

Course Title: *Meal Management*

Instructor: *Beth Dowhen*

Textbooks: *The World of Foods*

A variety of cookbooks and the internet will also be used.

Course Purpose: *The purpose of Meal Management is to continue the development of cooking skills learned in Food Techniques (or from personal experience) with additional emphasis on Christian stewardship of resources applied to planning, purchasing, and storage of foods.*

Course Outcomes:

- 1. Apply nutrition principles to family meal planning and preparation.*
- 2. Identify skills necessary for the competent consumer in the areas of food purchasing, kitchen safety, and storage.*
- 3. Apply the techniques of advanced food preparation to a variety of meal plans and lab sessions.*
- 4. Use lab sessions to practice skills and techniques investigated during class.*

Course Goals:

- 1. Appreciate the blessings of plentiful food, with which God supplies nutrients for our good health.*
- 2. Become good stewards of these gifts through proper planning, preparation and storage.*
- 3. Become adventuresome cooks who will prepare and eat a variety of foods.*
- 4. Become competent cooks who will prepare a variety of foods using advanced techniques and complex recipes.*

Course Outline:

Unit One: Review

- ✧ Review names of kitchen equipment and major uses in food preparation.
- ✧ Review commonly used recipe abbreviations and measuring equivalents.
- ✧ Demonstrate proper measuring techniques.
- ✧ Review commonly used recipe terms and definitions.
- ✧ Review proper lab procedures.
- ✧ Prepare a simple recipe for the first lab session.

Textbook: 172-183

Number of Days: 2-4

S.O. 2, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3

W.S.S. A.1, A.2, B.1, B.2, B.3, B.4, C.3, D.4, F.1

Unit Two: Menu Planning and Food Purchasing: Making Wise Use of God's Blessings

- ✧ Identify and compare various places to purchase food.
- ✧ Identify steps to follow when developing a shopping plan which maximizes one's financial resources and time.
- ✧ List and compare consumer aids such as newspaper ads, coupons, store displays, and package labels.
- ✧ Develop skills in comparison shopping and unit pricing.
- ✧ Apply skills in planning menus during future labs.
- ✧ Reinforce classroom learning with a field trip to the grocery store.

Textbook: 185-214

Number of Days: 4-6

S.O. 2, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3

W.S.S. A.2, A.3, B.1, B.3, C.1, C.2, C.3, D.1, D.3, E.3, E.4, F.1, F.2, F.3, F.4

Unit Three: Food Safety and Storage

- ✧ Identify key factors for food storage and safety.
- ✧ Explain the connection between improper food handling techniques and food-borne illnesses.
- ✧ Prepare a simple recipe, stressing food safety.
- ✧ Apply proper safety procedures during future labs.

Textbook: 93-106

Number of Days: 5-7

S.O. 2, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3

W.S.S. A.1, A.2, B.1, B.2, B.3, C.1, C.2, C.3, D.2, D.3, D.4, F.2

Unit Four: Nutritional Needs : We are Fearfully and Wonderfully Made

- ✧ Use the internet site, mypyramid.gov to investigate the five food pyramid groups and determine the daily recommended size and number of servings for oneself.
- ✧ With a partner, create a poster presentation of one of the six major nutrients and one major function and food source for each.
- ✧ Apply this information by planning nutritionally balanced daily menus.

Textbook: 23-52

Number of Days: 5-7

S.O. 2, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3

W.S.S. A.1, A.2, A.3, A.4, B.3, C.2, C.3

Unit Five: Healthy Cooking: Our Bodies are God's Temple

- ✧ Analyze a variety of popular diets and their effects on the body.
- ✧ Investigate healthy cooking methods such as steaming and stir frying.
- ✧ Consider use of herbs, spices, and healthy oils as substitutes for unnecessary salt and fat.
- ✧ Learn to revise recipes to reflect better nutritional guidelines.
- ✧ Revise and prepare a favorite family recipe at home.

Textbook: 53-92

Number of Days: 4-5

S.O. 2, 3, 4, 5, 6, 7

D.O. 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4

W.S.S. A.1, A.2, A.3, A.4, B.3, C.2, C.3

The following units may be taught in a different order based on the calendar, the need for consecutive lab days, or seasonal availability of certain foods.

Unit Six: Vegetables

- ✧ List nutrients found in vegetables.
- ✧ Describe the classifications of vegetables.
- ✧ Introduce cooking techniques for different types of vegetables.
- ✧ Explain proper storage of vegetables.
- ✧ Prepare vegetables as ingredients in the labs for Unit Seven (Soup), Unit Eight (Poultry), Unit Nine (Meat), and Unit Ten (Salads).
- ✧ Prepare a vegetable side dish as part of the final home project.

Textbook: 315-326

Number of Days: 3-4

S.O. 2, 3, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5

W.S.S. A.2, A.3, B.1, B.3, C.1, C.2, C.3, D.1, D.3, E.3, E.4, F.1, F.2, F.3, F.4

Unit Seven: Soup and Pasta

- ✧ Describe varieties of soups and their nutrient contribution to meals.
- ✧ Explain the preparation methods for two main types of soup.

- ✧ *Prepare a stock based soup and a cream soup in lab.*
- ✧ *Describe varieties of pasta and their nutrient contribution to meals.*
- ✧ *Explain the preparation methods for pasta.*
- ✧ *Prepare homemade fresh and dried pasta in lab.*

Textbook: 334, 341, 347

Number of Days: 5-7

S.O. 2, 3, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5

W.S.S. A.2, A.3, B.1, B.3, C.1, C.2, C.3, D.1, D.3, E.3, E.4, F.1, F.2, F.3, F.4

Unit Eight: Poultry

- ✧ *List nutrient contributions of poultry.*
- ✧ *Describe varieties, forms, safe handling, and storage of poultry.*
- ✧ *Explain principles of poultry cooking.*
- ✧ *Prepare poultry for use in the soup lab.*

Textbook: 249-258

Number of Days: 4-6

S.O. 2, 3, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5

W.S.S. A.2, A.3, B.1, B.3, C.1, C.2, C.3, D.1, D.3, E.3, E.4, F.1, F.2, F.3, F.4

Unit Nine: Meat

- ✧ *Introduce nutrient components of meat.*
- ✧ *Describe methods of identification, selection, use, and storage of meat.*
- ✧ *Compare cooking methods for meat.*
- ✧ *Prepare a meat stir fry in lab.*

Textbook: 235-248

Number of Days: 6-8

S.O. 2, 3, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5

W.S.S. A.2, A.3, B.1, B.3, C.1, C.2, C.3, D.1, D.3, E.3, E.4, F.1, F.2, F.3, F.4

Unit Ten: Salads and Dressings

- ✧ *Identify common types of salads, their ingredients, and nutrient contribution.*
- ✧ *Describe varieties of salad dressings.*
- ✧ *Explain techniques for preparing salads and dressings.*
- ✧ *Prepare a salad buffet in lab.*

Textbook: 328, 330-331

Number of Days: 4-6

S.O. 2, 3, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5

W.S.S. A.2, A.3, B.1, B.3, C.1, C.2, C.3, D.1, D.3, E.3, E.4, F.1, F.2, F.3, F.4

Unit Eleven: Pies and Pastries

- ✧ *List the nutrient contributions of pies.*
- ✧ *Describe forms of pies and storage methods for them.*
- ✧ *Explain the function of pie ingredients such as shortening, flour (gluten), and water.*
- ✧ *Demonstrate preparation, rolling, handling, and baking of pie crusts.*
- ✧ *Prepare three types of pies – a kringle, a one crust, and a two crust pie.*

Textbook: 379-383

Number of Days: 6-7

S.O. 2, 3, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5

W.S.S. A.2, A.3, B.1, B.3, C.1, C.2, C.3, D.1, D.3, E.3, E.4, F.1, F.2, F.3, F.4

Unit Twelve: Cakes and Frostings

- ✧ *Identify nutrients found in cakes and frostings.*
- ✧ *Define types of cakes and frosting preparation.*
- ✧ *Describe recommended storage procedures.*
- ✧ *Prepare a homemade rolled cake with filling in lab.*

Textbook: 370-376

Number of Days: 5-6

S.O. 2, 3, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5

W.S.S. A.2, A.3, B.1, B.3, C.1, C.2, C.3, D.1, D.3, E.3, E.4, F.1, F.2, F.3, F.4

Unit Thirteen: Yeast Breads

- ✧ *Identify nutrients found in yeast breads.*
- ✧ *Describe forms of yeast breads and recommended storage techniques for them.*
- ✧ *Explain the functions of yeast and other leavening agents in making bread.*
- ✧ *Demonstrate preparation techniques such as kneading.*
- ✧ *Prepare shaped rolls in lab.*
- ✧ *Prepare a yeast bread in lab.*

Textbook: 360

Number of Days: 5-7

S.O. 2, 3, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5

W.S.S. A.2, A.3, B.1, B.3, C.1, C.2, C.3, D.1, D.3, E.3, E.4, F.1, F.2, F.3, F.4

Unit Fourteen: Final Project

- ✧ *Plan, shop for, and prepare a complete meal at home for your family.*
- ✧ *Complete a one-page paper describing your experience.*
- ✧ *Attach the recipes and family critique sheet to your paper.*

Textbook: None

Number of Days: 1

S.O. 2, 3, 4, 5, 6, 7

D.O. 1.1, 1.2, 2.2, 2.3

W.S.S. A.2, A.3, B.1, B.3, C.1, C.2, C.3, D.1, D.3, E.3, E.4, F.1, F.2, F.3, F.4

Instructional Strategies

<i>Lecture and class discussion</i>	<i>40%</i>
<i>Visual presentation and demonstration</i>	<i>30%</i>
<i>Small group work</i>	<i>30%</i>

Grading

Quarter grades are determined as follows:

<i>Tests, quizzes, assignments</i>	<i>30%</i>
<i>Labs</i>	<i>50%</i>
<i>Classroom participation</i>	<i>20%</i>

Semester grades are determined as follows:

<i>First quarter</i>	<i>45%</i>
<i>Second quarter</i>	<i>45%</i>
<i>Final assessment</i>	<i>10%</i>

APPENDIX
Meal Management
Beth Dowhen

Unit One: Review

- 1.1 *Christian value-driven decision makers who establish God-pleasing life-styles for themselves and their families.*
- 1.2 *Christian value-driven decision makers who incorporate sound problem-solving techniques.*
- 2.2 *Discriminating consumers or caregivers who use comparative shopping skills.*
- 2.3 *Discriminating consumers or caregivers who plan for wise stewardship of money.*

Unit Two: Menu Planning and Food Purchasing

- 1.1 *Christian value-driven decision makers who establish God-pleasing life-styles for themselves and their families.*
- 1.2 *Christian value-driven decision makers who incorporate sound problem-solving techniques.*
- 2.2 *Discriminating consumers or caregivers who use comparative shopping skills.*
- 2.3 *Discriminating consumers or caregivers who plan for wise stewardship of money.*

Unit Three: Food Safety and Storage

- 1.1 *Christian value-driven decision makers who establish God-pleasing life-styles for themselves and their families.*
- 1.2 *Christian value-driven decision makers who incorporate sound problem-solving techniques.*
- 2.2 *Discriminating consumers or caregivers who use comparative shopping skills.*
- 2.3 *Discriminating consumers or caregivers who plan for wise stewardship of money.*

Unit Four: Nutritional Needs

- 1.1 *Christian value-driven decision makers who establish God-pleasing life-styles for themselves and their families.*
- 1.2 *Christian value-driven decision makers who incorporate sound problem-solving techniques.*
- 2.2 *Discriminating consumers or caregivers who use comparative shopping skills.*
- 2.3 *Discriminating consumers or caregivers who plan for wise stewardship of money.*

Unit Five: Healthy Cooking

- 1.1 *Christian value-driven decision makers who establish God-pleasing life-styles for themselves and their families.*
- 1.2 *Christian value-driven decision makers who incorporate sound problem-solving techniques.*
- 1.3 *Christian value-driven decision makers who identify and interpret trends.*
- 2.2 *Discriminating consumers or caregivers who use comparative shopping skills.*

- 2.3 *Discriminating consumers or caregivers who plan for wise stewardship of money.*
- 3.1 *Cooperative workers who accept individual differences.*
- 3.2 *Cooperative workers who differentiate roles of workers/team members.*
- 3.3 *Cooperative workers who encourage others.*
- 3.4 *Cooperative workers who organize tasks in an orderly manner.*

Unit Six: Soups and Pastas

Unit Seven: Salads and Dressings

Unit Eight: Vegetables

Unit Nine: Meats

Unit Ten: Pies and Pastries

Unit Eleven: Poultry

Unit Twelve: Cakes and Frostings

Unit Thirteen: Yeast Breads

Units Six through Thirteen produce the following outcomes:

- 1.1 *Christian value-driven decision makers who establish God-pleasing life-styles for themselves and their families.*
- 1.2 *Christian value-driven decision makers who incorporate sound problem-solving techniques.*
- 2.2 *Discriminating consumers or caregivers who use comparative shopping skills.*
- 2.3 *Discriminating consumers or caregivers who plan for wise stewardship of money.*
- 3.1 *Cooperative workers who accept individual differences.*
- 3.2 *Cooperative workers who differentiate roles of workers/team members.*
- 3.3 *Cooperative workers who encourage others.*
- 3.4 *Cooperative workers who organize tasks in an orderly manner.*
- 3.5 *Cooperative workers who communicate with sensitivity and integrity.*

APPENDIX
State Standards
Meal Management
Beth Dowhen

Unit One: Review

A.1. Explain the personal and social significance of the family in meeting family Members' needs for food, clothing, shelter, and economic resources; nurturing the development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world

A.2. Describe several significant, broad, continuing concerns of the family, such as what should be done to

- manage human and natural resources wisely in providing for the family's physical needs
- help children develop the ability to access, analyze, evaluate, and communicate information (media literacy)
- implement democratic ideals at home, including fairness and respect for others
- develop work attitudes and values, including pride in the quality of work
- assess the appropriate value to give to material goods
- establish communication within the family and with other social settings of concern to the family
- create a critical-thinking climate in the home

B.1. Analyze the parts of the practical reasoning process

B.2. Explain how each part works and the relationships among the parts of the practical reasoning process

B.3. Apply practical reasoning to a current family-related issue or concern described in the media, such as what should be done to ensure food safety in the home or workplace, and what should be done to resolve conflict

- gather and interpret information about the situation, goals, and probable consequences of different courses of action
- form sound conclusions about what should be done in the situation
- give reasons to support conclusions using information about the context, goals, means, and consequences
- evaluate the evidence and reasoning used in forming conclusions

B.4. Detect and correct errors in using the parts of the practical reasoning process

C.3. Understand and apply technological information, methods, and tools

- give examples that illustrate how families use technological information, methods, and tools
- describe and give examples of specific situations that call for the use of technological information, methods, and tools
- develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as managing one's time or money, conducting a family council meeting, organizing a campaign to conserve energy or reduce wastes, or preparing and serving meals to the elderly
- retrieve, examine, and use relevant information about the project
- identify personal knowledge and skills, procedures, and tools to use

summarize and assess the results of the project

D.4. Apply leadership skills during classroom discussions or FHA-HERO chapter meetings; such as skills in perceiving problems and thinking them through, presenting ideas, understanding others' views, understanding and responding to conflicts and disagreements that arise during discussion, and applying citizenship values (including honesty, respect, and responsibility)

D.5. Set an individual, family, or community action goal and record progress toward accomplishment of the goal

F.1. Demonstrate the ability to attend to learning tasks

- explain the family's role in helping to focus attention on learning tasks
- make adjustments in attention level to meet the demands of the task, such as working physically to regain and maintain focus on a specific learning task
- practice skills in handling distractions; such as stopping during a difficult task to identify current thinking and deliberately setting aside an important thought until a specific learning task is completed

Unit Two: Menu Planning and Food Purchasing

A.2. Describe several significant, broad, continuing concerns of the family, such as what should be done to

- manage human and natural resources wisely in providing for the family's physical needs
- help children develop the ability to access, analyze, evaluate, and communicate information (media literacy)
- implement democratic ideals at home, including fairness and respect for others
- develop work attitudes and values, including pride in the quality of work
- assess the appropriate value to give to material goods
- establish communication within the family and with other social settings of concern to the family
- create a critical-thinking climate in the home

A.3. Describe how to determine the significance of family-related concerns and analyze the significance of an existing situation related to an ongoing concern

- use data gathered from a variety of sources to describe the current situation
- identify the personal and social significance of current conditions
- describe different goals that families might have in the situation

B.1. Analyze the parts of the practical reasoning process

B.3. Apply practical reasoning to a current family-related issue or concern described in the media, such as what should be done to ensure food safety in the home or workplace, and what should be done to resolve conflict

- gather and interpret information about the situation, goals, and probable consequences of different courses of action
- form sound conclusions about what should be done in the situation
- give reasons to support conclusions using information about the context, goals, means, and consequences
- evaluate the evidence and reasoning used in forming conclusions

C.1. Understand and use communication to reach understanding and agreement about

what to do

- give examples that illustrate effective and ineffective communication in different settings
- demonstrate how to speak and respond with empathy and respect, such as asking questions to probe intended meanings, negotiating shared meaning, and asking for and giving feedback
- analyze examples of communication breakdowns and identify ways communication might be improved in these situations
- use reliable procedures to gather, record, and interpret data on patterns of interaction during class/family discussions

C.2. Understand and use reflection in everyday life

- describe ways to use reflection before, during, and after an activity or event
- explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted
- identify and test the accuracy of assumptions contained in various media; such as assumptions about success, work, technological progress, and interpersonal relationships in stories, advertising, television programs, or videos
- identify different perspectives about common assumptions

C.3. Understand and apply technological information, methods, and tools

- give examples that illustrate how families use technological information, methods, and tools
- describe and give examples of specific situations that call for the use of technological information, methods, and tools
- develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as managing one's time or money, conducting a family council meeting, organizing a campaign to conserve energy or reduce wastes, or preparing and serving meals to the elderly
- retrieve, examine, and use relevant information about the project
- identify personal knowledge and skills, procedures, and tools to use
- summarize and assess the results of the project

D.1. Explain what it means to take informed, socially responsible action

D.3. Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals

- respond to questions and/or criticisms of plans from classmates
- use feedback in revising plans as needed
- analyze the results, write a reflective summary explaining the results, and use the results to identify next steps

D.4. Apply leadership skills during classroom discussions or FHA-HERO chapter meetings; such as skills in perceiving problems and thinking them through, presenting ideas, understanding others' views, understanding and responding to conflicts and disagreements that arise during discussion, and applying citizenship values (including honesty, respect, and responsibility)

D.5. Set an individual, family, or community action goal and record progress toward accomplishment of the goal

E.3. Describe how family work has changed over time and identify some cultural similarities and differences

E.4. Describe some factors and conditions that affect the development of individuals, families, and society

F.1. Demonstrate the ability to attend to learning tasks

- explain the family's role in helping to focus attention on learning tasks
- make adjustments in attention level to meet the demands of the task, such as working physically to regain and maintain focus on a specific learning task
- practice skills in handling distractions; such as stopping during a difficult task to identify current thinking and deliberately setting aside an important thought until a specific learning task is completed

F.2. Demonstrate the ability to set learning goals

- explain the importance of goal setting in everyday family life and work
- develop a time frame for reaching a series of specific short-term goals; such as finding out about specific careers
- describe what to look for to determine whether specific goals have been accomplished

F.3. Demonstrate the ability to monitor attitudes

- give examples from different media that show how attitudes affect work habits and learning
- practice asking questions to identify personal attitudes and work habits
- describe how specific thoughts about a difficult learning task affect personal behavior

F.4. Demonstrate the ability to use self-evaluation skills

- give examples of paired problem solving in everyday life; such as family members or peers working together on a specific learning task or problem
- describe specific knowledge, attitudes, and skills learned in other classes that help with planning
- make, implement, and assess an action plan to reach a series of specific learning goals that help to reach long-term goals, including the specific resources needed to complete the action plan

Unit Three: Food Safety and Storage

A.1. Explain the personal and social significance of the family in meeting family Members' needs for food, clothing, shelter, and economic resources; nurturing the development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world

A.2. Describe several significant, broad, continuing concerns of the family, such as what should be done to

- manage human and natural resources wisely in providing for the family's physical needs
- help children develop the ability to access, analyze, evaluate, and communicate information (media literacy)
- implement democratic ideals at home, including fairness and respect for others
- develop work attitudes and values, including pride in the quality of work
- assess the appropriate value to give to material goods
- establish communication within the family and with other social settings of concern to the family
- create a critical-thinking climate in the home

B.1. Analyze the parts of the practical reasoning process

B.2. Explain how each part works and the relationships among the parts of the

practical reasoning process

B.3. Apply practical reasoning to a current family-related issue or concern described in the media, such as what should be done to ensure food safety in the home or workplace, and what should be done to resolve conflict

- gather and interpret information about the situation, goals, and probable consequences of different courses of action
- form sound conclusions about what should be done in the situation
- give reasons to support conclusions using information about the context, goals, means, and consequences
- evaluate the evidence and reasoning used in forming conclusions

C.1. Understand and use communication to reach understanding and agreement about what to do

- give examples that illustrate effective and ineffective communication in different settings
- demonstrate how to speak and respond with empathy and respect, such as asking questions to probe intended meanings, negotiating shared meaning, and asking for and giving feedback
- analyze examples of communication breakdowns and identify ways communication might be improved in these situations
- use reliable procedures to gather, record, and interpret data on patterns of interaction during class/family discussions

C.2. Understand and use reflection in everyday life

- describe ways to use reflection before, during, and after an activity or event
- explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted
- identify and test the accuracy of assumptions contained in various media; such as assumptions about success, work, technological progress, and interpersonal relationships in stories, advertising, television programs, or videos
- identify different perspectives about common assumptions

C.3. Understand and apply technological information, methods, and tools

- give examples that illustrate how families use technological information, methods, and tools
- describe and give examples of specific situations that call for the use of technological information, methods, and tools
- develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as managing one's time or money, conducting a family council meeting, organizing a campaign to conserve energy or reduce wastes, or preparing and serving meals to the elderly
- retrieve, examine, and use relevant information about the project
- identify personal knowledge and skills, procedures, and tools to use
- summarize and assess the results of the project

D.2. Survey the school, neighborhood, or community to identify a family-related issue or concern

D.3. Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals

- respond to questions and/or criticisms of plans from classmates
- use feedback in revising plans as needed
- analyze the results, write a reflective summary explaining the results, and

use the results to identify next steps

D.4. Apply leadership skills during classroom discussions or FHA-HERO chapter meetings; such as skills in perceiving problems and thinking them through, presenting ideas, understanding others' views, understanding and responding to conflicts and disagreements that arise during discussion, and applying citizenship values (including honesty, respect, and responsibility)

D.5. Set an individual, family, or community action goal and record progress toward accomplishment of the goal

F.2. Demonstrate the ability to set learning goals

- explain the importance of goal setting in everyday family life and work
- develop a time frame for reaching a series of specific short-term goals; such as finding out about specific careers
- describe what to look for to determine whether specific goals have been accomplished

Unit Four: Nutritional Needs

A.1. Explain the personal and social significance of the family in meeting family Members' needs for food, clothing, shelter, and economic resources; nurturing the development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world

A.2. Describe several significant, broad, continuing concerns of the family, such as what should be done to

- manage human and natural resources wisely in providing for the family's physical needs
- help children develop the ability to access, analyze, evaluate, and communicate information (media literacy)
- implement democratic ideals at home, including fairness and respect for others
- develop work attitudes and values, including pride in the quality of work
- assess the appropriate value to give to material goods
- establish communication within the family and with other social settings of concern to the family
- create a critical-thinking climate in the home

A.3. Describe how to determine the significance of family-related concerns and analyze the significance of an existing situation related to an ongoing concern

- use data gathered from a variety of sources to describe the current situation
- identify the personal and social significance of current conditions
- describe different goals that families might have in the situation

A.4. Describe gaps between existing conditions and goals and ask specific questions for further investigation

B.3. Apply practical reasoning to a current family-related issue or concern described in the media, such as what should be done to ensure food safety in the home or workplace, and what should be done to resolve conflict

- gather and interpret information about the situation, goals, and probable consequences of different courses of action
- form sound conclusions about what should be done in the situation
- give reasons to support conclusions using information about the context,

goals, means, and consequences

- evaluate the evidence and reasoning used in forming conclusions

C.2. Understand and use reflection in everyday life

- describe ways to use reflection before, during, and after an activity or event
- explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted
- identify and test the accuracy of assumptions contained in various media; such as assumptions about success, work, technological progress, and interpersonal relationships in stories, advertising, television programs, or videos
- identify different perspectives about common assumptions

C.3. Understand and apply technological information, methods, and tools

- give examples that illustrate how families use technological information, methods, and tools
- describe and give examples of specific situations that call for the use of technological information, methods, and tools
- develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as managing one's time or money, conducting a family council meeting, organizing a campaign to conserve energy or reduce wastes, or preparing and serving meals to the elderly
- retrieve, examine, and use relevant information about the project
- identify personal knowledge and skills, procedures, and tools to use
- summarize and assess the results of the project

Unit Five: Healthy Cooking

A.1. Explain the personal and social significance of the family in meeting family Members' needs for food, clothing, shelter, and economic resources; nurturing the development of all family members throughout life; and taking action to improve conditions in the home, workplace, neighborhood, community, and world

A.2. Describe several significant, broad, continuing concerns of the family, such as what should be done to

- manage human and natural resources wisely in providing for the family's physical needs
- help children develop the ability to access, analyze, evaluate, and communicate information (media literacy)
- implement democratic ideals at home, including fairness and respect for others
- develop work attitudes and values, including pride in the quality of work
- assess the appropriate value to give to material goods
- establish communication within the family and with other social settings of concern to the family
- create a critical-thinking climate in the home

A.3. Describe how to determine the significance of family-related concerns and analyze the significance of an existing situation related to an ongoing concern

- use data gathered from a variety of sources to describe the current situation
- identify the personal and social significance of current conditions
- describe different goals that families might have in the situation

A.4. Describe gaps between existing conditions and goals and ask specific questions for further investigation

B.3. Apply practical reasoning to a current family-related issue or concern described in the media, such as what should be done to ensure food safety in the home or workplace, and what should be done to resolve conflict

- gather and interpret information about the situation, goals, and probable consequences of different courses of action
- form sound conclusions about what should be done in the situation
- give reasons to support conclusions using information about the context, goals, means, and consequences
- evaluate the evidence and reasoning used in forming conclusions

C.2. Understand and use reflection in everyday life

- describe ways to use reflection before, during, and after an activity or event
- explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted
- identify and test the accuracy of assumptions contained in various media; such as assumptions about success, work, technological progress, and interpersonal relationships in stories, advertising, television programs, or videos
- identify different perspectives about common assumptions

C.3. Understand and apply technological information, methods, and tools

- give examples that illustrate how families use technological information, methods, and tools
 - describe and give examples of specific situations that call for the use of technological information, methods, and tools
 - develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as managing one's time or money, conducting a family council meeting, organizing a campaign to conserve energy or reduce wastes, or preparing and serving meals to the elderly
- retrieve, examine, and use relevant information about the project
identify personal knowledge and skills, procedures, and tools to use
summarize and assess the results of the project.

Unit Six: Vegetables

Unit Seven: Soup and Pasta

Unit Eight Poultry

Unit Nine: Meat

Unit Ten: Salads and Dressings

Unit Eleven: Pies and Pastries

Unit Twelve: Cakes and Frostings

Unit Thirteen: Yeast Breads

Units Six through Thirteen meet the following standards:

A.2. Describe several significant, broad, continuing concerns of the family, such as what should be done to

- manage human and natural resources wisely in providing for the family's physical needs
- help children develop the ability to access, analyze, evaluate, and communicate information (media literacy)

- implement democratic ideals at home, including fairness and respect for others
 - develop work attitudes and values, including pride in the quality of work
 - assess the appropriate value to give to material goods
 - establish communication within the family and with other social settings of concern to the family
 - create a critical-thinking climate in the home
- A.3. Describe how to determine the significance of family-related concerns and analyze the significance of an existing situation related to an ongoing concern
- use data gathered from a variety of sources to describe the current situation
 - identify the personal and social significance of current conditions
 - describe different goals that families might have in the situation

B.1. Analyze the parts of the practical reasoning process

B.3. Apply practical reasoning to a current family-related issue or concern described in the media, such as what should be done to ensure food safety in the home or workplace, and what should be done to resolve conflict

- gather and interpret information about the situation, goals, and probable consequences of different courses of action
- form sound conclusions about what should be done in the situation
- give reasons to support conclusions using information about the context, goals, means, and consequences
- evaluate the evidence and reasoning used in forming conclusions

C.1. Understand and use communication to reach understanding and agreement about what to do

- give examples that illustrate effective and ineffective communication in different settings
- demonstrate how to speak and respond with empathy and respect, such as asking questions to probe intended meanings, negotiating shared meaning, and asking for and giving feedback
- analyze examples of communication breakdowns and identify ways communication might be improved in these situations
- use reliable procedures to gather, record, and interpret data on patterns of interaction during class/family discussions

C.2. Understand and use reflection in everyday life

- describe ways to use reflection before, during, and after an activity or event
- explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted
- identify and test the accuracy of assumptions contained in various media; such as assumptions about success, work, technological progress, and interpersonal relationships in stories, advertising, television programs, or videos
- identify different perspectives about common assumptions

C.3. Understand and apply technological information, methods, and tools

- give examples that illustrate how families use technological information, methods, and tools
- describe and give examples of specific situations that call for the use of technological information, methods, and tools
- develop, implement, and assess an individual, family, or community action

plan designed to reach specific goals, such as managing one's time or money, conducting a family council meeting, organizing a campaign to conserve energy or reduce wastes, or preparing and serving meals to the elderly
retrieve, examine, and use relevant information about the project
identify personal knowledge and skills, procedures, and tools to use
summarize and assess the results of the project

D.1. Explain what it means to take informed, socially responsible action

D.3. Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals

- respond to questions and/or criticisms of plans from classmates
- use feedback in revising plans as needed
- analyze the results, write a reflective summary explaining the results, and use the results to identify next steps

E.3. Describe how family work has changed over time and identify some cultural similarities and differences

E.4. Describe some factors and conditions that affect the development of individuals, families, and society

F.1. Demonstrate the ability to attend to learning tasks

- explain the family's role in helping to focus attention on learning tasks
- make adjustments in attention level to meet the demands of the task, such as working physically to regain and maintain focus on a specific learning task
- practice skills in handling distractions; such as stopping during a difficult task to identify current thinking and deliberately setting aside an important thought until a specific learning task is completed

F.2. Demonstrate the ability to set learning goals

- explain the importance of goal setting in everyday family life and work
- develop a time frame for reaching a series of specific short-term goals; such as finding out about specific careers
- describe what to look for to determine whether specific goals have been accomplished

F.3. Demonstrate the ability to monitor attitudes

- give examples from different media that show how attitudes affect work habits and learning
- practice asking questions to identify personal attitudes and work habits
- describe how specific thoughts about a difficult learning task affect personal behavior

F.4. Demonstrate the ability to use self-evaluation skills

- give examples of paired problem solving in everyday life; such as family members or peers working together on a specific learning task or problem
- describe specific knowledge, attitudes, and skills learned in other classes that help with planning
- make, implement, and assess an action plan to reach a series of specific learning goals that help to reach long-term goals, including the specific resources needed to complete the action plan

Unit Fourteen: Final Project

A.2. Describe several significant, broad, continuing concerns of the family, such as

what should be done to

- manage human and natural resources wisely in providing for the family's physical needs
- help children develop the ability to access, analyze, evaluate, and communicate information (media literacy)
- implement democratic ideals at home, including fairness and respect for others
- develop work attitudes and values, including pride in the quality of work
- assess the appropriate value to give to material goods
- establish communication within the family and with other social settings of concern to the family
- create a critical-thinking climate in the home

A.3. Describe how to determine the significance of family-related concerns and analyze the significance of an existing situation related to an ongoing concern

- use data gathered from a variety of sources to describe the current situation
- identify the personal and social significance of current conditions
- describe different goals that families might have in the situation

B.1. Analyze the parts of the practical reasoning process

B.3. Apply practical reasoning to a current family-related issue or concern described in the media, such as what should be done to ensure food safety in the home or workplace, and what should be done to resolve conflict

- gather and interpret information about the situation, goals, and probable consequences of different courses of action
- form sound conclusions about what should be done in the situation
- give reasons to support conclusions using information about the context, goals, means, and consequences
- evaluate the evidence and reasoning used in forming conclusions

C.1. Understand and use communication to reach understanding and agreement about what to do

- give examples that illustrate effective and ineffective communication in different settings
- demonstrate how to speak and respond with empathy and respect, such as asking questions to probe intended meanings, negotiating shared meaning, and asking for and giving feedback
- analyze examples of communication breakdowns and identify ways communication might be improved in these situations
- use reliable procedures to gather, record, and interpret data on patterns of interaction during class/family discussions

C.2. Understand and use reflection in everyday life

- describe ways to use reflection before, during, and after an activity or event
- explain what might happen when certain attitudes, beliefs, and patterns of thinking and acting are taken for granted
- identify and test the accuracy of assumptions contained in various media; such as assumptions about success, work, technological progress, and interpersonal relationships in stories, advertising, television programs, or videos
- identify different perspectives about common assumptions

C.3. Understand and apply technological information, methods, and tools

- give examples that illustrate how families use technological information, methods, and tools
- describe and give examples of specific situations that call for the use of technological information, methods, and tools
- develop, implement, and assess an individual, family, or community action plan designed to reach specific goals, such as managing one's time or money, conducting a family council meeting, organizing a campaign to conserve energy or reduce wastes, or preparing and serving meals to the elderly
- retrieve, examine, and use relevant information about the project
- identify personal knowledge and skills, procedures, and tools to use
- summarize and assess the results of the project

D.1. Explain what it means to take informed, socially responsible action

D.3. Develop, implement, and assess an individual, family, or community action plan designed to reach specific goals

- respond to questions and/or criticisms of plans from classmates
- use feedback in revising plans as needed
- analyze the results, write a reflective summary explaining the results, and use the results to identify next steps

E.3. Describe how family work has changed over time and identify some cultural similarities and differences

E.4. Describe some factors and conditions that affect the development of individuals, families, and society

E.5. Access, analyze, and evaluate selected sources of information about human growth and development

F.1. Demonstrate the ability to attend to learning tasks

- explain the family's role in helping to focus attention on learning tasks
- make adjustments in attention level to meet the demands of the task, such as working physically to regain and maintain focus on a specific learning task
- practice skills in handling distractions; such as stopping during a difficult task to identify current thinking and deliberately setting aside an important thought until a specific learning task is completed

F.2. Demonstrate the ability to set learning goals

- explain the importance of goal setting in everyday family life and work
- develop a time frame for reaching a series of specific short-term goals; such as finding out about specific careers
- describe what to look for to determine whether specific goals have been accomplished

F.3. Demonstrate the ability to monitor attitudes

- give examples from different media that show how attitudes affect work habits and learning
- practice asking questions to identify personal attitudes and work habits
- describe how specific thoughts about a difficult learning task affect personal behavior

F.4. Demonstrate the ability to use self-evaluation skills

- give examples of paired problem solving in everyday life; such as family members or peers working together on a specific learning task or problem
- describe specific knowledge, attitudes, and skills learned in other classes that

help with planning

- make, implement, and assess an action plan to reach a series of specific learning goals that help to reach long-term goals, including the specific resources needed to complete the action plan