

WASHINGTON WEST
SUPERVISORY UNION

FAMILY AND CONSUMER SCIENCES CURRICULUM

Crossett Brook Middle School
Harwood Union Middle-High School

4/17/02



INTRODUCTION

Section one of the curriculum for Family and Consumer Sciences specifies how National Standards, Vermont's Framework of Standards and Learning Opportunities, and Vermont Quality Standards are met in the first part of this document. The second part contains supporting documents including course syllabi.

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VISION

Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global setting.

MISSION

The mission of Family and Consumer Sciences Education is to prepare students for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- *Strengthening the well-being of individuals and families across the life span.
- *Becoming responsible citizens and leaders in family, community, and work settings.
- *Promoting optimal nutritional and wellness across the life span.
- *Managing resources to meet the material needs of individuals and families.
- *Balancing personal, home, family, and work lives.
- *Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- *Succeeding in life management, employment, and career development.
- *Functioning effectively as providers and consumer of goods and services.
- *Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

COMPREHENSIVE NATIONAL STANDARDS

CAREER, COMMUNITY, AND FAMILY CONNECTIONS

1.0 Integrate multiple life roles and responsibilities in family, work, and community settings.

CONSUMER AND FAMILY RESOURCES

2.0 Evaluate management practices related to the human, economic, and environmental resources.

CONSUMER SERVICES

3.0 Integrate knowledge, skills and practices required for careers in consumer services.

EARLY CHILDHOOD, EDUCATION, AND SERVICES

4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FACILITIES MANAGEMENT AND MAINTENANCE

5.0 Integrate knowledge, skills and practices required for careers in facilities management and maintenance.

FAMILY

6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.

FAMILY AND COMMUNITY SERVICES

7.0 Integrate knowledge, skills and practices required for careers in family and community services.

FOOD PRODUCTION AND SERVICES

8.0 Integrate knowledge, skills and practices required for careers in food production and services.

FOOD SCIENCE, DIETETICS, AND NUTRITION

9.0 Integrate knowledge, skills and practices required for careers in food science, dietetics, and nutrition.

HOSPITALITY, TOURISM, AND RECREATION

10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

HOUSING, INTERIORS, AND FURNISHINGS

11.0 Integrate knowledge, skills and practices required for careers in housing, interiors, and furnishings.

HUMAN DEVELOPMENT

12.0 Analyze factors that impact human growth and development.

INTERPERSONAL RELATIONSHIPS

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

NUTRITION AND WELLNESS

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

PARENTING

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

TEXTILES AND APPAREL

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

2000 SCHOOL QUALITY STANDARDS

Rules 2100-2193 of the Vermont State Board of Education Manual of Rules and Practices, known as the Public School Approval Rules have been repealed and the following are now substituted.

2120.8.2.3 Curriculum Leadership, Content and Coordination
(e) Elementary and Middle School Students

“Each school offering education in grades 7 and 8 shall provide students with physical education at least twice weekly, or the equivalent thereof, and **one-half year of instruction** in each of the following: the arts, **family and consumer science**, and technology education or the equivalent.”

(f) Secondary Students

“Each school offering education **in grades 9-12** shall provide access to elective courses. The curriculum in each school offering education in grades 9-12 shall include the integration of applied learning where appropriate in all disciplines. **Opportunities shall be available to all students to take courses in family and consumer sciences**, technology education, technical education, business and computer sciences.”

HIGH SCHOOL COURSE NAMES AND ABBREVIATIONS*

FD	Fashion & Design
TS	Textile Studies
F21	Foods for 21 st Century
CC	Culture & Cuisine
CPP	Child Psychology & Parenting

*Standards are addressed in all high school courses unless designated using the high school course abbreviations. For both middle and high school, previous grade level evidence related to the articulated evidence applies.

Notes: Family and Consumer Science staff also teaches health components in middle school and Personal Wellness/Human Ecology classes in the high school.

All middle level material is covered in grades 7 and 8 at Harwood Union; at Crossett Brook Middle School, some components are offered in grades 5 and 6 and the remaining in grades 7 and 8.

COMMUNICATION

Standard 1.3: Reading Comprehension

Students read for meaning, demonstrating both initial understanding and personal response to what is read. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> • Make extensions/applications of a text. • Identify the textual structure and/or the technical, artistic, and literary conventions of text. • Explain the meaning of various forms of representation (e.g. narrative, graphic, cartographic, symbolic, mathematical). 	<ul style="list-style-type: none"> • Recipes • Textile construction pattern directions • Labels • Entrepreneurship (e.g. snack shop, middle real) 	<ul style="list-style-type: none"> • Analyze, interpret and evaluate texts produced for a wide range of purposes and audiences, including their culture, political, and aesthetic contexts. 	<ul style="list-style-type: none"> • Recipes (F21, CC) • Textile pattern directions (FD, TS) <p>Current events, e.g.</p> <ul style="list-style-type: none"> • Culture & Cuisine “Decades in Food” Project <ol style="list-style-type: none"> 1. Research text and internet 2. Interviews 3. Written summary of significant historical events, nutritional concerns of period, popular foods 4. Visual representation of key events and food 5. Oral presentation to class 6. Visual & food presentation during art show • Genetically modified foods study (see supporting document) on current events

Standard 1.6: Writing Conventions

Students' independent writing demonstrates command of appropriate English conventions, including grammar, usage, and mechanics. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		<ul style="list-style-type: none">• Use correct grammar; employ a variety of sentence structures; follow conventional spelling; use correct mechanics; display few errors or patterns of errors, relative to length and complexity; make only intentional, effective departure from conventions.	<p>Various written works, e.g.:</p> <ul style="list-style-type: none">• Child Development and Psychology: research reports and presentations• Foreign Foods: written report, presentation, and identification of recipes reflective of that country

Standard 1.8: Writing – Reports

In written reports, students organize and convey information and ideas accurately and effectively. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		<ul style="list-style-type: none">• Use a variety of strategies to develop the report.• Organize text in a framework appropriate to purpose, audience, and context.	<ul style="list-style-type: none">• Written reports (see activities for Standard 1.6)

Standard 1.10: Writing Procedures

In written procedures, students relate a series of steps that a reader can follow. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> • Provide instructions for the successful completion of an appropriately complex set of actions. • Anticipate what a reader needs to know in order to follow the procedures. • Make use, when necessary, of appropriate graphics to support text. 	<ul style="list-style-type: none"> • Entrepreneurship • Recipes • Textile directions 	<ul style="list-style-type: none"> • Use a variety of strategies and media (e.g. headers, graphics, tone, imagery) to ensure the message is user-friendly. 	<ul style="list-style-type: none"> • Final projects • Current events, reports

Standard 1.12: Writing – Personal Essay

In personal essays, students make connections between experiences and ideas. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		<ul style="list-style-type: none"> • Establish a commonplace, concrete occasion as the context for the reflection. • Trace the process of reflection, making connections between thought and experience. • Maintain a thoughtful voice and style. 	<ul style="list-style-type: none"> • Journal entries, e.g.: Reflective writing on career possibilities based on research and visits to community facilities.

Standard 1.13: Listening Clarification and Restatement

Students listen actively and respond to communications. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> • Ask clarifying questions. • Restate. • Respond through discussion, writing, and using art forms. 	<ul style="list-style-type: none"> • Communication skills in role plays, e.g.: Exploring Family Roles 	<ul style="list-style-type: none"> • Ask clarifying questions. • Restate. • Respond through discussion, writing, and using art forms. 	<ul style="list-style-type: none"> • Communication skills in role plays, e.g.: Appropriate adult-child interactions (CPP)

Standard 1.15: Expression – Speaking

Students use verbal and nonverbal skills to express themselves effectively. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> • Assume roles in group communication tasks. 	<ul style="list-style-type: none"> • Safety presentation • Debates and discussion, e.g.: nutrition topics roles and responsibilities quality vs. quantity 	<ul style="list-style-type: none"> • Assume roles in group communication tasks. 	<ul style="list-style-type: none"> • Final project presentation (CPP) • Small appliance demonstration (F21) • Regional and Foreign Food presentation (CC) • Internship (CPP) • Current events

Standard 1.17: Expression – Notation and Representation

Students interpret and communicate using mathematical, scientific, and technological notation and representation. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> • Appropriately represent data and results in multiple ways (e.g. numbers and statistics, drawings and pictures, sentences, charts, tables, equations, simple algebraic equations, models). • Use appropriate scientific, technological and mathematical vocabulary and representations to communicate simple and complex situations. 	<ul style="list-style-type: none"> • Measuring tools • Fractions • Entrepreneurship 		

Standard 1.18: Information Technology – Research

Students use computers, telecommunications, and other tools of technology to research, to gather information and ideas, and to represent information and ideas accurately and appropriately.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<p style="text-align: center;">***</p>	<ul style="list-style-type: none"> • Entrepreneurship 	<p style="text-align: center;">***</p>	<ul style="list-style-type: none"> • Final projects (CPP) • Research for Decades, Foreign and Regional Foods Projects (CC) • Fashion Designers and/or Principles of Design (FD)

Standard 1.19: Information Technology – Informational Sources

Students use organizational systems to obtain information from various sources (including libraries and the Internet). This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		<ul style="list-style-type: none"> • Recognize and define their need for information. • Develop an effective search strategy to satisfy their information needs. • Conduct effective searches for information and ideas. • Evaluate information for timeliness, relevance, bias, accuracy, quality, and accessibility. • Synthesize and organize information. • Present information in appropriate formats. • Evaluate the information literacy process. • Demonstrate the ethical use of information and information technology, including citing sources and respecting copyright. 	<ul style="list-style-type: none"> • Final projects and general research

Standard 1.20: Information Technology – Communication of Data

Students use graphs, charts, and other visual presentations to communicate data accurately and appropriately.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		***	<ul style="list-style-type: none"> • Final projects and general research

Standard 1.22: Information Technology – Simulation and Modeling

Students employ a variety of techniques to use simulations and to develop models.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
***	<ul style="list-style-type: none">• Textile construction projects• Foods lab experiences	***	Lab experiences, e.g.: <ul style="list-style-type: none">• Experiments with yeast• Food garnishing• Machine embroidery• Fashion design• Curriculum development Final projects

REASONING AND PROBLEM SOLVING

Standard 2.1: Questioning/Problem Solving

Students ask a variety of questions. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none">• Ask critical evaluation questions that judge the quality of evidence from within a problem, text, work of art, etc.	<ul style="list-style-type: none">• Textiles and Food lab experiences• Interaction with panels• Guest speakers on various topics (e.g. Teen Parent Panel, Chef)	<ul style="list-style-type: none">• Ask critical evaluation questions that judge the quality of evidence from experts, evidence from other disciplines, etc.	<ul style="list-style-type: none">• Lab experiences• Panels• Guest speakers on relevant topics, e.g.: Child Abuse Birth Defects Fashion Design Cottage Industry Wild Game Cooking

Standard 2.2: Problem Solving

Students use reasoning strategies, knowledge, and common sense to solve complex problems related to all fields of knowledge. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none">• Seek information from reliable sources, including knowledge, observation and trying things out.• Evaluate approaches for effectiveness and make adjustments.• Consider, test, and justify more than one solution.• Find meaning in patterns and connections.• Select and apply appropriate methods, tools and strategies.	<ul style="list-style-type: none">• Discuss alternatives to family crises.• Textile construction projects• Food labs• Entrepreneurship	<ul style="list-style-type: none">• Critically evaluate the validity and significance of sources and interpretations.	<ul style="list-style-type: none">• Small appliance demonstrations (F21)• Regional and Foreign Food presentation (CC)• Food lab evaluations (F21, CC)• Textile Construction projects (TS, FD)

Standard 2.4: Improving Effectiveness

Students devise and test ways of improving the effectiveness of a system. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> • Evaluate the effectiveness of a system. • Identify possible improvements. • Test-run the improvements and evaluate their effects. 	<ul style="list-style-type: none"> • Food lab evaluations • Textile construction projects • Communication scenarios 	<ul style="list-style-type: none"> • Evaluate the effectiveness of a system. • Identify possible improvements. • Test-run the improvements and evaluate their effects. 	<ul style="list-style-type: none"> • Food lab evaluations (F21, CC) • Communication role plays/scenarios (CPP) • Internship • Textile construction projects (TS, FD)

Standard 2.6: Application

Students apply prior knowledge, curiosity, imagination, and creativity to solve problems.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<p>***</p>	<ul style="list-style-type: none"> • Food labs • Role plays 	<p>***</p>	<ul style="list-style-type: none"> • Food labs (F21, CC) • Internship (CPP)

Standard 2.7: Information

Students respond to new information by reflecting on experience and reconsidering their opinions and sources of information.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		***	<ul style="list-style-type: none">• Food labs (F21, CC)• Internship (CPP)• Final projects (CPP)

Standard 2.9: Persevering

Students persevere in the face of challenges and obstacles.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
***	<ul style="list-style-type: none">• Textile construction projects• Food labs• Entrepreneurship	***	<ul style="list-style-type: none">• Food labs (F21, CC)• Appliance demonstrations and Foreign Food presentations (CC)• Textile construction projects (TS, FD)

Standard 2.12: Flexibility

Students modify or change their original ideas and/or ideas of others to generate innovative solutions.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
***	<ul style="list-style-type: none"> • Entrepreneurship, e.g. snack shop, fleece hat project 		

Standard 2.13: Product/Service

Students design a product, project, or service to meet an identified need. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> • Identify a need that could be met by a product, project or service. • Justify the need and design the product, project or service, researching relevant precedents and regulations. • Evaluate the results. 	<ul style="list-style-type: none"> • Service projects, e.g. Giving Tree Food Shelf Homeless Shelter • Entrepreneurship 	<ul style="list-style-type: none"> • Identify a need that could be met by a product, project or service. • Justify the need and design the product, project or service, researching relevant precedents and regulations • Evaluate the results. 	<ul style="list-style-type: none"> • Student-initiated project: includes Design Production Promotion Marketing Retailing (F21, CC)

Standard 2.14: Planning/Organization

Students plan and organize an activity. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none">• Develop a proposal for an activity, and obtain approval for it to take place.• Plan and organize all aspects of the event (with adult supervision).• Oversee all aspects of the event through to completion.	<ul style="list-style-type: none">• Meal preparation• Entrepreneurship	<ul style="list-style-type: none">• Develop a proposal for an activity, and obtain approval for it to take place.• Plan and organize all aspects of the activity (with adult supervision).• Oversee all aspects of the event through to completion.	<ul style="list-style-type: none">• Fund-raising projects (F21, CC) See activities for Standard 2.13

PERSONAL DEVELOPMENT

Standard 3.3: Respect

Students demonstrate respect for themselves and others.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
***	<ul style="list-style-type: none">• Student-developed classroom guidelines• Reinforcement of guidelines through class discussions• Consistent feedback and evaluation in cooperative group learning• Role plays for healthy communication	***	<ul style="list-style-type: none">• Student-developed classroom guidelines• Reinforcement of guidelines through classroom discussions• Consistent feedback and evaluation in cooperative group learning• Role plays for healthy communication (CPP)

Standard 3.5: Healthy Choices

Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> • Describe how lifestyles, pathogens, family history, and other risk factors are related to the cause or prevention of disease, injuries, pregnancy, and other health issues. • Explain the relationship between positive health behaviors and the prevention of injury, disease, alcohol, tobacco, and other drug use, and develop a personal plan for health. • Demonstrate the ability to utilize resources from home, school and community that provide valid health information. • Demonstrate use of strategies to manage stress. 	<ul style="list-style-type: none"> • Food pyramid analysis • Making healthy food choices for a lifetime • Selecting and preparing healthy snacks, breakfasts and simple meals • Role plays • Label comparison 	<ul style="list-style-type: none"> • Describe how lifestyles, pathogens, family history, and other risk factors are related to the cause or prevention of disease, injuries, pregnancy, and other health issues. • Analyze how behavior can influence health maintenance, prevention of injury, disease, alcohol, tobacco, and other drug use, and premature death, and formulate a plan for lifelong health. • Demonstrate the ability to evaluate from home, school and community that provide valid health information. • Assess personal health in terms of stress, and develop an approach or plan for managing stress. 	<ul style="list-style-type: none"> • Baby Think It Over (CPP) • Empathy Belly (CPP) • Guest speakers • Role play effective communication techniques • Reports, e.g.: Effects of Substance Use on Health • Dietary Effects on Health (F21, CC): Diet Analysis Food Supplement Analysis Research Global Food Issues • Analysis of dietary changes for healthy pregnancy (CPP)

Standard 3.5: Healthy Choices (continued)

Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none">• Demonstrate refusal and negotiation skills to enhance health, and to avoid potentially harmful situations.• Explain the function of each group from the Food Guide Pyramid, and their relationship to health.• Demonstrate how to select a healthy diet that includes the recommended servings from the Food Guide Pyramid.		<ul style="list-style-type: none">• Demonstrate refusal and negotiation skills to enhance health, and to avoid potentially harmful situations.• Explain the function of each group from the Food Guide Pyramid, and their relationship to health.• Evaluate their personal eating pattern for nutritional adequacy according to the concepts of the Food Guide Pyramid, using consumer resources such as food labels; and make suggestions for dietary changes if necessary.	

Standard 3.7: Informed Decisions

Students make informed decisions. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> Describe and explain their decisions based on evidence. Recognize others' points of view, and assess their decisions from others' perspectives. Analyze and consider alternative decisions. Differentiate between decisions based on fact and those based on opinion. 	<ul style="list-style-type: none"> Nutrition study Kitchen safety Food selection based on nutrition label information Entrepreneurship 	<ul style="list-style-type: none"> Describe and explain their decisions based on a logical argument. 	<ul style="list-style-type: none"> Brainstorm and evaluate the consequences of personal choices and behavior (CPP)

Standard 3.8: Personal Economics

Students demonstrate an understanding of personal economic decisions and account for their decisions. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> Use economic reasoning when comparing price, quality, and features of goods and services. 	<ul style="list-style-type: none"> Entrepreneurship Material and quality costs, e.g. foods lab, textile projects 	<ul style="list-style-type: none"> Use economic reasoning when comparing price, quality, and features of goods and services. 	<ul style="list-style-type: none"> Textile construction (TS, FD) Food Budgeting (F21, CC)

Standard 3.10: Teamwork

Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions (e.g. by using consensus building and cooperating to work toward group decisions).

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
***	<ul style="list-style-type: none"> • Cooperative learning groups in food labs and textile construction labs • Role plays for healthy communication in families • Entrepreneurship • Meal preparation 	***	<ul style="list-style-type: none"> • Cooperative learning groups in labs, e.g.: Foods Textiles Child Development • Internship (CPP)

Standard 3.11: Interaction

Students interact respectfully with others, including those with whom they have differences.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
***	<ul style="list-style-type: none"> • Student-developed classroom guidelines • Reinforcement of guidelines through class discussions • Consistent feedback and evaluation in cooperative group learning • Role plays for healthy communication in families 	***	<ul style="list-style-type: none"> • Student-developed classroom guidelines • Reinforcement of guidelines through class discussions • Consistent feedback and evaluation in cooperative group learning

Standard 3.13: Roles and Responsibilities

Students analyze their roles and responsibilities in their family, their school, and their community.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
***	<ul style="list-style-type: none"> Structured discussions on: Family Roles and Responsibilities Male/Female Roles 	***	<ul style="list-style-type: none"> Discussions of responsibilities as related to class topics.

Standard 3.15: Career Choices

Students know about various careers. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> Collect information about careers, and experience careers directly or indirectly through classroom work and community experiences such as job shadowing, working with a mentor, or performing community service. 	<ul style="list-style-type: none"> Textiles Guest speakers Community service projects Entrepreneurship 	<ul style="list-style-type: none"> Collect information about specific careers and experience those occupations directly or indirectly through classroom work, community work, and/or workplace experiences – such as job shadowing, working with a mentor, performing community service, apprenticeships, courses in technical centers, or community placements. Describe the historical and current impact of role stereotyping in the workplace. 	<ul style="list-style-type: none"> Visits to community facilities: Culinary Institute (F21, CC) Lund Family Center (CPP) Panels/Guest speakers Discussion of gender equity

CIVIC/SOCIAL RESPONSIBILITY

Standard 4.3: Cultural Expression

Students demonstrate understanding of the cultural expressions that are characteristic of particular groups.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		***	<ul style="list-style-type: none">• Study and preparation of foreign and/or ethnic foods (CC)

Standard 4.4: Effects of Prejudice

Students demonstrate understanding of the concept of prejudice, and of its effects on various groups.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		***	<ul style="list-style-type: none">• Discussion of harassment and abuse (CPP)

Standard 4.5: Continuity and Change

Students understand continuity and change. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none">• Demonstrate an understanding that perceptions of change are based on personal experiences, historical and social conditions, and the implications of the change for the future.	<ul style="list-style-type: none">• Structured discussions, e.g.: Changes in family structures due to personal or work choices Dietary issues Peer and intergenerational relationships	<ul style="list-style-type: none">• Analyze personal, family, systemic, cultural, environmental, historical and societal changes over time – both rapid, revolutionary changes and those that evolve more slowly.	<ul style="list-style-type: none">• Discuss changes in family systems and relationships (CPP)• Journal entries

ARTS, LANGUAGE AND LITERATURE

Standard 5.7: Audience Response

Students respond constructively as members of an audience (e.g. at plays, speeches, concerts, town meetings).

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
***	<ul style="list-style-type: none"> Student responses, orally and written, to presentations 	***	<ul style="list-style-type: none"> Student responses, orally or written, to presentation, e.g.: Art Show participation

Standard 5.15: Design and Production

Students design and create media products that successfully communicate.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
***	<ul style="list-style-type: none"> Students create posters of food pyramids, disease prevention, and relationships Entrepreneurship 	***	<ul style="list-style-type: none"> Students design visuals and media for class and final projects (CPP, CC)

Standard 5.23: Critique

Students critique their own and others' works in progress, both individually and in groups, to improve upon intent.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
***	<ul style="list-style-type: none"> • Students critique their own and others' textile construction projects • Role plays and food labs 	***	<ul style="list-style-type: none"> • Students critique their own and others' presentations and labs, e.g. Food served in catering Art Show (F21, CC) Textile exhibit in Art Show (FD, TS)

Standard 5.29: Visual Arts

Students use the elements and principles of two- and three-dimensional design in the visual arts, including line, color, shape, and texture, in creating, viewing, and critiquing.

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
***	<ul style="list-style-type: none"> • Students design textile construction projects • Simple meals 	***	<ul style="list-style-type: none"> • Students design textile construction projects (TS, FD) • Simple meals (CC, F21)

HISTORY AND SOCIAL SCIENCES

Standard 6.12: Human Rights

Students identify and evaluate the concept of human rights in various times in their local community, in Vermont, in the United States, and in various locations world-wide. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> Evaluate the impact of social choices (e.g. efforts to end hunger, finance health care, defend homelands) on human rights. 	<ul style="list-style-type: none"> Students identify and evaluate the impact of social choices of individual effort in improving quality of life for others (e.g., contributions to Food Shelf, Homeless Shelter, Senior Citizens) 	<ul style="list-style-type: none"> Evaluate the impact of social choices (e.g. efforts to end hunger, finance health care, defend homelands) on human rights. Explain the importance to the individual and to society of personal rights (e.g. freedom of thought and conscience, freedom of movement and residence). 	<ul style="list-style-type: none"> Students discuss the impact of child abuse on a personal and national level (CPP) Students discuss hunger on local, state, national, and world-wide levels (CC)

SCIENCE, MATHEMATICS, AND TECHNOLOGY

Standard 7.1: Scientific Method

Students use scientific methods to describe, investigate, and explain phenomena and raise questions in order to generate alternative explanations - hypotheses – based on observations and prior knowledge; design inquiry that allows these explanations to be tested; deduce the expected results; gather and analyze data to compare the actual results to the expected outcomes; and make and communicate conclusions, generating new questions raised by observations and readings. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		<ul style="list-style-type: none"> • Frame questions that can be investigated using scientific methods and knowledge, including manipulating variables, and predicting outcomes for untested hypotheses using scientific principles. • Critically evaluate the validity and significance of sources and interpretations, including scientific knowledge, observation, and experimentation. 	<ul style="list-style-type: none"> • Food safety lab (e.g. bacteria growth in petri dishes (F21))

Standard 7.5: Roles and Responsibilities

Students analyze the roles and responsibilities of scientists, mathematicians, and technologists in social, economic, cultural, and political systems. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		<ul style="list-style-type: none"> Analyze the impact of scientific, mathematical, and technological investigations into and findings about human society, including the ethical issues involved (e.g. the dangers and benefits of genetic engineering). 	<ul style="list-style-type: none"> Research and debate (e.g. genetically engineered foods (F21)) Pros and cons of organic foods (F21)

Standard 7.6: Arithmetic, Number and Operation

Students understand arithmetic in computation, and they select and use, in appropriate situations, mental arithmetic, pencil and paper, calculator, and computer. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none"> Estimate, approximate, round off, and/or use exact numbers, as appropriate and necessary in calculation. 	<ul style="list-style-type: none"> Food labs Entrepreneurship 		

Standard 7.7: Geometric and Measurement Concepts

Students use geometric and measurement concepts. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none">• Model situations geometrically to formulate and solve problems; recognize rotational and bilateral symmetry in two- and three-dimensional figures.• Reason proportionally with measurements to interpret maps and to make smaller- and larger-scale drawings.• Recognize the differences between measures of length, area and volume, and the corresponding uses of units, square units, and cubic units, measure angles, weights, masses, capacities, and times.	<ul style="list-style-type: none">• Students demonstrate proper pattern layout, pattern reading in the textile construction project	<ul style="list-style-type: none">• Carry out unit conversions, scale changes, and dimensional analysis; competently use basic measurement instruments; understand issues of precision, accuracy and error analysis.	<ul style="list-style-type: none">• Recipe adaptation (F21, CC)• Error analysis (F21, CC)• Textile construction project (TS, FD)

Standard 7.10: Mathematical Problem Solving and Reasoning

Students use concrete, formal and informal strategies to solve mathematical problems, apply the process of mathematical modeling, and extend and generalize mathematical concepts. Students apply mathematics as they solve scientific and technological problems or work with technological systems. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none">• Solve problems by reasoning mathematically with concepts and skills expected in these grades.• Make sensible, reasonable estimates.• Create and use a variety of approaches and understand and evaluate the approaches that others use; determine how to break down a complex problem into simpler parts; extract pertinent information from situations.	<ul style="list-style-type: none">• Nutrition – unit pricing	<ul style="list-style-type: none">• Formulate and solve meaningful problems in many kinds of situations using grade-related mathematical concepts and reasoning strategies.• Approach a relatively unfamiliar situation and explore its mathematically interesting aspects.	<ul style="list-style-type: none">• Grocery shopping – unit pricing (F21, CC)• Consumer skills (F21, CC)• Caloric calculations of input vs. output (F21)

Standard 7.12: Space, Time and Matter

Students understand forces and motion, the properties and composition of matter, and energy sources and transformations. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none">• Observe and measure characteristic properties of matter (e.g. boiling point, density, buoyancy, simple chemical reactions), and use them to distinguish one substance from another.• Provide examples of substances reacting chemically to form new substances with different characteristics, & describe & model the phenomenon with reference to elements and compounds.• Explain the relationships between pressure, volume & the amount of gas (e.g. soda bottles, auto tires).• Identify and describe common forms of energy (e.g. light, heat, sound, electricity, electromagnetic waves) and their attributes, sources & transmission characteristics (e.g. radiation, convection, conduction of heat).	<ul style="list-style-type: none">• Food labs, e.g.: Quick breads Yeast breads Microwave	<ul style="list-style-type: none">• Observe and measure characteristic properties of, and chemical reactions between one substance and another to distinguish between them; explain the structure of matter using the periodic properties of elements.• Understand that alternating magnetic fields generate electric fields, and vice versa (e.g. generators); discuss electromagnetic waves (e.g. radio waves, x-rays).	<ul style="list-style-type: none">• Food lab experiments, e.g.: Candy making Preparation of yeast breads and quick breads Use of microwave oven – find hot spots Cooking with grains Properties of eggs (F21)

Standard 7.14: The Human Body

Students demonstrate understanding of the human body – heredity, body systems, and individual development – and understand the impact of the environment on the human body. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		<ul style="list-style-type: none"> • Demonstrate an understanding of the human body systems for obtaining and providing energy, defense, reproduction, hormones, immunity, and coordination of physical functions. • Provide examples of how the health of human beings is affected by their genetic makeup and environmental factors (e.g. exposure to microbes, pollution). • Identify and explain the human body's pattern of development. 	<ul style="list-style-type: none"> • Research analysis and evaluation activities, e.g.: Food safety lab case studies (F21) Nutrition analysis (F21) Internship (CPP) Evaluation of models of contraception methods (CPP) Guest speakers on Child Development topics (CPP)

Standard 7.16: Natural Resources

Students understand how natural resources are extracted, distributed, processed, and disposed of. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
		<ul style="list-style-type: none"> • Compare and evaluate products made of either natural or synthetic materials, or a combination of the two. 	<ul style="list-style-type: none"> • Students implement kitchen ecology, recycling practices, and composting (F21, CC)

Standard 7.18: Outputs and Impacts

Students understand that people control the outputs and impacts of our expanding technological activities in the areas of communication, construction, manufacturing, power and transportation, energy sources, health technology, and biotechnology. This is evident when students:

Evidence 5-8	Activities 5-8	Evidence 9-12	Activities 9-12
<ul style="list-style-type: none">• Demonstrate an understanding that people are able to share, compile, use, and misuse technology.• Demonstrate how people create and use tools to observe, measure, create, and control.• Use tools and machines in a safe manner.	<ul style="list-style-type: none">• Food lab• Textile construction project	<ul style="list-style-type: none">• Assess ways that people are able to share, compile, use and misuse technology.	<ul style="list-style-type: none">• Food labs (F21, CC)• Genetically modified foods discussion• Textile construction project (TS, FD)

SECTION II

SUPPORTING DOCUMENTS

Documents in this section are currently used in support of the curriculum. This section may be updated with new and/or different materials.

Family & Consumer Sciences Curriculum Grade 5 – Crossett Brook Middle School

The fifth grade curriculum for Family and Consumer Sciences consists of nutrition, food safety, and basic cooking. Students learn concepts such as the food guide pyramid, proper hand washing, and how to keep food safe in the kitchen. They will learn skills such as working in teams to create easy but fun food. They will learn to use kitchen equipment and tools safely. Students will also use their math skills to double a recipe and reduce a recipe.

Class grades consist of food lab evaluations, in class worksheets, and one test. Students will need a folder in class to organize worksheets.

**Family and Consumer Sciences Curriculum
Grade 6 – Crossett Brook Middle School**

Note: All students will be expected to keep a file folder with pockets and a pen or pencil in class to take notes and organize handouts.

Class grades consist of grades for projects – beanbag frog and locker keeper, cooperation, teamwork, and in-class work

Washing Machine/Clothes Dryer Usage – label reading, sorting, stain removal lab
Iron Usage and Safety

Hand Sewing – threading a needle, running stitch, overcast and placing buttons

Sewing Machine – using a school machine safely, proper tools, sewing machine vocabulary, beanbag frog, and the locker keeper project

About the Locker Keeper – these are purchased through a commercial school catalog. Students will get to pick the fabric of their choice from the available selections. The project is designed for the students to use at home or in school to organize various items. The kits cost \$6.75 per student. Please send in a check or cash for \$6.75 with your son or daughter to school **by Monday, December 17**. The check can be made payable to Crossett Brook Middle School. If this would result in a hardship for any family, please speak to me and a scholarship can be made available. The class proceeds at each individual's pace. Since we do need to share some machines, it is quite possible that some students will have difficulty finishing on time. If this happens, I will have Wednesday afternoons after school until 3:00 p.m. for students to get extra help. Any donations of scrap fabric (at least 8 inches wide) and/or buttons are welcome as we use accumulated scrap material for the beanbag frogs and our program thrives on the generous support of our parents and community. If any parent is willing to speak to the class about any careers in textile or design, the students and I would appreciate the opportunity. I can be reached during school hours at 244-6100 between 9:30 and 10:15 a.m., or between 2:20 and 3:00 p.m.

**Family and Consumer Sciences Curriculum
Grade 7 – Crossett Brook Middle School**

Dear Parents of _____:

Your child will be participating in a Family unit for the new few weeks. Topics that will be discussed in class are: birth order, family types, family roles and responsibilities, family life cycle, family relationships, the importance of family time and effective communication. Each student will participate in a group project, which will simulate a "family." The group will choose suitable housing and plan a weekly menu while staying within their budget. Class grades will consist of teamwork during our family meal, one homework assignment to be completed with you (attached and due March 8), a group "family" project, in-class worksheets, and an independent project. All students are expected to come to class with a writing utensil and bring a file folder to class to organize their work. The culminating activity for this unit is a family breakfast brunch cooked and served by the 7th grade FACS students. You will receive invitations from your child in two weeks. The tentative date will be Friday, April 5, 2002, from 8:45 until 9:30 a.m. in the FACS room. The breakfasts are very well attended.

I look forward to meeting all of you soon. If you have any concerns, please do not hesitate to call me at school.

Sincerely,

Family and Consumer Sciences Curriculum 8th Grade – Crossett Brook Middle School

For the next four and a half weeks, your son or daughter will be learning about nutrition. It is very important for us to teach about good nutrition since we know there is a correlation between it and the risks of heart disease, obesity, diabetes, and some cancers. Students will learn about balance, variety, moderation and the Food Guide Pyramid when selecting foods. We will decipher nutrition labels on foods. We will discuss the myths associated with dieting. Eating disorders such as anorexia and bulimia will be highlighted. We will have some fun and complete some food labs.

Our culminating activity is to run an in-class business. They will select a healthy snack or food to make and sell for profit. The food product may be designed to be sold at school snack time. Each class project will have a community service or community education component built in. The students will learn many transferable skills, which would be valuable in the workplaces of the future.

If any parents have a career in the food service industry and would like to speak to your child's class, we would be delighted. If you or your child has any other concerns relating to nutrition, please do not hesitate to call. I am available weekdays between 9:30 and 10:15 a.m., or 2:20 and 3:00 p.m.

8th Grade Family and Consumer Science Program Harwood Union Middle-High School

This program focuses on the management of personal, family and community resources by applying skills learned in communication, reasoning and problem solving, and social responsibility. This year's class will apply these skills in an entrepreneur or community service project using the "Middle Real" curriculum.

Course content:

1. Complete 15 lessons in Health topics outlined on a separate syllabus.
2. Examine the importance of healthy eating and regular physical activity in relation to weight management.
3. Discuss how to make healthy food choices when eating on the run.
4. Analyze food labels for content and nutritional value.
5. Investigate the importance of food safety procedures when preparing, serving and storing food.
6. Practice safe tool usage when preparing food in labs.
7. Practice ways to conserve energy and resources in our society.
8. Review sewing machine and tool usage.
9. Study fabric grain, seam finishing, and following pattern directions.
10. Apply elastic in fleece or shorts project.
11. Define entrepreneurship.
12. Interview a local entrepreneur.
13. Practice team-building skills essential to successful business operation.
14. Develop a business plan.
15. Strategize marketing skills.
16. In conjunction with the Industrial Arts program, operate a business and/or community service project.

The following list contains **expectations** for you in this course:

1. Come on time.
2. Come prepared for class with homework, notebook, and a pencil.
3. Pay attention and follow directions.
4. Be respectful of others and of the supplies and equipment.
5. Be responsible and clean up after yourself.
6. Make up all class work missed during your absence whether it be due to illness, sports competitions, or for other reasons.

Your grade will be based on the following criteria:

1. Effort, participation, and responsible behavior*
2. Homework and projects
3. Tests and quizzes
4. Food science labs
5. Completion of sewing project
6. Completion of Middle Real Project
7. Completion of interview with an entrepreneur

Vermont Standards addressed:

- | | |
|------------------------|-------------------------------------|
| 3.5 Healthy Choices | 3.13 Roles and responsibilities |
| 3.8 Personal Economics | 3.14 Dependability and productivity |
| 3.11 Teamwork | |
| 3.12 Interactions | |

C & C DECADES OF FOOD PROJECT

(sample)

NAMES and who does which part below _____

DECADE _____

- A. Write three or more pages covering the following information:
 - I. What foods were fashionable at this time?
 - II. What styles of cooking and appliances were popular?
 - III. Outline some historical events occurring during this decade that may have influenced cuisine.
 - IV. Describe one or more nutritional principal of this time.
 - V. Other trivia pertinent to the period.

- B. Prepare a poster and food exhibit for the art show on this information containing one recipe.

Grading Criteria for Written Paper: On a scale of 1 to 5, with 5 being the highest, rate your effort for each criterion.

Student Criteria

Teacher

_____	1. Explained foods fashionable at this time	_____
_____	2. Described styles of cooking and/or appliances	_____
_____	3. Outlined historical events during decade	_____
_____	4. Explained nutritional principles of decade	_____
_____	5. Presentation was chronological	_____
_____	6. Summary typed or hand written without errors	_____
_____	7. Summary contained related trivia and was interesting	_____
_____	8. Bibliography of 3 or more resources (textbook, internet, others)	_____
_____	9. Met deadline	_____
_____	10. Group members fulfilled their share of the assignments	_____
_____	TOTAL	_____

Bonus points:

10 points for interviewing someone who lived during this period.

10 points for including related dishware, etc. of the times for your exhibit

Grading Criteria for Visual and Food Exhibit: On a scale of 1 to 5, with 5 being the highest, rate your effort for each criterion.

Student	Criteria	Teacher
_____	1. Highlighted foods of the decade	_____
_____	2. Described styles of cooking	_____
_____	3. Highlighted historical events during decade	_____
_____	4. Neatly composed without cross-outs	_____
_____	5. Project was proofread for errors	_____
_____	6. Visual captures viewers' interest	_____
_____	7. Recipe was prepared correctly and attractively displayed.	_____
_____	8. Recipe was representative of decade	_____
_____	9. Met deadline	_____
_____	10. Group members fulfilled their share of the assignments	_____
_____	TOTAL	_____

Score for Entire Project _____

Comments:

FOODS FOR THE 21ST CENTURY COURSE OUTLINE

The health of people in the 21st century will be affected by lifestyle choices of food habits, fitness, and interaction with the environment. This nine-week course will examine these issues as well as explore management and preparation of food.

Units of study include:

Value of food

Nutrition and health

Safety and sanitation

Consumer skills

Career options

Food science and technology

Preparation of foods from all parts of the Food Guide Pyramid

Designing and completing a fundraiser with food for a field trip

Assessment

In order to successfully complete this course, students must complete the following:

1. Compile a notebook of handouts, notes and recipes.
2. Be a positive team member of this class by being prepared every day, actively participating, being cooperative, and demonstrating a supportive attitude towards others.
3. Complete the Vermont Standards outlined below.
4. Passing grades on tests and quizzes.
5. Completing six home cooking assignments.
6. Preparing a small appliance report and demonstration.
7. Completing book assignments and lab assignments.
8. Reporting on two current events.

Vermont Standards Addressed

1.2 Reading Accuracy

1.3 Reading Comprehension

2.1 Questioning/Problem Solving

2.4 Improving Effectiveness

3.8c Personal Economics

3.10 Teamwork

3.15 Career Choices

**Foods for the 21st Century
Harwood Union High School
Current Events Assignment**

(Sample)

Find a magazine or newspaper article that is one or more pages in length and pertains to a topic of food or nutrition. If it is possible, please include a copy of the article with your report. The final written summary of the current events should include the following:

1. Title, author, source, date, and page.
2. The summary should give at least five key points of the article.
3. Your reaction and reasons for your beliefs.
4. A statement of how this relates to this class and what has been discussed.
5. Typed or neatly handwritten.
6. Properly spelled and punctuated.
7. Handed in on time.

CRITERIA

GRADES:

	A	B	C	D
1. Listed title, author, source, date and page	always	always	always	always
2. Number of key points	5	5	3	3
3. Reaction with reasons	always	always	always	always
4. Related it to class and/or your life	always	always	always	always
5. Length	1 page	1 page	½ page	½ page
6. Typed or neatly written	very neat	very neat	harder to read	harder to read
7. Used complete sentences	always	mostly	some-what	some-what
8. Used correct spelling and punctuation	always	always	some-times	some-times

1. List at least 6 positive points about genetic engineering:

2. List at least 6 negative points about genetic engineering:

3. A product of genetic engineering is called _____.

4. What is meant by "genetic pollution?"

5. What did John Losey, an entomologist discover?

6. Why was "golden rice" invented and how?

7. What is your opinion of genetically engineered foods?

CHILD PSYCHOLOGY AND PARENTING OUTLINE

Students will study the physical, psychological, and social development of children from conception through age five. Students will plan and implement several activities with preschool and school age children.

Units of Study:

- I. What is psychology?
- II. Psychological research methods and statistics
- III. How psychology changes throughout the life span?
- IV. Learning and cognitive processes
- V. Prenatal development
- VI. Caring for children
- VII. Red Cross Infant and Child CPR and First Aid
- VIII. Lab classes in either preschool or elementary level
- IX. Career paths

Assessment

In order to successfully complete this course, students must complete the following:

1. Compile a notebook of handouts and assignments.
2. Completing the Vermont Standards listed below.
3. Be a positive team member of this class by being prepared every day, actively participating, being cooperative, and demonstrating a supportive attitude towards others.
4. Passing grades on tests and quizzes.
5. Completing all assignments.
6. Reporting on two current events.
7. Journal entries completed.
8. Lesson prepared for lab experience with children.

Vermont Standards Addressed:

- | | |
|--------------------------|---------------------------------|
| 1.14 Critique | 3.8 Personal economics |
| 2.6 Application | 3.13 Roles and responsibilities |
| 2.7 Information | 3.15 Careers |
| 2.13 Product/service | 5.23 Critique |
| 2.14 Planning/organizing | 6.14 Concepts of culture |
| 3.4 Development | 7.14 The human body |
| 3.5 Healthy choices | |

CULTURE AND CUISINE

!Salud! La Chaim! A ta sante! To your health!

As the world has changed, we have become a global society. Knowing about other cultures is essential to the well being of this global society. This course will examine the connections between food and customs in various populations around the United States and the world. Students will be encouraged to share their own family food traditions. Foods for the 21st Century class is a prerequisite for this class. Exceptions must have instructor approval or status of being a Junior or Senior.

Course objectives:

1. Gain a stronger understanding of the lifestyle of people in different regions or countries.
2. Examine the role food plays in traditions.
3. Understand how regions affect agriculture, diet and culture.
4. Increase basic knowledge and ability of basic cooking skills.
5. Trace the basic changes in food choices and preparation techniques in American culture over the past century.

Requirements:

1. To keep an organized notebook for the class.
2. Complete all lab assignments.
3. Complete all homework assignments including 3 home cooking assignments.
4. Complete tests and quizzes with a grade of 50 or better.
5. Complete individual and group projects for decades project, U.S. regional project, and foreign foods project.
6. Participate fully in the culminating project for the course.

Vermont Standards and Framework:

Vital Results: 1.18 Research, 1.8 Reports, 3.10 Teamwork, 3.11 Interaction, and 4.3 Cultural Expression

Fields of Knowledge: 5.28 Artistic Proficiency, 5.1 Eras and Styles, 5.22 & 5.23 Artistic Process, 6.5 Traditional and Social Histories, 6.7 Geographical Knowledge, 6.14 Culture, 6.23 Societal Roles.

FASHION AND DESIGN *

Course overview:

Students will apply the principles of design such as color, line, and shape in designing fashions and home interiors. History of fashion will be explored as they influence current styles. Hands-on activities such as producing a fashion show, fabric painting and stenciling, and field trips to related businesses and home industries, and designing and producing creations will be incorporated.

Outline:

History of Fashion

Color and Design Principles

Decorating Styles

Applying Design Techniques

Careers

Fashion Merchandising

Consumer Issues and Decisions

Each student will be required to keep a notebook and a weekly progress sheet. Students will design an independent project involving fabric and fashion design. Students will have several studies to complete regarding fashion merchandising, interior design, and careers. Field trips and guest speakers are a large part of this class. Students will design a fashion show or fashion exhibit as a culminating project.

*Students must have completed Textile Studies as a pre-requisite for this course or have instructor approval before taking this course.

Requirements:

1. Completion of a community service design project (banner for the cafeteria.)
2. Completion of a block print on fabric.
3. Complete an independent project with fashion. *
4. Take an established pattern or design and adjust it with your person touches.
5. Complete project showing the influence of color. *
6. Complete a project on interior decorating. *
7. Complete a textile project of your choice. *
8. Complete book and research projects.
9. Complete an example of the history of fashion.

* Projects maybe combined together if enough justification is given.

TEXTILE STUDIES

This course is designed students interested in fashion and in the use of sewing as a creative process. In this nine-week course, units of study will be:

- I. Knowing about fashion
- II. Wardrobe planning
- III. Caring for clothes
- IV. Textile fibers and yarns
- V. Elements of design
- VI. Sewing techniques
- VII. Mending and recycling
- VIII. Careers in the textile field

Assessment

Each student is expected to pay a lab fee of \$15.00 for all the materials needed to complete four projects. You are also responsible for obtaining supplies needed for one in-depth project of your choice. To successfully complete this course, each student must complete the following requirements:

1. A notebook containing all class handouts, notes, and sample techniques learned in class.
2. Completion of home laundering assignment.
3. Complete all written assignments.
4. Complete a mending project.
5. Complete sewing technique samples.
6. Completion of a weaving project.
7. Completion of a block-printing project.
8. Completion of a quilting project.
9. Completion of a fleece project.
10. Completion of a recycling project

Vermont Standards Addressed

1.2 Reading Accuracy	3.8c Personal Economics
1.3 Reading Comprehension	3.10 Teamwork
2.1 Questioning/Problem Solving	3.15 Career Choices
2.4 Improving Effectiveness	5.25 Exemplary Works
2.6 Application	5.28 Artistic Proficiency
2.13 Product/Service	5.29 Visual Arts

PROGRAM EVALUATION

Any curriculum guide of value encourages periodic review. The Family and Consumer Science Committee recommends an annual meeting of Family and Consumer Science instruction 5-12 from both Crossett Brook Middle School and Harwood Union Middle School to address the following questions:

Where are we?

- What courses does the high school offer?
- What grade levels are being taught at the middle schools?
- What are the current enrollments?
- What tools/equipment and classroom/lab space does each program have?
- What is the number of teaching staff?

Where are we going?

- What is the depth and amount of course content for each cluster area?
- What skills/competencies are expected at each level?

How will we get there?

- Is there coordination of curriculum between Crossett Brook and Harwood Union?
- Is there collaboration and sharing between the staff at Crossett Brook and Harwood Union?

How do we know we have arrived?

- Is there periodic curriculum review?
- What is the grade distribution (A, B, C, D, F)?
- Are students furthering their education in family and consumer science related areas?
- Are the curriculum tools and materials current with today's knowledge?