li> <li>• Manners are important.</li> </ul>	<b>Students will be skilled at...</b> <ul style="list-style-type: none"> <li>• Reading and executing a recipe to produce a high quality product.</li> <li>• Setting a table correctly according to the menu planned.</li> <li>• Exhibiting workplace readiness skills such as cooperation with others and following oral and written directions.</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>	
not applicable		<ul style="list-style-type: none"> <li>• Students will use: • one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>	

<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
	<b>ASSESSMENT:</b> <ul style="list-style-type: none"> <li>• MYplate project</li> <li>• Safety &amp; Sanitation Test</li> <li>• Enter the Lab Test</li> <li>• Labs demonstrating specific skills</li> </ul>
	<b>OTHER EVIDENCE:</b> <ul style="list-style-type: none"> <li>• Quick Checks and Rubrics</li> <li>• Vocabulary and "Quick Check" games/activities</li> <li>• Food labs</li> </ul>

Unit Name	Why	How	What
<b>Protein</b>	<ul style="list-style-type: none"> <li>● Students will understand current USDA dietary guidelines to meet nutrition and wellness standards.</li> <li>● Students will understand current food, nutrition and physical activity choices to build a healthy wellness base.</li> <li>● Students will be able to apply standards for food quality and sustainability of foods to their food choices</li> <li>● Students will understand Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation of meats.</li> </ul>	<ul style="list-style-type: none"> <li>● Applying the ChooseMyPlate.gov guidelines to their food choices and food preparation.</li> <li>● Apply a variety of cooking methods to protein sources.</li> <li>● Conducting sensory evaluations of food products</li> </ul>	<ul style="list-style-type: none"> <li>● Myplate Guidelines</li> <li>● Food Choices</li> <li>● Read a recipe</li> <li>● Executing a meal</li> <li>● Proper preparation skills and measurement to prepare a meal with protein in it.</li> <li>● Create a dish with protein as the main item.</li> <li>● Create a dish with a protein substitute as the main item.</li> </ul>
<b>Fruits &amp; Vegetables</b>	<ul style="list-style-type: none"> <li>● Students will understand current USDA dietary guidelines to meet nutrition and wellness standards.</li> <li>● Students will understand current food, nutrition and physical activity choices to build a healthy wellness base.</li> <li>● Students will analyze the effects of thermodynamics on chemical reactions in foods and food products.</li> </ul>	<ul style="list-style-type: none"> <li>● Applying the ChooseMyPlate.gov guidelines to their food choices and food preparation.</li> <li>● Apply a variety of cooking methods to fruit and vegetable sources.</li> <li>● Conducting sensory evaluations of fruits and vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>● Myplate Guidelines</li> <li>● Food Choices</li> <li>● Read a recipe</li> <li>● Executing a meal</li> <li>● Proper preparation skills and measurement to prepare a meal with fruits and vegetables in it.</li> <li>● Test the pH levels of different fruits and vegetables mixed with food safe reactants.</li> <li>● Create a dish with fruits as the main item.</li> <li>● Create a dish with vegetables as the main item.</li> </ul>

<b>Carbohydrates</b>	<ul style="list-style-type: none"> <li>● Students will understand current USDA dietary guidelines to meet nutrition and wellness standards.</li> <li>● Students will understand current food, nutrition and physical activity choices to build a healthy wellness base.</li> <li>● Students will be able to identify the parts of a wheat kernel</li> <li>● Students will understand the milling process of grains</li> </ul>	<ul style="list-style-type: none"> <li>● Applying the ChooseMyPlate.gov guidelines to their food choices and food preparation.</li> <li>● Conducting sensory evaluations of food products</li> </ul>	<ul style="list-style-type: none"> <li>● Myplate Guidelines</li> <li>● Food Choices</li> <li>● Read a recipe</li> <li>● Executing a meal</li> <li>● Proper preparation skills and measurement to prepare a meal with carbohydrates in it.</li> <li>● Identify parts of a whole grain kernel.</li> <li>● Create a dish with carbohydrates as the main item.</li> </ul>
<b>Dairy</b>	<ul style="list-style-type: none"> <li>● Students will understand current USDA dietary guidelines to meet nutrition and wellness standards.</li> <li>● Students will understand current food, nutrition and physical activity choices to build a healthy wellness base.</li> </ul>	<ul style="list-style-type: none"> <li>● Applying the ChooseMyPlate.gov guidelines to their food choices and food preparation.</li> <li>● Conducting sensory evaluations of food products</li> </ul>	<ul style="list-style-type: none"> <li>● Myplate Guidelines</li> <li>● Food Choices</li> <li>● Read a recipe</li> <li>● Executing a meal</li> <li>● Proper preparation skills and measurement to prepare a meal with dairy products in it.</li> <li>● Test different cheeses based on the five senses.</li> <li>● Create a dish with dairy as the main item.</li> </ul>

# Windham School District Curriculum

## Content Topic: Foods & Nutrition, Grades 9-12

### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>Analyze and evaluate basic nutrition, food choices and food preparation practices that affect growth and development.</li> <li>Demonstrate basic skills to practice safe and healthy food preparation and presentation</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter , health care, recreation, transportation time and human capital.</li> <li>2.1.3 Analyze how individuals and families make choices to satisfy needs and wants.</li> <li>8.2 Demonstrate food safety and sanitation procedures</li> <li>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing including hand tools and smallwares.</li> <li>8.5 Demonstrate standards in selecting and using equipment.</li> <li>8.5.1 Demonstrate skills in safe handling of knives, tools</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently apply basic cooking and safety skills to create a variety of healthy food choices.</i></p>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <p><b>Protein:</b></p> <ul style="list-style-type: none"> <li>Protein is needed in the diet to fuel the body</li> <li>Meat sources are protein</li> <li>There are protein alternatives for those who do not eat meat</li> <li>There are different ways to cook proteins</li> </ul> <p><b>Fruits &amp; Vegetables:</b></p> <ul style="list-style-type: none"> <li>Fruits &amp; Vegetables are nutrient dense foods</li> <li>Fruits &amp; Vegetables are needed to keep the body healthy</li> <li>There are different ways to cook fruits and vegetables</li> </ul> <p><b>Carbohydrates:</b></p> <ul style="list-style-type: none"> <li>There are three categories of carbohydrates: sugars, starches, and fiber</li> <li>whole grains and refined grains are different</li> <li>Whole grains are made from the whole wheat kernel</li> <li>Refined grains have been milled down and do not contain the whole wheat kernel</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does tracking healthy food choices provide the building blocks of a healthy diet?</li> <li>How does age, gender, nutrition and physical activity affect my nutritional requirements?</li> <li>How does recipe format and cooking terms affect the final product?</li> <li>How can I use the Choose My Plate diagram to create healthy meal choices?</li> <li>Why are collaborative skills important for kitchen safety?</li> <li>What are alternative protein sources?</li> <li>What is protein and why is it needed in the body?</li> <li>What is the difference between whole grains and refined grains?</li> <li>What are the three categories of carbohydrates?</li> <li>What vitamins are found in fruits and vegetables?</li> <li>What minerals are found in fruits and vegetables?</li> </ul>



<ul style="list-style-type: none"> <li>● 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</li> </ul>	<p><b>Dairy:</b></p> <ul style="list-style-type: none"> <li>● Not all dairy is healthy</li> <li>● Ice cream is considered more of a fat product than a dairy product</li> <li>● There are dairy alternative for those who do not or cannot consume dairy products</li> </ul>	
<b>Acquisition</b>		
<ul style="list-style-type: none"> <li>● 8.5.3 Utilizes weights and measurement tools to demonstrate knowledge of proportion control and proper scaling and measurements techniques.</li> <li>● 9.2: Apply risk management procedures to food safety, food testing, and sanitation.</li> <li>● 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</li> <li>● 14.0: Demonstrate nutrition and wellness practices that enhance individual and family well-being.</li> <li>● 14.3: Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</li> <li>● 14.3.3: Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.</li> </ul>	<p><b>Students will know...</b></p> <p><b>Protein:</b></p> <ul style="list-style-type: none"> <li>● The ChooseMyPlate.gov guidelines.</li> <li>● Different ways food choices affect their overall health.</li> <li>● Proteins are used to fuel the body</li> <li>● How to properly cook meat sources such as chicken, beef and pork</li> <li>● How to properly prepare meat/protein alternatives such as lentils and beans.</li> </ul> <p><b>Fruits &amp; Vegetables:</b></p> <ul style="list-style-type: none"> <li>● The classifications of fruits</li> <li>● The classifications of vegetables</li> <li>● The pH levels of fruits and vegetables</li> <li>● Taste and appearance can differ between raw and cooked fruits and vegetables</li> </ul> <p><b>Carbohydrates:</b></p> <ul style="list-style-type: none"> <li>● The parts of a whole grain kernel</li> <li>● The muffin mixing method</li> <li>● The biscuit mixing method</li> <li>● Carbohydrates are used to fuel the body</li> </ul> <p><b>Dairy:</b></p> <ul style="list-style-type: none"> <li>● Lactase is the enzyme in dairy products</li> <li>● There are different types of cheese</li> <li>● There are different types of milk and yogurt for people sensitive to lactose</li> </ul>	<p><b>Students will be skilled at...</b></p> <p><b>Protein:</b></p> <ul style="list-style-type: none"> <li>● Applying the ChooseMyPlate.gov guidelines to their food choices and food preparation.</li> <li>● Demonstrating safe and proper handling of kitchen equipment.</li> <li>● Identify different sources of protein to use for breakfast, lunch and dinner</li> </ul> <p><b>Fruits &amp; Vegetables:</b></p> <ul style="list-style-type: none"> <li>● Applying the ChooseMyPlate.gov guidelines to their food choices and food preparation.</li> <li>● Identify vitamins and minerals found in fruits and vegetables</li> <li>● Identify the pH levels of fruits and vegetables</li> </ul> <p><b>Carbohydrates:</b></p> <ul style="list-style-type: none"> <li>● Applying the ChooseMyPlate.gov guidelines to their food choices and food preparation.</li> <li>● Identifying parts of a whole grain kernel.</li> <li>● Using the muffin mixing method</li> <li>● Using the biscuit mixing method</li> </ul>

		<b>Dairy:</b> <ul style="list-style-type: none"> <li>● Applying the ChooseMyPlate.gov guidelines to their food choices and food preparation.</li> <li>● Identifying cheeses based taste and texture</li> <li>● Using dairy products to create a dish</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
not applicable		<ul style="list-style-type: none"> <li>● Students will use: <ul style="list-style-type: none"> <li>● one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul> </li> </ul>

### Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<b>ASSESSMENT:</b> <ul style="list-style-type: none"> <li>● MYplate project</li> <li>● Safety &amp; Sanitation Test</li> <li>● Enter the Lab Test</li> <li>● Labs demonstrating specific skills</li> </ul>
	<b>OTHER EVIDENCE:</b> <ul style="list-style-type: none"> <li>● Quick Checks and Rubrics</li> <li>● Vocabulary and “Quick Check” games/activities</li> <li>● Food labs</li> </ul>

Unit Name	Why	How	What
<p><b>Each unit encompasses all of the Why, How and What as it relates to their culture. The following are a list of possible cultures that are explored in World Cuisine:</b></p> <ol style="list-style-type: none"> <li>1. European</li> <li>2. Mexico</li> <li>3. India</li> <li>4. Eastern Asia</li> <li>5. Middle East</li> <li>6. USA</li> </ol>	<ul style="list-style-type: none"> <li>● Students will understand Food Code Points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation</li> <li>● Students will understand the cultural implications of a regional dish</li> <li>● Students will understand the flavor profiles that encompass food from various regions of the World.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply a variety of cooking methods to create Mexican dishes</li> <li>● Conducting sensory evaluations of food products</li> </ul>	<ul style="list-style-type: none"> <li>● Reading a recipe</li> <li>● Executing a meal</li> <li>● Proper use of kitchen equipment tailored towards various cultures.</li> <li>● Identifying and demonstrating proper etiquette of the country</li> <li>● Demonstrating proper use of region-specific spices and ingredients</li> <li>● Researching cultural aspects, other than food, that pertains to the region.</li> </ul>

# Windham School District Curriculum

## Content: World Cuisine, Grades 9-12

### Units: Mexican, Asian, Indian, Middle Eastern & American Cuisine

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies :</b></p> <ul style="list-style-type: none"> <li>Analyze and evaluate different cultures' nutrition, food choices and food preparation practices that affect growth and development.</li> <li>Demonstrate basic skills to practice safe and healthy food preparation</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>8.2 Demonstrate food safety and sanitation procedures</li> <li>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing including hand tools and smallwares.</li> <li>8.5.1 Demonstrate skills in safe handling of knives, tools</li> <li>8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan frying, deep frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies.</li> <li>8.5.3 Utilizes weights and measurement tools to demonstrate knowledge of proportion control and proper scaling and measurements techniques.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently apply basic cooking and safety skills to create a variety of healthy food choices.</i></p>	
	<b>Meaning</b>	
	<p><b>ENDURING UNDERSTANDINGS</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>The effects of global and local events and conditions of food choices and practices affect the ethnic cuisine.</li> <li>Specialty food, equipment and supplies are usually needed for ethnic menus.</li> <li>Students will be able to select, store, prepare and serve aesthetically pleasing ethnic foods.</li> <li>There are common ingredients found in the regional cuisine</li> <li>There are ethnic dishes that are commonly known from the country</li> <li>There are a variety of tastes and cultural differences between herbs and spices.</li> <li>You prepare fresh and dried herbs differently.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What are the common ingredients found in ethnic dishes?</li> <li>Why within one country is there such a variety of cuisine?</li> <li>What are the traditional techniques used to prepare each food from the designated country?</li> <li>What is the difference between spices and herbs?</li> <li>Do you prepare herbs and spices differently?</li> <li>Is there a difference between dried vs. fresh?</li> <li>Does region affect food choices?</li> <li>What are the traditions of each country that affect what and how a dish is served?</li> <li>How can one's values and beliefs affect their food choices?</li> </ul>

<ul style="list-style-type: none"> <li>● 8.5.5 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.</li> <li>● 8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.</li> <li>● 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</li> <li>● 9.2: Apply risk management procedures to food safety, food testing, and sanitation.</li> <li>● 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</li> <li>● 14.3: Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</li> <li>● 14.3.3: Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.</li> </ul>	<b>Acquisition</b>	
<b>Students will know...</b> <ul style="list-style-type: none"> <li>● How to make the cultural dishes from scratch</li> <li>● That Cuisine relates to geological location and products</li> <li>● The proper table etiquette and cultural traditions in each country.</li> <li>● How Herbs and Spices give a cultural influence.</li> <li>● The difference between herbs and spices.</li> <li>● The different ways to prepare herbs and spices.</li> </ul>	<b>Students will be skilled at...</b> <ul style="list-style-type: none"> <li>● Preparing cultural dishes</li> <li>● Behave appropriately for each culture</li> <li>● Trying a variety of traditions and foods from around the world.</li> <li>● Making connections with food and economic locations.</li> <li>● Identify the various herbs and spices</li> <li>● Understand basic ways to prepare herbs and spices.</li> </ul>	
<b>Used in Content Area Standards</b>	<b>21<sup>st</sup> Century Skills</b>	
not applicable	<ul style="list-style-type: none"> <li>● Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>	

<b>Stage 2 - Evidence</b>	
<b><i>Evaluative Criteria</i></b>	<b><i>Assessment Evidence</i></b>
	<b>ASSESSMENT:</b> <ul style="list-style-type: none"> <li>● Travel Letter Project</li> <li>● Labs demonstrating specific skills</li> <li>● Formative and Summative Labs</li> <li>● Guided reading assignments</li> <li>● Herb and Spice Identification Chart</li> </ul>
	<b>OTHER EVIDENCE:</b> <ul style="list-style-type: none"> <li>● Quick Checks and Rubrics</li> <li>● Vocabulary and “Quick Check” games/activities</li> <li>● Food labs</li> </ul>

Unit Name	Why	How	What
<b>Chocolate &amp; Fondant Garnishing</b>	<ul style="list-style-type: none"> <li>● Students will understand the basic presentation techniques</li> <li>● Students will understand that chocolate can be used as a garnish for plating</li> <li>● Students will understand that fondant can be used as a garnish for plating</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrating basic plating skills and techniques</li> <li>● Demonstrating basic garnishing skills and techniques</li> <li>● Demonstrating baking skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Sculpting a chocolate flower</li> <li>● Creating a chocolate plating presentation</li> <li>● Sculpting a creature out of fondant</li> </ul>
<b>Artistic Bread</b>	<ul style="list-style-type: none"> <li>● Students will understand that yeast is a leavening agent</li> <li>● Students will understand the role each ingredient plays in making bread</li> <li>● Students will understand that there are different pans used to make different breads</li> </ul>	<ul style="list-style-type: none"> <li>● Making a quick bread</li> <li>● Making a yeast bread</li> <li>● Demonstrating basic plating skills and techniques</li> <li>● Demonstrating basic garnishing skills and techniques</li> <li>● Evaluating bread pans and their effect on baked goods</li> <li>● Demonstrating baking skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Creating a quick bread recipe</li> <li>● Creating a yeast bread recipe</li> <li>● Creating a visually appealing slice of bread</li> </ul>
<b>Cake Decorating</b>	<ul style="list-style-type: none"> <li>● Students will understand cake decorating techniques used to make 3-D art</li> <li>● Students will understand that color and patterns affect appearance</li> <li>● Students will understand how to use different frosting tips to make designs</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrating cake decorating techniques</li> <li>● Demonstrating baking skills and techniques</li> <li>● Demonstrating plate and garnishing techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Create edible buttercream frosting</li> <li>● Create edible cream cheese frosting</li> <li>● Create a dozen cupcakes using cake decorating skills and techniques</li> <li>● Create cupcakes that are visually appealing</li> </ul>

<b>Cookie Art</b>	<ul style="list-style-type: none"> <li>● Students will understand cookie decorating techniques used to make 3-D art</li> <li>● Students will understand that color and patterns affect appearance</li> <li>● Students will understand how to use different frosting tips to make designs</li> <li>● Students will understand how to make a cookie look visually appealing</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrating cookie decorating techniques</li> <li>● Demonstrating baking skills and techniques</li> <li>● Demonstrating plate and garnishing techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Create cookies that are visually appealing</li> <li>● Alter a cookie recipe to suit a students' needs</li> <li>● Create a cookie in a jar gift</li> </ul>
<b>Pies and Pastries</b>	<ul style="list-style-type: none"> <li>● Students will understand how make designs in a pie or pastry</li> <li>● Students will understand how to make a pie or pastry look visually appealing</li> </ul>	<ul style="list-style-type: none"> <li>● Utilizing basic baking skills and techniques</li> <li>● Demonstrating plate and garnishing techniques</li> <li>● Creating a pie crust from scratch</li> <li>● Creating a puff pastry from scratch</li> </ul>	<ul style="list-style-type: none"> <li>● Creating a one-crust pie</li> <li>● Creating a two-crust pie</li> <li>● Creating an open-face pastry</li> <li>● Creating a close-topped pastry</li> <li>● Using lattice work to enhance a pie's visual appearance</li> </ul>

# Windham School District Curriculum

## Content Topic: Pastry Arts, Grades 9-12

### Stage 1 Desired Results

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS:</b></p> <p><b>Competencies :</b></p> <ul style="list-style-type: none"> <li>● To use creativity in presentation and recipe modifications</li> <li>● Demonstrate the ability to select, prepare, and serve pastries.</li> <li>● To use creativity in presentation and recipe modifications</li> <li>● Practice recommended safety and sanitation practices and procedures in the preparation of foods.</li> </ul> <p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● 8.2 Demonstrate food safety and sanitation procedures</li> <li>● 8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing including hand tools and smallwares.</li> <li>● 8.5.1 Demonstrate skills in safe handling of knives, tools</li> <li>● 8.5.3 Utilizes weights and measurement tools to demonstrate knowledge of proportion control and proper scaling and measurements techniques.</li> <li>● 8.5.9 Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques.</li> <li>● 8.5.10 Prepare breads, baked goods and desserts using safe handling and professional preparation techniques.</li> <li>● 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to work cooperatively to manage time and resources to create visually appealing food products and follow directions.</i></p>	
	<p><b>ENDURING UNDERSTANDINGS</b>  <b>Students will understand that...</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>● Appearance of food matters</li> <li>● There are skills and tools are needed to fulfill aesthetic guidelines</li> <li>● Elements of design affect food presentation</li> <li>● Both 2 and 3 dimensional art are important in food presentation.</li> <li>● There is edible art</li> <li>● Color and patterns affect appearance</li> </ul> <p><b>Chocolate &amp; Fondant Garnishing:</b></p> <ul style="list-style-type: none"> <li>● Appearance of food matters</li> <li>● There are different types of chocolate and intensities</li> <li>● Both 2 and 3 dimensional art are important in food presentation.</li> <li>● There is edible art</li> <li>● Color and patterns affect appearance</li> </ul> <p><b>Artistic Bread:</b></p> <ul style="list-style-type: none"> <li>● There are many variations of flavors, textures and shapes</li> <li>● Baking pans affect the rise and shape of bread</li> <li>● Leavening agents are the key ingredient</li> </ul>	<p style="text-align: center; background-color: #e0e0e0;"><b>Meaning</b></p> <p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>● What are the techniques to create an artful plate?</li> <li>● What are the elements of design?</li> <li>● Are there any special tools needed for plate presentation?</li> </ul> <p><b>Chocolate &amp; Fondant Garnishing:</b></p> <ul style="list-style-type: none"> <li>● What are chocolate shavings used for?</li> <li>● What is the proper way to melt chocolate?</li> <li>● How can you use chocolate to accentuate a dish?</li> </ul> <p><b>Artistic Bread:</b></p> <ul style="list-style-type: none"> <li>● How do you make and modify a recipe to make a variety of breads?</li> <li>● Does the leavening agent make a difference?</li> <li>● How do you test for doneness?</li> </ul> <p><b>Cake Decorating:</b></p> <ul style="list-style-type: none"> <li>● What are the tools and techniques used to decorate cakes?</li> <li>● What skills are associated with decorating an edible structure?</li> </ul>



<ul style="list-style-type: none"> <li>● 9.2: Apply risk management procedures to food safety, food testing, and sanitation.</li> <li>● 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.</li> <li>● 14.3: Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</li> <li>● 14.3.3: Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.</li> </ul>	<p><b>Cake Decorating:</b></p> <ul style="list-style-type: none"> <li>● There is edible art</li> <li>● The techniques to decorate 3 dimensionally</li> <li>● Color and patterns affect appearance</li> </ul> <p><b>Cookie Art:</b></p> <ul style="list-style-type: none"> <li>● Giving a gift of food is a gift of yourself</li> <li>● Apply of elements and principles of design to cookie design</li> </ul> <p><b>Pies and Pastries:</b></p> <ul style="list-style-type: none"> <li>● There are different types of pastries</li> <li>● There are techniques to make a light and flakey pastry</li> <li>● There are techniques to create variations in color</li> </ul>	<ul style="list-style-type: none"> <li>● What is the proper consistency for baking?</li> </ul> <p><b>Cookie Art:</b></p> <ul style="list-style-type: none"> <li>● How do I make, color, and fill royal icing?</li> <li>● How does the shape of the cookie affect the outcome?</li> </ul> <p><b>Pies and Pastries:</b></p> <ul style="list-style-type: none"> <li>● What constitutes a pastry, and what are the different types of pastries?</li> <li>● What are the different types of pies?</li> <li>● What are some ways to make the pie and pastries visually appealing?</li> </ul>
<b>Acquisition</b>		
	<p><b>Students will know...</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>● How the Elements of Design apply to plate presentation.</li> </ul> <p><b>Chocolate &amp; Fondant Garnishing:</b></p> <ul style="list-style-type: none"> <li>● How to make chocolate look visually appealing on a plate</li> <li>● How to make a chocolate rose</li> <li>● How to make fondant creatures</li> </ul> <p><b>Artistic Bread:</b></p> <ul style="list-style-type: none"> <li>● The various types of batters</li> <li>● How to successfully make quick breads</li> <li>● How to successfully make yeast breads</li> </ul> <p><b>Cake Decorating:</b></p> <ul style="list-style-type: none"> <li>● How to make a variety of cake batters and dough.</li> <li>● How to make and work with Fondant.</li> </ul>	<p><b>Students will be skilled at...</b></p> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>● Applying 2 and 3 dimensional garnishing</li> <li>● Following a recipe</li> <li>● Producing different categories of baked goods</li> </ul> <p><b>Chocolate &amp; Fondant Garnishing:</b></p> <ul style="list-style-type: none"> <li>● Applying 2 and 3 dimensional garnishing</li> <li>● Using chocolate to accentuate a dish</li> <li>● Creating and mold chocolate roses</li> </ul> <p><b>Artistic Bread:</b></p> <ul style="list-style-type: none"> <li>● Use a variety of mixing methods</li> <li>● Kneading properly</li> <li>● Successfully test for doneness</li> </ul> <p><b>Cake Decorating:</b></p> <ul style="list-style-type: none"> <li>● Design and create a cake with frosting and fondant.</li> </ul>

	<ul style="list-style-type: none"> <li>● How to make and work with Royal Icing.</li> <li>● How to make and work with frosting consistencies.</li> <li>● How to work with tips and create a variety of decorating techniques.</li> <li>● How to make fondant creatures.</li> </ul> <p><b>Cookie Art:</b></p> <ul style="list-style-type: none"> <li>● How to work with royal icing</li> <li>● How to make refrigerator cookies</li> <li>● The various techniques of decorating a cookie</li> </ul> <p><b>Pies and Pastries:</b></p> <ul style="list-style-type: none"> <li>● How to make and design 1 and 2 crust pies</li> <li>● How to make decorative pie crust</li> <li>● How to make a decorative pastry</li> </ul>	<ul style="list-style-type: none"> <li>● Make fondant creatures.</li> </ul> <p><b>Cookie Art:</b></p> <ul style="list-style-type: none"> <li>● Apply a variety of cookie decorating techniques</li> <li>● Work with a Royal Frosting to design and decorate a cookie</li> </ul> <p><b>Pies and Pastries:</b></p> <ul style="list-style-type: none"> <li>● Make various pie crusts and weaves</li> <li>● Make various pastries using different doughs</li> </ul>
<b>Used in Content Area Standards</b>		<b>21<sup>st</sup> Century Skills</b>
not applicable		<ul style="list-style-type: none"> <li>● Students will use: one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> <li>● Each summative lab plate presentation is part of the overall grade</li> <li>● Worksheet on elements and principles of design</li> <li>● Formative and Summative Labs</li> <li>● Guided reading assignments</li> <li>● Recipes modifications</li> </ul>
	OTHER EVIDENCE: