
Family & Consumer Science Curriculum

School District of Seward



Implemented in the Fall of 2011
410 South St. • Seward, NE • 68434



"In dwelling, live close to the ground. In thinking, keep to the simple. In conflict, be fair and generous. In governing, don't try to control. In work, do what you enjoy. In family life, be completely present."

[Lao Tzu](#)

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Our FCS Education Program

PHILOSOPHY GUIDING OUR FCS CURRICULUM

Family and Consumer Sciences Education (FCS) helps 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 through character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation.

Family and Consumer Sciences education empowers individuals and families throughout their lives to manage the challenges of living and working in a diverse, global society. The challenges individuals face throughout their lives include balancing personal, home, family and work lives; acquiring marketable skills to be successful in life management, employment, and career development; promoting optimal nutrition and wellness; and managing resources to meet the material needs of individuals and families.

FCS is about preparing students for life, work and citizenship through the unique focus on the work of the family. These classes will give students "life skills" that they will use today and in the future as a member of a family and as an active participant in their community.

Scope & Sequence of Learning Objectives

The scope and sequence of FCS Education objectives are designed to provide background information prior to studying each topic in depth as students move through the curriculum. The objectives are based largely upon the national foreign language standards.

MAJOR CATEGORY - INDIVIDUALS AND FAMILIES

Interpersonal Relationships

FCS 06-12.2.1 - Integrate relationship skills, communication skills, conflict management skills and personal responsibility into the family, workplace and community.

FCS.2.A - Analyze committed, respectful and caring relationships in family, work and community settings.

FCS.2.B - Analyze personal needs and characteristics and their impact on interpersonal relationships.

FCS.2.C - Demonstrate communication skills that contribute to positive relationships.

A. Practice ethical communication in family, community and work settings.

B. Examine the interrelationships of communication and technology in family, work, and community settings.

C. Examine communication styles and their effects on relationships in families, work and community settings.

FCS.2.D - Demonstrate one's responsibility in interpersonal relationships.

FCS.2.E - Evaluate effective conflict prevention and management techniques.

Family as a System

FCS 06-12.3.1 - Analyze the responsibilities and significance of the family and interdependent relationships impacting individuals and families.

FCS.3.A - Evaluate the reciprocal relationship among individuals, the family and society.

A. Examine family as the basic unit of society.

B. Examine the multiple functions of the family, including developing self-forming individuals, transmitting culture and traditions, communicating societal expectations, and maintaining intergenerational connectedness.

C. Determine the impact of change and transitions over the life span.

FCS.3.B - Determine and analyze the characteristics of strong families regardless of family structure.

FCS.3.C - Analyze how knowledge and skills related to individual, child and family development affect the well-being of individuals, families and society.

A. Examine the qualities of a self-forming person.

B. Utilize skills and processes necessary to develop into a self-forming person who acts to enhance the family and/or society.

Parenting

FCS 06-12.4.1 - Evaluate the impact of parenting roles, responsibilities, practices and societal conditions that impact the well-being of individuals and families throughout the life cycle.

FCS.4.A - Analyze roles and responsibilities of parenting

A. Determine effects of parenting practices on the individual, family and society.

B. Determine societal conditions that impact parenting across the life span.

FCS.4.B - Evaluate parenting practices that maximize growth and development.

A. Identify communication strategies that promote positive self-esteem in family members.

B. Analyze nurturing practices.

C. Evaluate practices of interaction that encourages appropriate behavior.

D. Determine criteria for selecting care and services for children.

Human Growth and Development

FCS 06-12.5.1 - Analyze the impact of human growth and development on individuals across the life span.

FCS.5.A - Analyze principles of human growth and development across the life span.

A. Examine physical, emotional, social and intellectual development and their interrelationships.

FCS.5.B - Analyze conditions that influence human growth and development.

A. Investigate the impact of heredity and environment on human growth and development.

B. Examine the effects of life events on individuals' physical, and emotional development.

FCS.5.C - Analyze strategies that promote growth and development across the life span.

A. Examine the role of nurturance on human growth and development.

B. Examine the role of communication on human growth and development.

C. Examine the role of support systems in meeting human growth and development needs.

MAJOR CATEGORY - PERSONAL AND FAMILY RESOURCES

Consumer Resources & Management

FCS 06-12.6.1 - Evaluate consumer and management decisions related to human, economic, technological, and environmental resources within families and society.

FCS.6.A - Analyze how knowledge and skills involving consumer and resource management affect decisions related to the well-being of individuals, families and society.

FCS.6.B - Analyze interrelationships among consumer actions, the economy and the environment.

FCS.6.C - Evaluate consumer policies, information and services, including those that relate to consumer rights and responsibilities.

FCS.6.D - Analyze factors (i.e., social, psychological, economic, cultural) affecting consumer and management decisions for individuals and families throughout the life cycle and how those decisions impact society.

FCS.6.E - Analyze factors and evaluate issues related to resource management decisions of individuals and families across the life span.

FCS.6.F - Demonstrate management of personal and financial resources to meet the goals of individuals and families across the life span.

FCS.6.G - Evaluate the impact of technology on individual and family resources.

Nutrition/Wellness/Foods

FCS 06-12.7.1 - Demonstrate nutrition and wellness practices that enhance individual and family well being.

FCS.7.A - Identify nutritional needs of individuals and families.

FCS.7.B - Incorporate health and wellness practices across the life span.

FCS.7.C - Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

FCS.7.D - Analyze factors that influence nutrition and wellness practices across the life span.

FCS.7.E - Analyze factors (i.e., social, psychological, economic, cultural) affecting nutrition, wellness and foods decisions for individuals and families throughout the life cycle and how those decisions impact society.

FCS.7.F - Evaluate factors that affect food safety, from production through consumption.

FCS.7.G - Evaluate the impact of science and technology on food composition, safety and other issues.

Living Environments

FCS 6-12.8.0 - Analyze how knowledge and skills related to living environments (housing, interiors, home furnishings) affect the well being of individuals, families and society.

FCS.8.A - Analyze the significance of the home for individuals and families.

FCS.8.B - Demonstrate management of individual and family resources in the living environment.

FCS.8.C - Evaluate issues related to living environments of individuals and families throughout the life cycle.

FCS.8.D - Analyze factors (i.e., social, psychological, economic, cultural) affecting living environment decisions for individuals and families throughout the life cycle and how those decisions impact society.

FCS.8.E - Evaluate the impact of technology on living environments.

Textiles and Apparel

FCS 6-12.9.1 - Analyze how knowledge and skills related to textiles and apparel affect the well-being of individuals, families and society.

FCS.9.A - Analyze factors (i.e., social, psychological, economic, cultural) affecting textile and apparel decisions for individuals and families throughout the life cycle and how those decisions impact society.

FCS.9.B - Evaluate textile information and services.

FCS.9.C - Care for and repair, alter or produce textile products and apparel.

FCS.9.D - Evaluate the impact of science and technology on apparel and textiles.

MAJOR CATEGORY - FAMILY AND WORK

In this category the following definitions are used: Work is a broad term that reflects both paid or unpaid, and in or out of the home. Career means one chose area of employment.

Work Readiness

FCS 06-12.10.1 - Demonstrate transferable and employability skills in family, community and work/ career settings.

FCS.10.A - Examine how work impacts the individual and family financially, emotionally, physically, socially, and intellectually.

FCS.10.B - Demonstrate problem solving, teamwork, communication, conflict resolution and self-management skills in family, community and work/career settings.

FCS.10.C - Demonstrate job seeking and job keeping skills.

A. Examine beliefs about job seeking and job keeping skills from various perspectives (employer, employee, self-employed, welfare recipients, etc.)

B. Examine and demonstrate ethical behavior and professionalism in seeking and keeping jobs.

FCS.10.D - Examine potential career choices to determine the education, technologies, skills, and attitudes associated with each.

Family, Career and Community Connections

FCS 06-12.11.1 - Analyze the interconnection of individual, family, career and community relationships.

FCS.11.A - Examine policies, issues and trends in the workplace and community that impact individuals and families.

FCS.11.B - Examine the impact of public policies, agencies, and institutions on the family.

FCS.11.C - Examine community resources and systems of formal and informal support available to individuals and families.

FCS.11.D - Analyze the impact of individual roles and responsibilities within the family, work/ career, and community.

Balancing Family and Work

FCS 06-12.12.1 - Analyze the individual's ability to balance multiple roles in the family, work/career, and community.

FCS.12.A - Analyze the potential impact of career decisions on balancing family and career.

FCS.12.B - Determine goals for life-long learning and leisure opportunities for all family members.

FCS.12.C - Analyze the impact of social, economic and technological change on balancing family and career.

FCS.12.D - Determine skills and knowledge needed to empower individuals to develop a life plan for achieving individual, family and career goals.

FCS.12.E - Analyze strategies to manage multiple individual, family, career and community roles, relationships, and responsibilities.

Overview of Suggested Course Timelines

Baking

Implemented Fall of 2011
School District of Seward



Baking suggested timeline

<u>Topic</u>	<u>Days</u>
Building Blocks of Baking	5
Cakes/Cupcakes	15
Pies	10
Quick Breads	5
Sweets-cookies, bars, others...cream puffs, donuts	5
Yeast Breads rolls, breads, and various mixing methods	15
Total Days	55

The Building Blocks of Baking

Approximate length of time allotted for this unit is 5 days

[illegible]

Assessment Plan	
Assessment	Comments
Test over information in unit	

Vocabulary				
Gluten	Yeast	Fermentation	Baking soda	Baking powder
Batter	Bread flour	Cake flour	All-purpose flour	Leavening agent
Bacteria	Sanitation	Hygiene	Cross-contamination	Food-borne illness

Unit at a Glance	
Learning Topics / Standards	# of days
Ingredients	2.5
Personal/kitchen cleanliness	2
Assessment	0.5
	5

Cakes/Cupcakes

Approximate length of time allotted for this unit is 15 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Describe the food science principles involved w/ cake baking 2. Prepare an unshortened and shortened cake 3. Decorate a cake and/or cupcake. 			Essential Questions: <ul style="list-style-type: none"> • How can I make the best use of this skill of cake baking and decorating?
Content Outline: <ol style="list-style-type: none"> A. Food Science Principles <ol style="list-style-type: none"> 1. Measuring 2. Mixing 3. Baking B. Shortened cakes <ol style="list-style-type: none"> 1. Baking a shortened cake 2. Frosting C. Unshortened cakes (foam) <ol style="list-style-type: none"> 1. Angel food cake 2. Sponge cake 3. Chiffon cake 4. Cake rolls D. Cupcakes/decorating E. Cake decorating 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		Classroom Ideas: <ul style="list-style-type: none"> --Students will bake 2-3 times/ week. --Cupcake wars --Segments from cooking channel on baking/cake decorating
			Suggested Supplements: <ul style="list-style-type: none"> • <u>Guide to Good Food</u>, Chapter 23. • <u>Pro-Start—Year 2</u>, p. 236. • Seward library—cake pans
			Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Quiz over information studied	
Product made in class	

Vocabulary				
Shortened cake	Unshortened cake	Chiffon cake	Conventional method	Quick-mix method
Pound cake	Cream of tartar	Icing		

Unit at a Glance	
Learning Topics / Standards	# of days
Food Science principles	1
Shortened cakes	2.5
Unshortened cakes	5.5
Cupcakes/decorating	3
Cake decorating	3
	15

Pies

Approximate length of time allotted for this unit is 10 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Describe the food science principles involved with making pies 2. Prepare a two crust pie. 3. Prepare a one-crust pie. 4. Prepare a meringue. 			Essential Questions: <ul style="list-style-type: none"> How can I make the best use of the skill of pie baking?
	x.x.x		Classroom Ideas: <p>--Demonstration of a pie-crust. --Compare various pie crust recipes.</p>
Content Outline: <ol style="list-style-type: none"> A. Food Science Principles <ol style="list-style-type: none"> 1. Measuring the ingredients 2. Handling the dough B. Two Crust pies. <ol style="list-style-type: none"> 1. Fruit pies C. One-Crust pies <ol style="list-style-type: none"> 1. Cream pies 2. Custard pies 3. Chiffon pies D. Meringue 	x.x.x		Suggested Supplements: <ul style="list-style-type: none"> <u>Guide to Good Food,</u> Chapter 23.
			Teaching Notes: <ul style="list-style-type: none">

Assessment Plan	
Assessment	Comments
Products made in lab	

Vocabulary				
Pastry	Meringue	Cream pie	Custard pie	Chiffon pie
Overhandling	Stiff peaks			

Unit at a Glance	
Learning Topics / Standards	# of days
Food science principles	1
Two-crust pies—fruit	3
One-crust pies—cream, custard, chiffon	5
Meringue	1
	10

Quick Breads

Approximate length of time allotted for this unit is 5 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Explain the food science principles involved with making quick breads 2. Prepare quick breads 			Essential Questions: <ul style="list-style-type: none"> • How can I make use of this skill of making quick breads?
Content Outline: <ol style="list-style-type: none"> A. Food Science Principles <ol style="list-style-type: none"> 1. Mixing methods 2. Ingredients B. Prepare Quick Breads <ol style="list-style-type: none"> 1. Muffins 2. Biscuits 3. Popovers 4. Quick breads 	<p>X.X.X</p> <p>X.X.X</p> <p>X.X.X</p>		Classroom Ideas: Suggested Supplements: <ul style="list-style-type: none"> • Teaching Notes: <ul style="list-style-type: none"> •

FCS - Baking

Assessment	Comments
Student will make two of the quick breads listed above	

Vocabulary				
Quick breads	Muffins	Biscuits	Popovers	Conventional method
Drop batters	Symmetrical	Tunnels	doughs	

Unit at a Glance	
Learning Topics / Standards	# of days
Food science principles	1
Muffins	1
Biscuits	1
Popovers	1
Quick breads	1
	5

Sweets-cookies, bars, others...cream puffs, donuts

Approximate length of time allotted for this unit is 5 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Describe the food science principles involved with baking cookies. List the 6 kinds of cookies. Prepare 2 different kinds of cookies. Prepare another type of dough such as phyllo dough or pate a' choux (cream puffs, eclairs). 	 	 	Essential Questions: <ul style="list-style-type: none"> How can I make the best use of this skill? Classroom Ideas: <p>--Sell cookies after-school for students to purchase.</p>
Content Outline: <ol style="list-style-type: none"> Food Science principles <ol style="list-style-type: none"> Mixing methods Baking pans for cookies Storing cookies Types of cookies <ol style="list-style-type: none"> Rolled Dropped Bar Refrigerator Pressed Molded Other types of sweets <ol style="list-style-type: none"> Phyllo dough Pate a' Choux (cream puffs) 	 	 	Suggested Supplements: <ul style="list-style-type: none"> <u>Guide to Good Food</u>, Chapter 23.
			Teaching Notes: <ul style="list-style-type: none">

Assessment Plan	
Assessment	Comments
Products made in class will be evaluated for a grade.	

Vocabulary				
Rolled cookies	Molded cookies	Bar	Refrigerator cookies	Cream
Dropped cookies	Pressed cookies			

Unit at a Glance	
Learning Topics / Standards	# of days
Food Science principles	1
Types of cookies	3.5
Other types of dough	0.5
	5

Yeast Breads rolls, breads, and various mixing methods

Approximate length of time allotted for this unit is 15 days

[illegible]

Assessment Plan	
Assessment	Comments
Student will make a yeast bread, cinnamon rolls and dinner rolls.	

Vocabulary				
Fermentation	Kneading	Shaping	Proofing	Traditional method of mixing
Refrigerator dough				

Unit at a Glance	
Learning Topics / Standards	# of days
Food Science Principles	1
Products/methods will be combined	
Bread..traditional	4
Dinner rolls...refrigerator	3
Cinnamon rolls.....refrigerator/traditional	5
Batter bread	1
Bread machine products	1
	15

Current Affairs

Implemented Fall of 2011
School District of Seward



Current Affairs suggested timeline

<u>Topic</u>	<u>Days</u>
Communication	5.5
Current Affairs of the Family	5
Current Affairs of the Family-Family Crisis	5
Current Affairs of the Family-Specific Crisis	25
Current Affairs of the Family-Stress	5
Total Days	45.5

Communication

Approximate length of time allotted for this unit is 5 days

[illegible]

Assessment Plan	
Assessment	Comments
Test over unit	

Vocabulary				
Communication	Non-verbal	Verbal	“I” message	“You” message
Active listening	Passive listening	Feedback	Reflection	Body language
Personal space	Technology	Online	Internet	Stereotypes
Prejudices	Diverse	Conflict	Compromise	Mediation
Conflict resolution	Negotiation			

Unit at a Glance	
Learning Topics / Standards	# of days
Types of communication	1.5
Terms related to communication	1.5
Constructive ways to deal with emotions/feelings	2
Assessment	0.5
	5.5

Current Affairs of the Family

Approximate length of time allotted for this unit is 5 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Define terms related to family. 2. Name the function of the family. 3. Compare family today to family in the past. 4. List the stages of the family life cycle. 5. Describe characteristics of strong families. 	 X.X.X X.X.X X.X.X		Essential Questions: <ul style="list-style-type: none"> How can society help today's family? Classroom Ideas: <ul style="list-style-type: none"> Define terms Read articles about family today and family in the past. Compare using a venn diagram. Suggested Supplements: <ul style="list-style-type: none"> Teaching Notes: <ul style="list-style-type: none">
Content Outline: <ol style="list-style-type: none"> A. Family <ol style="list-style-type: none"> 1. Define 2. Types 3. Functions B. Families Today <ol style="list-style-type: none"> 1. What is happening? 2. How does this compare to the past? 3. What will the family look like in the future? C. Strong Families <ol style="list-style-type: none"> 1. Characteristics 2. Activities to make a strong family 	X.X.X		

Assessment Plan	
Assessment	Comments
Test over the unit	

Vocabulary				
Family	Single parent family	Nuclear family	Extended family	Blended family
Demographics	Family life cycle	Launching stage	Expanding stage	Beginning stage
Aging stage	Functional family	Dysfunctional family	Codependency	Dual-career families
Priorities	Multiple roles			

Unit at a Glance	
Learning Topics / Standards	# of days
Family	1
Family today	2
Strong families	1.5
Assessment	0.5
	5

Current Affairs of the Family-Family Crisis

Approximate length of time allotted for this unit is 5 days-

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Define a crisis 2. Identify types of crisis 3. List characteristics of a situation that makes it a crisis 4. List resources to help deal with a crisis 			Essential Questions: <ul style="list-style-type: none"> • How can a crisis situation be dealt with most effectively?
Content Outline: <ol style="list-style-type: none"> A. What is a crisis? <ol style="list-style-type: none"> 1. Define 2. Factors that affect if a situation becomes a crisis. B. Types of Crisis <ol style="list-style-type: none"> 1. Deprivation 2. Demoralization 3. Organizational C. Characteristics of a Crisis <ol style="list-style-type: none"> 1. Hits suddenly 2. Threatens security 3. Resolution is unpredictable 4. Erodes self-confidence 5. Presents major problem-solving question 6. Helps us redefine our values D. Resources to help deal with a crisis <ol style="list-style-type: none"> 1. Human resources 2. Non-human resources 	 X.X.X X.X.X X.X.X		Classroom Ideas: <ul style="list-style-type: none"> • Suggested Supplements: <ul style="list-style-type: none"> • Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over unit on Crisis	

Vocabulary				
Crisis	Situational	Deprivation	Organizational	Demoralization
Devastating	Adjustment	Unexpectedly	values	

Unit at a Glance	
Learning Topics / Standards	# of days
Define crisis	1
Types of Crisis	1.5
Characteristics of a crisis	1.5
Resources to help cope	0.5
Assessment	0.5
	5

Current Affairs of the Family-Specific Crisis Situation

Approximate length of time allotted for this unit is 25 days

Content	Standards	Concepts	Connections
<p>Students will determine what specific crisis they want to study. Objectives will be developed according to the generic form found below.</p> <p>This could include but not limited to: Death, suicide, divorce, addiction, violence, eating disorders.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Define the crisis situation 2. Explain the characteristics that make this situation a crisis 3. List information needed to deal more effectively with this crisis? 4. Develop a plan to deal more effectively with this crisis. <p>Content Outline:</p> <ol style="list-style-type: none"> A. What is the crisis? B. Characteristics that make the situation a crisis C. Information needed to deal with the crisis D. Plan to deal with the crisis 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over each specific crisis studied	

Vocabulary				
Terms dependent on crisis studied				

Unit at a Glance	
Learning Topics / Standards	# of days
Time/topics are dependent on the crisis studied and students interest	25
	25

Current Affairs of the Family-Stress

Approximate length of time allotted for this unit is 5 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Define Stress 2. Identify symptoms of stress 3. Explain how stress becomes a crisis 4. List effects of stress on individual, family and society 5. Develop a list of coping strategies to deal with stress positively 			Essential Questions: <ul style="list-style-type: none"> • What should be done in society to deal with stress?
	x.x.x		Classroom Ideas: <ul style="list-style-type: none"> • Stress activities
	x.x.x		
Content Outline: <ol style="list-style-type: none"> A. Stress <ol style="list-style-type: none"> 1. What is it? B. Symptoms of Stress <ol style="list-style-type: none"> 1. Physical signs 2. Emotional/social signs C. How stress becomes a Crisis? D. How stress effects... <ol style="list-style-type: none"> 1. Individual 2. Family 3. Society E. Coping Strategies 	x.x.x		Suggested Supplements: <ul style="list-style-type: none"> •
			Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan				
Assessment			Comments	
Test over unit on stress				
Vocabulary				
Stress	Overwhelmed			

Unit at a Glance	
Learning Topics / Standards	# of days
Stress...what is it?	0.5
Symptoms of stress	1
How stress becomes a crisis	0.5
Effects of stress	1
Coping strategies for stress	1.5
Assessment	0.5
	5

Ethnic Cooking

Implemented Fall of 2011
School District of Seward



Ethnic Cooking suggested timeline

<u>Topic</u>	<u>Days</u>
Ethnic Groups	5
Management of Resource	5
Asia—Russia, India, China, Japan	12
Europe—British Isles, France, Germany, Scandinavia	10
Latin America-Mexico South America	12.5
Mediterranean Countries—Spain, Italy, Greece	13
Middle East/Africa—Middle East, Israel, Africa	5
United States—New-England, Mid-Atlantic, South, Midwest, West/Southwest, Pacific Coast/Hawaiian Islands	7
Total Days	69.5

Ethnic Groups

Ethnic groups—Native-American, Asian-American, Hispanic American, African-American, European American

Approximate length of time allotted for this unit is 5 days

[illegible]

Assessment Plan	
Assessment	Comments
Test at end of unit	

Vocabulary				
Culture	Customs	Tradition	Diversity	Black magic
Medicine man	Heritage	Nationality	Ethnicity	Hispanic
Oriental	Multiculturalism	immigration		

Unit at a Glance	
Learning Topics / Standards	# of days
Ethnic groups	3
How to relate to ethnic groups	1
Communication in ethnic groups	0.5
Assessment	0.5
	5

Management of Resources

Approximate length of time allotted for this unit is 5 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Describe standards of Personal and kitchen cleanliness. 2. Define cooking terms used in recipes 3. Explain the “how to’s” of measuring ingredients 4. Explain how to choose a recipe. 5. Plan time-work schedules. 6. Follow a recipe to prepare an item. Content Outline: <ol style="list-style-type: none"> A. Kitchen/Food safety <ol style="list-style-type: none"> 1. Personal cleanliness 2. Kitchen cleanliness B. Cooking terms <ol style="list-style-type: none"> 1. Review terms found in recipes C. Measuring ingredients <ol style="list-style-type: none"> a. dry b. liquid c. fats D. Choosing a Recipe <ol style="list-style-type: none"> a. Sources of recipes b. Questions to ask E. Time-Work Schedule <ol style="list-style-type: none"> a. Preliminary Planning b. Schedule c. Cooperation F. Prepare a recipe 			Essential Questions: <ul style="list-style-type: none"> • What skills are needed to become efficient in the kitchen? Classroom Ideas: <ul style="list-style-type: none"> • Powerpoint of Food-Borne Illness by UNL Extension Service. • Matching activity of cooking terms. • Demonstration of measuring • Choose a recipe for cooking following guides established. Suggested Supplements: <ul style="list-style-type: none"> • <u>Guide to Good Food</u>, Chapter 5 and Chapter 12. Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test at the end of unit	

Vocabulary				
Food-borne illness	Contaminant	Bacteria	Sanitation	Hygiene
Cross-contamination	Recipe	Yield	Cooking time	Time-work schedule
Dovetail				

Unit at a Glance	
Learning Topics / Standards	# of days
Kitchen sanitation	1
Terms	1
Measuring	0.5
Choosing a recipe	0.5
Plan/time work schedules	0.5
Prepare a recipe	1
Assessment	0.5
	5

Asia—Russia, India, China, Japan-

Approximate length of time allotted for this unit is 10 days

[illegible]

Assessment Plan	
Assessment	Comments
Test at end of unit	

Vocabulary				
Kasha	Zukuska	Caviar	Schi	Borscht
Beef stroganov	Paskha	Kulich	Caste system	Curry
Ghee	Masala	Chapatis	Tandoori	Korma
Vindaloo	Chasnidarth	Dynasty	Wok	Congee
Chopsticks	Gohan	Soybean	Tofu	Sukiyaki
Czar	Samovar	monsoons	Thalis	Samosas
Paan	Stir-fry	Steamer	Won ton	Egg rolls
Peking Duck	Congee	Chicken kiev	Pirozhki	Sauerkraut
Blini	MSG	Cleaver	Scallions	

Unit at a Glance	
Learning Topics / Standards	# of days
Russia	3.5
India	2
China	4
Japan	2
Assessment	0.5
	12

Europe—British Isles, France, Germany, Scandinavia

Approximate length of time allotted for this unit is 10 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Identify food customs of the British Isles, France, Germany, and the Scandinavian countries. 2. Explain how and why these customs have evolved. 3. Prepare food native to each of these countries. 			Essential Questions: <ul style="list-style-type: none"> • What do I need to know about the food customs and factors that influence the food of Europe? • What can I understand better about Americans by studying the country of their ethnicity?
Content Outline: <ol style="list-style-type: none"> A. British Isles <ol style="list-style-type: none"> 1. Climate/geography 2. Culture of the British Isles 3. Cuisine of the British Isles. B. France <ol style="list-style-type: none"> 1. Climate/geography 2. French culture 3. French cuisine C. Germany <ol style="list-style-type: none"> 1. Climate/geography 2. German culture 3. German cuisine D. Scandinavia <ol style="list-style-type: none"> 1. Climate/geography 2. Scandinavian culture 3. Scandinavian cuisine 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		Classroom Ideas: <ul style="list-style-type: none"> • Powerpoint on countries of Europe stored on MAC computer. • Food posters of France, Germany, British Isles and Scandinavia. • DVD on French and Scandinavian food.
			Suggested Supplements: <ul style="list-style-type: none"> • <u>Guide to Good Food</u>, Chapter 28 • WS—Foods of Germany • World map
			Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test/quiz over each country studied	

Vocabulary				
Cockles	Fish and chips	Pudding basin	Tea	Haggis
Colcannon	Haute cuisine	Provincial cuisine	Nouvelle cuisine	Hors d' oeuvres
Croissant	Crepe	Truffles	Escargot	Quiche
Braten	Kartoffelpuffer	Sauerkraut	Spatzle	Strudel
Crayfish	Smorrebrod	Lutefisk	Smorgasbord	Husmankost
Ligonberry	Sauna	Au gratin	Bouillabaisse	Brioche
Hollandaise	Mayonnaise	Omelet	Pate'	Roux
Soufflé	Tart	Vinaigrette	Croissant	Sauté
Éclair	Julienne	Continental breakfast	Stolen	

Unit at a Glance	
Learning Topics / Standards	# of days
British Isles	2
France	3
Germany	2
Scandinavia	2
Assessment	1
	10

Latin America—Mexico, South America

Approximate length of time allotted for this unit is 7 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify geographic and climatic factors that have influence the characteristics foods of Mexico and South American countries. 2. Describe cultural factors that have affected the food customs of Mexico and South America. 3. Prepare foods native to Mexico and Latin America. <p>Content Outline:</p> <p>A. Mexico</p> <ol style="list-style-type: none"> 1. Climate/geography 2. Culture 3. Cuisine <p>B. South America</p> <ol style="list-style-type: none"> 1. Climate/geography 2. Culture 3. Cuisine 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> What do I need to know about the food customs and factors that influence the food of Mexico and South America? What can I understand better about Mexicans in America by studying their native culture? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> Powerpoint by students on countries of Latin America. Powerpoint prepared on Mexican culture/cuisine. Video's on Ethnic Grocery Store; Mexican cooking; Compare/contrast the cooking of Mexico and South America. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> <u>Guide to Good Food</u>, Chapter 27. <p>Teaching Notes:</p> <ul style="list-style-type: none">

Assessment Plan	
Assessment	Comments
Test over material in unit	

Vocabulary				
Latin America	Aztecs	Conquistador	Tortilla	Frijoles refritos
Chilies	Guacamole	Mole	Plantain	Comida
Siesta	Inca	Manioc	Cassava	Arepa
Ceviche	Gaucho	Empanada	Dende' oil	Enchiladas
Quesadillas	Tortillas	Tamales	Burritos	Tostadas
Comal	Flan	Merienda	Cena	Empanadas

Unit at a Glance	
Learning Topics / Standards	# of days
Mexico	6
Latin America	6
Assessment	0.5
	12.5

Mediterranean Countries—Spain, Italy, Greece

Approximate length of time allotted for this unit is 12 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> Describe the food customs of Spain, Italy and Greece. Discuss how climate, geography, and culture have influenced these customs. Prepare foods that are native to each of these countries. <p>Content Outline:</p> <p>A. Spain</p> <ol style="list-style-type: none"> Climate/geography Spanish culture Spanish cuisine <p>B. Italy</p> <ol style="list-style-type: none"> Climate/geography Italian culture Italian cuisine <p>C. Greece</p> <ol style="list-style-type: none"> Climate/geography Greek culture Greek cuisine 	<p>X.X.X</p> <p>X.X.X</p> <p>X.X.X</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> Which has a healthier diet—Mediterranean countries or the U.S.? Why? How does Mediterranean cooking effect cooking in the U.S. today? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> Teacher prepared powerpoints of Spain, Italy and Greece. Video of Ethnic Food store on Italian food. DVD on Italian food Compare/contrast culture of the three countries. Movie...My Big Fat Greek Wedding or Under the Tuscan Sun <p>Suggested Supplements:</p> <ul style="list-style-type: none"> <u>Guide to Good Food</u>, Chapter 29. <p>Teaching Notes:</p> <ul style="list-style-type: none">

Assessment Plan	
Assessment	Comments
Test over each country studied	

Vocabulary				
Hummus	Feta	Dolmades	Spanakopita	Baklava
Shish kebob	Phyllo	Avgolemono	Moussaka	Gyro
Pita	Alfredo	Fettuccine	Antipasto	Provolone
Biscotti	Minestrone	Calzone	Frittata	Parmesan
Pizza	Salami	Risotto	Orzo	Lasagna
Mozzarella	Cenci	Eggplant	Del pueblo	Tapas
Chorizo	Paella	Sangria	Al dente	Paella
Churro	Desayuno	almuerzo		

Unit at a Glance	
Learning Topics / Standards	# of days
Spain	3.5
Italy	4
Greece	4
Assessment	1.5
	13

Middle East/Africa—Middle East, Israel, Africa

Approximate length of time allotted for this unit is 5 days

[illegible]

Assessment Plan	
Assessment	Comments
Test at end of unit	

Vocabulary				
Bulgur	Mazza	Matzo	Kosher	Felafel
Pita bread	Injera	Teff	Wat	Equator
Muslims	Koran	Muharram	Ashura	Dolmas
Rice pilaf	Shish kebab	Hummus	Chelo kebab	Kashrut
Milchig	Fleishig	Lentils		

Unit at a Glance	
Learning Topics / Standards	# of days
Middle East	2
Israel	1
Africa	1.5
Assessment	0.5
	5

United States—New-England, Mid-Atlantic, South, Midwest, West/Southwest, Pacific Coast/Hawaiian Islands

Approximate length of time allotted for this unit is 7 days

[illegible]

Assessment Plan	
Assessment	Comments
Test at end of unit	

Vocabulary				
Aboriginal	Pennsylvania Dutch	Soul food	Clam chowder	New England boiled dinner
Boston Baked Beans	Shoofly pie	Creole cuisine	Hoppin' John	Chitterlings
Okra	Yams	Gumbo	Jambalaya	Cajun cuisine
Beignets	Andouille	Potluck	Sourdough	Limu
Luaus	Pralines	Kwanzaa	Cinco de Mayo	

Unit at a Glance	
Learning Topics / Standards	# of days
Identify the origins of food for 7 regions	1.5
New England	0.5
Mid-Atlantic	0.5
South	1
Midwest	1
West/Southwest	1
Pacific Coast	0.5
Hawaiian Islands	0.5
Assessment	0.5
	7

Food Fads

Implemented Fall of 2011
School District of Seward



Food Fads suggested timeline

<u>Topic</u>	<u>Days</u>
Food Fads and Facts About Nutrition	5
Food Fads and Facts Making Wise Consumer Choices	8
Meal Management	15
Needs Met Through Food	15
	43

Food Fads and Facts about Nutrition

Approximate length of time allotted for this unit is 5 days

Trends (these will change each year...as new trends emerge)

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Identify new food products that did not exist 5 years ago. 2. List current food trends 3. Examine the issue of obesity in children 4. Explain other health and wellness issues that have emerged. Content Outline: <ol style="list-style-type: none"> A. New Food products <ol style="list-style-type: none"> 1. Convenience 2. High quality ingredients B. Health/Wellness <ol style="list-style-type: none"> 1. Obesity in children 2. Health concerns 3. Diet C. Other <ol style="list-style-type: none"> 1. Equipment 2. Eating out 			Essential Questions: <ul style="list-style-type: none"> • How has society influenced new food trends? • How do new food trends affect the family and society? Classroom Ideas: <ul style="list-style-type: none"> • Research current trends in food and health on internet. • Students develop their own new food. Suggested Supplements: <ul style="list-style-type: none"> • <u>Guide to Good Food</u>, p 28. • <u>Nutrition, Food and Fitness</u>, Chapter 23. • NE Beef Council... restaurant trends Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over material discussed	

Vocabulary				
Trend	Mouth feel	Olestra	Splenda	Megadose
Bioengineering	Non-nutrient supplement	Product recall	International food	Fusion

Unit at a Glance	
Learning Topics / Standards	# of days
New food products	2
Health/wellness trends	2
Other trends related to the industry	0.5
Assessment	0.5
	5

Food Fads and Facts Making Wise Consumer Choices

Approximate length of time allotted for this unit is 7 days

[illegible]

Assessment Plan	
Assessment	Comments
Test over the unit	Teacher generated test

Vocabulary				
Consumer	Electronic shopping	Food additive	Organic food	Comparison shopping
Unit price	National brand	Store brand	Generic product	Impulse buying
Serving size	Supermarkets	Convenience store	Outlet stores	Specialty stores
Farmer's Market	Roadside stands	Persuasive advertising	Informational advertising	

Unit at a Glance	
Learning Topics / Standards	# of days
Where to shop for food	2.5
Factors that Affect consumer food choices	3
Using food labels	2
Assessment	0.5
	8

Meal Management

Approximate length of time allotted for this unit is 21 days

How to plan meals, control food costs, time-saving techniques, meal preparation, use of appliances

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Apply meal planning guides to plan meals for the family. 2. List ways to control food costs. 3. Identify ways to be more efficient in meal preparation. 4. Identify ways that appliances can help with meal preparation. Content Outline: <ol style="list-style-type: none"> A. Meal planning basics <ol style="list-style-type: none"> 1. Variety of texture 2. Variety of color 3. Variety of shapes/sizes 4. Variety of temperature 5. Variety of flavor B. Controlling food costs C. Time-saving techniques D. Use of appliances <ol style="list-style-type: none"> 1. Appliance demo's 2. Pro's/Con's of appliances 	C		Essential Questions: <ul style="list-style-type: none"> • What skills will encourage family sit-down meals? • How can home meal preparation be encouraged? Classroom Ideas: <ul style="list-style-type: none"> • Use food models of good/bad meal examples • Appliance demo's by students • Plan a meal for a group of students, shop for groceries for the meal and actually make the meal. Suggested Supplements: <ul style="list-style-type: none"> • <u>Guide to Good Food</u>, Chapter 10. • Appliance guides Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Meal evaluation to see if they applied principles learned	

Vocabulary				
Meal manager	Menu	Course	Convenience food	Budget
Income	Fixed expense	Flexible expense	Taste buds	Semiprepared food
Work simplification	Conservation	Recycling	Prepreparation	

Unit at a Glance	
Learning Topics / Standards	# of days
Meal planning	4
Food costs	2
Time saving techniques	1
Meal preparation	4
Appliances	4
	15

Needs Met Through Food

Approximate length of time allotted for this unit is 21 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Identify physical signs of hunger. 2. List programs that help/assist people in meeting food needs. 3. Explain the scope of the hunger problem in America. 4. List kitchen guides to practice for food safety and sanitation. 5. Describe signs of food poisoning. 6. Explain sources of food poisoning. 7. Explain how to use the steps of decision-making to make food choices. 8. Identify ways the media affects one's food choices. 9. Tell what is considered acceptable eating behavior in the U.S. 10. Explain how culture effects food choices and eating behaviors. 11. List family traditions that relate to food choices. 12. Describe how values effect food choices. 13. Identify ways peer pressure affects food choices. 14. How food be used as a positive influence on self-esteem? 15. Describe how food may be used to reach self actualization. 16. Explain how food needs change at each stage of the life cycle. Content Outline: <ol style="list-style-type: none"> A. Physical needs <ol style="list-style-type: none"> 1. Need for food in America 2. Signs of hunger 3. Programs to help meet food needs B. Safety needs <ol style="list-style-type: none"> 1. Food safety guidelines 2. Food poisoning C. Love/Belonging <ol style="list-style-type: none"> 1. Making choices about food (decision-making) 2.Impact of media 3.Culturally and socially accepted eating behavior. 4.Attitudes/practices affecting food choices 5.Impact of culture, ethnic background, family traditions and values. 6. Peer pressure affects food choices. D. Self-Esteem needs <ol style="list-style-type: none"> 1. Favorite foods 2.How food is used to increase self-esteem E. Self-Actualization F. Life Cycle <ol style="list-style-type: none"> 1. How food needs change at each stage? 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		Essential Questions: <ul style="list-style-type: none"> What can society do to be assured everyone has their food needs met? Why are food safety issues important to society? How can higher level of needs be met without spending excess amount of money? Classroom Ideas: <ul style="list-style-type: none"> History/timeline of food Activity: Food in pill form How Ads influence food choices?—written/TV List food norms Video—Cultural foods Suggested Supplements: <ul style="list-style-type: none"> <u>Guide to Good Food</u>, Chapter 1; <u>Nutrition, Food and Fitness</u>, Chapter 2 Teaching Notes: <ul style="list-style-type: none">

Vocabulary				
Maslow	Attitude	Norm	Decision-making	Alternative
Consequence	Alternative	Hunger	Appetite	Stress
Culture	Fasting	Lifestyle	Fad	Grazing
Fallacy	Culture	Environment	Technology	Botulism
Status foods	Food taboos	Kosher foods	Ethnic foods	Staple food

Unit at a Glance	
Learning Topics / Standards	# of days
Physical needs	2.5
Safety needs	3
Love/Belonging	5.5
Self-Esteem needs	1
Self-Actualization	0.5
Food/Life Cycle	2
Assessment	0.5
	15

Implemented Fall of 2011
School District of Seward



Food and Fitness suggested timeline

<u>Topic</u>	<u>Days</u>
Dieting	4
Eating Disorders	4
Exercise	2.5
Food Diseases	7
Wellness	4
Nutrition	5
Salt in Diet	3
Sugar in Diet	2
Fat in Diet	4
	41 days

Dieting

Approximate length of time allotted for this unit is 4 days

Difference between/problems of being overweight/underweight/obese; Types of diets/weight-loss options; How to lose weight.

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Define obese, overweight and underweight. 2. Identify the problems involved w/ being overweight/obese. 3. Tell the weight loss prescription. 4. Analyze various diet programs. 5. List options open to individuals to lose weight. Content Outline: <ol style="list-style-type: none"> A. Terms related to weight <ol style="list-style-type: none"> 1. Overweight 2. Obese 3. Underweight B. Problems involved with being overweight <ol style="list-style-type: none"> 1. Physically 2. Social/Emotional 3. Mentally C. Weight Loss prescription <ol style="list-style-type: none"> 1. Eat less 2. Exercise 3. Modify behavior D. Diet Programs <ol style="list-style-type: none"> 1. Commercial programs 2. Types of diets 3. What is a good diet? E. Weight Loss Options <ol style="list-style-type: none"> 1. Surgery 2. Pills 3. Fasting 4. Other 			Essential Questions: <ul style="list-style-type: none"> • Why is being at your desirable weight important to overall wellness? • Why is it important to establish • Question 3 Classroom Ideas: <ul style="list-style-type: none"> • Video's on dieting • Various diet books (library) • Dieting panel with individuals from community Suggested Supplements: <ul style="list-style-type: none"> • Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over dieting	Test at end of unit

Vocabulary				
Weight management	fasting	Crash diet	Habit	Fad diet
Weight cycling	Obesity	Obese	Heredity	Underweight
Calorie				

Unit at a Glance	
Learning Topics / Standards	# of days
Define obese, overweight and underweight	0.5
Problems involved with weight issues	0.5
Diet recipes/lab	1
Diet programs and weight loss formula	1
Options for weight loss	0.5
Test over Dieting/weight loss	0.5
	4

Eating Disorders

Approximate length of time allotted for this unit is 4 days

Anorexia nervosa, Bulimia nervosa, Binge eating

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Define eating disorders 2. Characteristics of eating disorders 3. Treatment of E.D. 4. Causes/theories of E.D. Content Outline: <ol style="list-style-type: none"> A. Define eating disorder <ol style="list-style-type: none"> 1. Anorexia 2. Bulimia 3. Binge eating B. Characteristics of E.D. <ol style="list-style-type: none"> 1. Anorexia 2. Bulimia 3. Binge eating C. Treatment of E.D. D. Causes of E.D. 			Essential Questions: <ul style="list-style-type: none"> • How does an eating disorder effect one's wellness? • What can be done by society to prevent the problem of E.D.? Classroom Ideas: <ul style="list-style-type: none"> • Video...eating disorder; Mary Margaret story • Individuals affected by eating disorders • Video...Secret Between Friends Suggested Supplements: <ul style="list-style-type: none"> • Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Eating Disorders	Test at end of unit

Vocabulary				
Eating disorder	Anorexia nervosa	Bulimia nervosa	Bingeing	Purging
Binge eating disorder	Outpatient treatment	Antidepressant		

Unit at a Glance	
Learning Topics / Standards	# of days
Define terms/characteristics/treatment	2
Theories about causes of eating disorders	0.5
Lab on eating disorders	1
Test on eating disorders	0.5
	4

Exercise

Approximate length of time allotted for this unit is 4 days

Exercise, components of exercise program, types of exercise

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Describe the benefits of exercise. 2. Define the five aspects of fitness 3. Determine your target heart rate. 4. Choose a personal goal for physical activity. 5. Increase awareness for different types of exercise. Content Outline: <ol style="list-style-type: none"> A. Why exercise? <ol style="list-style-type: none"> 1. Define physical fitness 2. Benefits of exercise 3. Personal exercise goal 4. Types of exercise B. Elements of fitness <ol style="list-style-type: none"> 1. Cardiorespiratory fitness 2. Flexibility 3. Muscular endurance 4. Muscular strength 5. Body composition C. Skill Components of Physical Fitness <ol style="list-style-type: none"> 1. Power 2. Agility 3. Balance 4. Coordination 5. Speed 6. Reaction time 			Essential Questions: <ul style="list-style-type: none"> • Why is an exercise program important throughout life? • What is the value of strength training throughout life? • Classroom Ideas: <ul style="list-style-type: none"> • Fitness Walk • Video's on fitness • Magazine reports on exercise programs. • Tour of fitness center (possibility of Lincoln or Seward) Suggested Supplements: <ul style="list-style-type: none"> • Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over exercise	Test at end of unit

Vocabulary				
Physical fitness	Posture	Cardiorespiratory	Aerobic	Anaerobic
Muscular endurance	Strength	Flexibility	Body composition	Power
Agility	Balance	Coordination	Speed	Reaction time
Target heart rate	Warm-up	Cool down	Yoga	Spinning

Unit at a Glance	
Learning Topics / Standards	# of days
Benefits of fitness	0.5
Aspects of fitness	0.5
Fitness walk	0.5
lab	0.5
Fitness goal	0.5
	2.5

Food Diseases

Approximate length of time allotted for this unit is 7 days

Heart disease, diabetes, cancer and other conditions related to food/diet

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Define conditions related to heart disease; risk factors for heart disease; 2. Identify characteristics of heart healthy cooking 3. Define diabetes; characteristics related to diabetes; types of diabetes; 4. Tell how to cook for a diabetic. 5. Define cancer and terms related to cancer; tell how cancer effects the body. 6. Define ulcer, thyroid disease, coeliac disease, high blood pressure and other diseases related to diet. Content Outline: <ol style="list-style-type: none"> A. Heart disease <ol style="list-style-type: none"> 1. Define/terms 2. characteristics 3. risk factors B. Cancer <ol style="list-style-type: none"> 1. Define/terms 2. How it develops 3. Risk factors C. Diabetes <ol style="list-style-type: none"> 1. Define/terms 2. Characteristics 3. Risk factors D. Other diseases <ol style="list-style-type: none"> 1. Ulcer 2. Thyroid problems 3. Food allergies 4. Migraine 5. lactose intolerance 6. anemia 7. Osteoporosis 8. PMS 9. Arthritis 10. Coeliac disease 			Essential Questions: <ul style="list-style-type: none"> • How does the incidence of disease relate to diet? • How does the presence of disease effect the individual, family and society? Classroom Ideas: <ul style="list-style-type: none"> • Heart disease risk factor chart • Video's on diabetes, heart disease and cancer. Suggested Supplements: <ul style="list-style-type: none"> • Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Food/Disease	Test at end of unit

cirrhosis

Unit at a Glance	
Learning Topics / Standards	# of days
Heart disease	1
Lab on heart smart cooking	1
Cancer	1
Diabetes	1
Lab on cooking for a diabetic	1
Disease/conditions related to diet	1.5
Test over diet/disease	0.5
	7

Wellness

Approximate length of time allotted for this unit is 4 days

Physical, mental, social and emotional health

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Define wellness 2. List the physical, social and mental aspects of wellness 3. Evaluate one's own level of wellness. 4. Describe the relationship between nutrition and health. 5. Predict how lifestyle choices you make will affect your health. <p>Content Outline:</p> <p>A. Wellness</p> <ol style="list-style-type: none"> 1. Physical wellness 2. Mental wellness 3. Social wellness <p>B. Relationship of wellness to:</p> <ol style="list-style-type: none"> 1. lifestyle <p>C. Wellness Behaviors</p> <ol style="list-style-type: none"> 1. Smoking 2. Alcohol use 3. Behaviors students want to examine 	X.X.X		<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to develop good wellness habits today? • How will wellness habits developed today influence you in the future? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Wellness reports by students on various aspects of wellness • Computer activity to analyze lifespan of individual • Continuum activity on one's wellness • Video's on wellness • Various tests related to one's level of wellness <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Wellness	At the end of the unit there will be a test.

Vocabulary				
Holistic	Wellness	Quality of life	Premature death	Optimum health
Physical health	Mental health	Social health	Environmental	Risk factor
Diagnosis	Diet	Peer pressure	Nutrition	Life expectancy

Unit at a Glance	
Learning Topics / Standards	# of days
Wellness..define; types	1
Computer life expectancy/wellness tests	0.5
Wellness goal	0.5
Wellness food lab	1
Wellness topics of students choice	0.5
Test over wellness	0.5
	4

Nutrition

Approximate length of time allotted for this unit is 4 days

Nutrients/food pyramid

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. List six nutrients 2. Draw food pyramid with food groups/examples <p>Content Outline:</p> <p>A. Food Pyramid</p> <ol style="list-style-type: none"> 1. Food groups 2. Food examples <p>B. Nutrients</p> <ol style="list-style-type: none"> 1. Carbohydrates 2. Water 3. Protein 4. Vitamins 5. Minerals 6. Fat 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does proper nutrition contribute to one's wellness? • How can your present diet be improved for better wellness? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • DVD Food Pyramid • Posters on Food Pyramid <p>Food Diary..2 day food intake</p> <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Nutrition/Food Pyramid	At the end of the unit there will be a test

Vocabulary				
Pyramid	adequate	Nutrient density	Empty calories	Portion size
Dietary guides	Variety	Moderation	Legumes	Produce
Dairy				

Unit at a Glance	
Learning Topics / Standards	# of days
Food pyramid	2
Nutrients...purpose/examples/lab	2.5
Quiz	0.5
	5

Salt in the Diet

Approximate length of time allotted for this unit is 3 days

Sodium; spices

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Tell the purpose of salt in the diet 2. Identify spices and how/where they are used Content Outline: <ol style="list-style-type: none"> A. Sodium <ol style="list-style-type: none"> 1. purpose 2. problems in the diet 3. how to eliminate B. Spices <ol style="list-style-type: none"> 1. Types of spices 2. Guides for using 			Essential Questions: <ul style="list-style-type: none"> • How does sodium in the diet effect one's wellness? • Why should individuals strive for a salt-free diet? Classroom Ideas: <ul style="list-style-type: none"> • Video-Herbs/Spices • Spice identification Suggested Supplements: <ul style="list-style-type: none"> • Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over sodium	Test at end of unit

Vocabulary				
Sodium chloride	Salt	Spices	Herbs	

Unit at a Glance	
Learning Topics / Standards	
Salt/problems in the diet/how to reduce	1
Spices...identification/cook with them	1.5
Test at end of unit	0.5
	3

Sugar in the Diet

Approximate length of time allotted for this unit is 2 days

Sugar in the diet/cooking with sugar/ ways to eliminate or cut-down sugar

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify purpose of sugar in food 2. Tell types of sugar 3. Explain how to cook with less sugar or sugar-alternatives <p>Content Outline:</p> <ol style="list-style-type: none"> A. Sugar <ol style="list-style-type: none"> 1. purpose 2. types 3. Sugar alternatives B. How to cook w/ less sugar or sugar alternatives 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the reduction or elimination of sugar in the diet increase one's level of wellness? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Video on sugar <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Quiz over sugar/sugar alternatives	Test at end of unit

Vocabulary				
Sucrose	Saccharide	Fructose	Lactose	Sugar substitutes

Unit at a Glance	
Learning Topics / Standards	# of days
Sugar---purpose/types/how to cook with less or alternatives	1
Sugar lab (candy, high-sugar foods)	0.5
Quiz over unit	0.5
	2

Fat in the Diet

Approximate length of time allotted for this unit is 4 days

Types of fat and how to cook w/ fat

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the differences between saturated and unsaturated fat. 2. List purposes of fat in the body/diet. 3. Figure % of calories from fat on food labels. 4. Tell how to cook with fat when deep-fat frying, making pastry, stir-frying, 5. Compare fat and fat-free foods <p>Content Outline:</p> <p>A. Types of fat</p> <ol style="list-style-type: none"> 1. saturated 2. unsaturated <ol style="list-style-type: none"> a. monounsaturated b. polyunsaturated <p>B. Purposes of fat in the body</p> <p>C. Cooking with Fat</p> <ol style="list-style-type: none"> 1. Deep-fat frying 2. Stir-frying 3. Pie crust 4. Meat labels 5. Types of cakes 6. How to eliminate fat when cooking <p>D. How to read food labels</p> <ol style="list-style-type: none"> 1. figure % of calories from fat 2. components of food label 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is the type of fat in the diet so important? • How does fat in the diet contribute to one's wellness? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Skit on types of fat • Video on fat in diet • Food labels/models <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over fat in diet	Test at end of unit

Vocabulary				
Cholesterol	Saturated fat	Monounsaturated fat	Polyunsaturated fat	triglycerides
Trans-fatty acids	Rancid	Butter	Oleo	Margarine
Canola oil	Pastry	Foam cakes	Butter cakes	Lipids
Lard	Shortening	Broil	Pan-broil	Sauté

Unit at a Glance	
Learning Topics / Standards	# of days
Types of fat	1
Cooking with fat (lab/classwork)	1
Comparison of fat/fat-free products	1
Food labels	0.5
Test over unit	0.5
	4

Independent Living

Implemented Fall of 2011
School District of Seward



Independent Living suggested timeline

<u>Topic</u>	<u>Days</u>
Independent Living: Self	9.5
Independent Living-/Clothing	10
Independent Living-/Housing	10
Independent Living-/Money Management	10
	39.5

Independent Living-Self

Approximate length of time allotted for this unit is 10 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Maslow’s Hierarchy of needs 2. Who Am I? 3. Identify reasons to set goals and develop personal goals 4. Define values; tell what your values are and how they influence your life 5. Identify the steps of decision making 6. Practice decision making through case studies 7. Identify decisions teens will make related to sex, lifestyle and career. <p>Content Outline:</p> <ol style="list-style-type: none"> A. Who Am I? <ol style="list-style-type: none"> 1. Maslow’s Hierarchy 2. Self-esteem 3. Personal analysis B. Goal setting <ol style="list-style-type: none"> 1. Why set? 2. SMART goals C. Values <ol style="list-style-type: none"> 1. Define 2. Identify personal Values C. Decision-Making <ol style="list-style-type: none"> 1.Steps in process 2.Influences 3.Decisions related to Sex, lifestyle and career topic 2 <ol style="list-style-type: none"> a. Teaching 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I become responsible for myself? • How will decisions I make today affect me in the future? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Maslow hierarchy on floor • Collage about self • Goal setting w/ steps <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Video--Values • Role play on communication • Speaker from AA • Case studies-decision making <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Self	Test at end of unit

Vocabulary				
Responsibility	Self-esteem	Goals	Communication	Non-verbal
Verbal	Decision			

Unit at a Glance	
Learning Topics / Standards	# of days
Define responsibility	1
Goals	0.5
Values	0.5
Decisions	1
Communication	3
Test on self	0.5
Self-esteem	1
Types of decision (alcohol-sex-drugs)	2
	9.5

Independent Living-Clothing

Approximate length of time allotted for this unit is 10 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. How do I select clothing for myself? 2. How do I purchase clothing for myself? 3. How do I care for clothing for myself? 			Essential Questions: <ul style="list-style-type: none"> • How do I become responsible for my clothing?
Content Outline: <p>A. Clothing Selection</p> <ol style="list-style-type: none"> 1. Elements and principles of design 2. How to select clothes for body figure? 3.What are influences on my clothing choices? 4. List good grooming practices. 5. Explain how clothing meets physical, social and psychological needs 6. Explain the difference between clothing fad and classic <p>B. Purchase clothing</p> <ol style="list-style-type: none"> 1. Types of stores 2. Terms related to purchasing clothing 3. Types of fibers and fabrics 4. Identify signs of quality in clothing 5. Identify the information on a clothing label <p>C. Clothing Care</p> <ol style="list-style-type: none"> 1. How to do laundry 2. How to sew on a button 3. How to remove stains 4. How to use a sewing machine 5. How to care for shoes 6. How to iron clothes 	 x.x.x x.x.x x.x.x		Classroom Ideas: <ul style="list-style-type: none"> • DVD-Visual Design Basics; Flattering Fashions; • Debate pro’s/con’s to school uniforms • Analyze school dress code • DVD-New Fabrics then Fibers • Learning stations on clothing care • Shopping trip to Wal-Mart and thrift stores in Seward Suggested Supplements: <ul style="list-style-type: none"> • Learning stations files Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test at end of unit	Teacher generated test

Vocabulary				
Line	Texture	Color	Proportion	Center of interest
Natural	Man-made fibers	Cotton	Linen	Wool
Silk	Polyester	Acetate	Rayon	Balance
Rhythm	Form	Accessories	Classic	Fad
Quality	Seams	Reinforced	Acrylic	Nylon
Olefin	Spandex			

Unit at a Glance	
Learning Topics / Standards	# of days
Selection	4
Purchasing	3
Care	2.5
Test	0.5
	10

Independent Living Housing

Approximate length of time allotted for this unit is 10 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Explain how values effect housing decisions 2. Identify types of housing 3. List pro's/con's of renting vs buying 4. Identify right/responsibilities of renting 5. Explain what a lease is and items found in a lease 6. Identify rules of furniture arrangement 7. Tell signs of quality in wood and upholstered furniture 8. List inexpensive decorating ideas 9. Analyze a room based on elements/principles of design Content Outline: <ol style="list-style-type: none"> A. Housing Choices <ol style="list-style-type: none"> 1. How values effect? 2. Influences on housing choices 3. Types of housing B. Buying vs Renting <ol style="list-style-type: none"> 1. Pro's/con's of buying 2. Pro's/con's of renting 3. Lease 4. Rights/Responsibilities of renting C. Decorating <ol style="list-style-type: none"> 1. Signs of quality in wood and upholstered furniture 2. Rules of furniture arrangement 3. Inexpensive decorating ideas 4. Analysis of a room based on element and Principles of design D. Keeping a clean house 	 x.x.x x.x.x x.x.x		Essential Questions: <ul style="list-style-type: none"> How do I become responsible for housing decisions? Classroom Ideas: <ul style="list-style-type: none"> Birdhouse activity w/ values Powerpoint on types of housing (teacher developed) Groups on pro's and con's of renting vs buying WS on rights and responsibilities of tenants/landlords Examine lease and analyze Template activity with furniture arrangement and budget Housing tour of rentals (computer) and homes to buy in Seward with a realtor and furniture store Examine furniture for quality Analyze a room picture for elements and principles of design. DVD on Cleaning a home/room Suggested Supplements: <ul style="list-style-type: none"> DVD's of decorating Powerpoint on types of housing Field trips in community Tour w/ home realtor Teaching Notes: <ul style="list-style-type: none">

Assessment Plan	
Assessment	Comments
Teacher generated test on unit	

Vocabulary				
Economical	Convenience	Amenities	Apartment	Foreclosure
Townhouse	Condominium	Cooperative	Duplex	Ranch
Two-story house	Security	Privacy	Self-expression	Tract houseA
Mobile home	Manufactured home	Custom built home	Multi-family dwelling	Rent
Lease	Sublease	Security deposit	Eviction	Mortgage
Appraisal	Escrow fee	Upholstered furniture	Joints	Veneer
Traffic pattern	Scale floor plan	Finish		

Unit at a Glance	
Learning Topics / Standards	# of days
Housing choices	3
Buying vs Renting	4
Decorating	2.5
Assessment	0.5
	10

Independent Living Money Management

Approximate length of time allotted for this unit is 10 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Explain how values effect money management 2. How to read a paycheck 3. Develop a personal budget 4. Describe service offered by financial institutions 5. How to use debit cards 6. How to write/endorse check correctly 7. How to balance a checkbook 8. How to use a credit card effectively 			Essential Questions: <ul style="list-style-type: none"> • How to manage one's financial resources effectively?
	X.X.X		Classroom Ideas: <ul style="list-style-type: none"> •
	X.X.X		
Content Outline: <ol style="list-style-type: none"> A. Values/money B. Paycheck <ol style="list-style-type: none"> 1. How to read 2. C. Budget D. Financial Institutions <ol style="list-style-type: none"> a. Services offered E. Debit cards/Checks <ol style="list-style-type: none"> a. Pro's/Con's b. How to write a check c. How to endorse a check d. How to reconcile one's checkbook F. Credit Cards <ol style="list-style-type: none"> 1. Pro's/Con's 2. How to use effectively 3. How to avoid credit card fraud 			Suggested Supplements: <ul style="list-style-type: none"> •
	X.X.X		
			Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Unit	Teacher generated test

Vocabulary				
Year-to-date	Net pay	Gross pay	Income	Liabilities
Budget	Fixed expense	Flexible expense	Endorse	Reconcile
Overdraft	Account statement	ATM	Debit card	Savings account
Certificate of deposit	Fraud	Credit card	Stocks	Bonds
Mutual funds				

Unit at a Glance	
Learning Topics / Standards	# of days
Values/money management	1
Read a paycheck	0.5
Budget	1.5
Financial services	1.5
Debit cards/checking accounts	2
Use credit cards	3
Assessment	0.5
	10

Leadership

Implemented Fall of 2011
School District of Seward



Leadership suggested timeline

<u>Topic</u>	<u>Days</u>
Leadership	10
FCCLA	7
Who Am I?	5
Volunteering	2
Leadership Project	3
Future Leaders/Culture	3
Decision-Making	2
	32

[illegible]

Assessment Plan	
Assessment	Comments
Writing activity regarding information studied.	
Quiz over terms/vocabulary	

Vocabulary				
Leader	Leadership	Discipline	Dedication	Values
Encouragement	Commitment	Encouragement	Mentor	Credibility
Trust	Vision	Follower	Team	Autocratic
Democratic	Laissez-faire	Motivation	Brainstorming	Tact

Unit at a Glance	
Learning Topics / Standards	# of days
Define word	0.5
Characteristics of leader	1.5
Responsibilities of a leader	1
Famous leaders	3
Leadership styles	1
Vision	0.5
Team Building	2
Assessment	0.5
	10

FCCLA

Approximate length of time allotted for this unit is 7 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Tell benefits of being involved in FCCLA. 2. Identify the purposes & programs of the organization. 3. Implement a personal Power of One project. 4. Identify the basic parts of parliamentary procedure. 			Essential Questions: <ul style="list-style-type: none"> • How can my experiences in leadership class benefit my FCCLA chapter?
Content Outline: <ol style="list-style-type: none"> A. What it is? <ol style="list-style-type: none"> 1. Mission 2. Purposes 3. Advantages of program B. Purposes C. Programs <ol style="list-style-type: none"> 1. Career connection 2. Community Service 3. Dynamic leaders 4. Families First 5. FACTS 6. Leaders at Work 7. Power of One 8. STAR 9. Stop the Violence D. Parliamentary Procedure E. Mock Chapter situation 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		Classroom Ideas: <ul style="list-style-type: none"> • Students research various FCCLA programs. • Give a one-minute sermon on the benefits of membership in FCCLA. • Mock chapter experience w/ officer election, running a meeting using Parli Pro.
			Suggested Supplements: <ul style="list-style-type: none"> • FCCLA resources—internet, DVD on Dynamics of Leadership and Chapter handbook. • DVD of Seward chapter highlights
			Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
	Comments
Quiz over presented material	

Vocabulary				
Mission	Parliamentary procedure	Main motion		

Unit at a Glance	
Learning Topics / Standards	# of days
What it is?	1
Purposes	0.5
Programs	1.5
Parliamentary procedure	1
Mock chapter experience	2.5
Assessment	0.5
	7

Who Am I?

Approximate length of time allotted for this unit is 7 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Identify one's own strengths/weaknesses 2. List characteristics of an effective communicator 3. Practice/develop one's communication skills 			Essential Questions: <ul style="list-style-type: none"> • How can an understanding of myself help me become a more effective leader?
Content Outline: <ol style="list-style-type: none"> A. Self-Esteem <ol style="list-style-type: none"> 1. What it is? 2. How to improve self-esteem? B. Emotional Fuel <ol style="list-style-type: none"> 1. What gets you excited? C. Strengths/Weaknesses <ol style="list-style-type: none"> 1. What are mine? 2. Which to focus on? D. Communication Skills <ol style="list-style-type: none"> 1. Listening habits 2. "I" messages 3. One Minute sermon 4. Conflict resolution 4. Time Management <ol style="list-style-type: none"> 1. Set priorities 2. Delegate 	<p>X.X.X</p> <p>X.X.X</p> <p>X.X.X</p>		Classroom Ideas: <ul style="list-style-type: none"> • True colors analysis • Research ways to increase self-esteem • Personal analysis of strengths/weaknesses • One-Minute sermon by students about self Suggested Supplements: <ul style="list-style-type: none"> • <u>Habitudes</u>, book 2, p. 7 & 65; book 3, p. 17 (time management) • True Colors resources/materials • <u>Skills for Living</u>, Chapter 3. Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Writing activity about one's self	

Vocabulary				
Self-esteem	Anger management	"I" messages	Conflict resolution	Prioritize
Negotiation	Compromise	Conflict	Conflict resolution process	

Unit at a Glance	
Learning Topics / Standards	# of days
Self-esteem	1
Emotional fuel	0.5
Strength/Weaknesses	1
Communication Skills	1.5
Time management	0.5
Assessment	0.5
	5

Volunteering

Approximate length of time allotted for this unit is 2 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Identify the benefits of volunteering. 2. List ways you can volunteer at home, school and in organizations. 			Essential Questions: <ul style="list-style-type: none"> • How can volunteer experiences help me as a future leader?
Content Outline: <ol style="list-style-type: none"> A. Volunteering <ol style="list-style-type: none"> 1. Benefits 2. How I can do this at home, school and in organizations? 	x.x.x		Classroom Ideas: <ul style="list-style-type: none"> • DVD-Volunteering
	x.x.x		Suggested Supplements: <ul style="list-style-type: none"> • <u>Skills for Living</u>, p. 125.
			Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Writing assignment	

Vocabulary				
Volunteer	Extrinsic	Intrinsic	Community service	Service project

Unit at a Glance	
Learning Topics / Standards	# of days
Why volunteer?	1
Where to volunteer?	1
	2

Leadership Project

Approximate length of time allotted for this unit is 3 days

[illegible]

Assessment Plan	
Assessment	Comments
Leadership goal/steps identified	

Vocabulary				
Specific	Measurable	Realistic	Trackable	Measurable
Achievable				

Unit at a Glance	
Learning Topics / Standards	# of days
What is a goal?	0.5
SMART goals	0.5
Leadership goal	1
Planning process	1
	3

Future Leaders/Culture

Approximate length of time allotted for this unit is 3 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Identify what is meant by the “Josuha problem” 2. Explain what is meant by the “ripple effect”. 3. Tell why as a leader it is important to see the “BIG picture”. 			Essential Questions: <ul style="list-style-type: none"> • What can I do to be sure future leaders will be ready to take my place?
Content Outline: <ol style="list-style-type: none"> A. Josuha problem B. “Ripple Effect” C. Big picture <ol style="list-style-type: none"> 1. Teaching topic 1 2. Teaching topic 2 3. Teaching topic 3 	<p>X.X.X</p> <p>X.X.X</p> <p>X.X.X</p>		Classroom Ideas: <ul style="list-style-type: none"> • Activities from <u>Habitudes</u>, Book 4, p. 1; Ripple effect, p. 51; Big Picture, p. 57.
			Suggested Supplements: <ul style="list-style-type: none"> •
			Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Writing activity	

Vocabulary				
Perspective	Endorsement	Authority	Mentoring	Detail
Big picture				

Unit at a Glance	
Learning Topics / Standards	# of days
Josuha problem	1
Ripple effect	1
Big Picture	1
	3

Decision-making

Approximate length of time allotted for this unit is 2 days

[illegible]

Assessment Plan	
Assessment	Comments
Analysis of a case study	

Vocabulary				
Means	Values	Context	Consequences	Alternatives
Choices	Impulse	Habit	Peer pressure	Brainstorming
Evaluate	Implement			

Unit at a Glance	
Learning Topics / Standards	# of days
Decision-making process	1
Case studies	1
	2

Leading Young Children

Implemented Fall of 2011
School District of Seward



Leading Young Children suggested timeline

<u>Topic</u>	<u>Days</u>

Leading Young Children-Specific topic within the unit

Approximate length of time allotted for this unit is 21 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Identify issues related to early childhood education today 2. Define types of early childhood programs 3. 4. Objective 4 5. Objective 5 	x.x.x		Essential Questions: <ul style="list-style-type: none"> • What are the important issues in early childhood education? • What are the characteristics of the preschool child? • What is the optimal learning environment for preschoolers?
Content Outline: <ol style="list-style-type: none"> A. Early Childhood <ol style="list-style-type: none"> 1. Trends today in early childhood 2. Define types of early childhood programs 2. Teaching topic 3 B. Theorists <ol style="list-style-type: none"> 1. Maslow 2. Freud 3. Erikson 4. Piaget C. Classroom Environment <ol style="list-style-type: none"> 1. Objectives 2. Learning Centers 3. Colors of environment 	<ol style="list-style-type: none"> x.x.x x.x.x 		Classroom Ideas: <ul style="list-style-type: none"> • Suggested Supplements: <ul style="list-style-type: none"> • Early Childhood Theorists • Preschool Education planning books • Book 1 Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over curriculum studied for 2-3 weeks	

Vocabulary				
transition	prop	curriculum	articulate	eye-hand coordination

Unit at a Glance	
Learning Topics / Standards	# of days

Leading Young Children-Labs-Lab w/ children; Friday's workdays/field trips

Approximate length of time allotted for this unit is 25-30 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Interact/guide children 3-5 years of age in a preschool setting 2. Observe children in four different learning/play situations. (one is Seward High preschool, other three to be determined by class) 3. Plan/implement activities for one day of preschool (acting as the teacher). 4. Identify the reasons why reading is so important to a preschool child. 			Essential Questions: <ul style="list-style-type: none"> • How do children benefit/grow from attendance at an organized preschool? • What can be done to make our preschool more effective?
Content Outline: <ol style="list-style-type: none"> A. Preschool <ol style="list-style-type: none"> 1. Every day M-Th for 5-6 weeks. 2. Two different groups of children; one group comes on M-W; other T-Th; 3. Free to children in the community 4. Advertise/get names through local paper. 5. Friday's—listen to plans/revise and make suggestions for the “teachers” the coming week. Time to change/modify environment and also study a child development concept. B. Community Outreach <ol style="list-style-type: none"> 1. Students individually visit three other day-care/preschools in the community. The three are established by the class. They write a formal observation about the experience. 2. Field trip to local library to obtain books for their reading day. Local librarian tells how to select books and read to children. 	<p>X.X.X</p> <p>X.X.X</p> <p>X.X.X</p>		Classroom Ideas: <ul style="list-style-type: none"> • Many books/topic packets related to various themes to help students plan their teaching day. • Make preschool items such as gak, play dough, finger-paint. • Students evaluate each other.
			Suggested Supplements: <ul style="list-style-type: none"> •
			Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Two writing assignments reflecting on the experience.	

Vocabulary				
Montessori	Preschool	Articulation	Medications	Allergies
Consistency	Adult-child ratio	Environment	Teachable moments	Encouragement

Unit at a Glance	
Learning Topics / Standards	# of days
Preschool	5-6 weeks, M-Th; Friday-work day
Community Outreach	3 times during the preschool experience

Parenting

Implemented Fall of 2011
School District of Seward



Parenting suggested timeline

<u>Topic</u>	<u>Days</u>
Family Planning, Pregnancy, Birth	10
0-5 years-What should be done about growth/development	18
What should be done about being an effective parent?	7
What should be done about becoming parents?	10
	45

Family planning, pregnancy, birth

Approximate length of time allotted for this unit is 10 days

[illegible]

Assessment Plan	
Assessment	Comments
Test over unit	At end of unit

Vocabulary				
Family planning	Sperm	Egg	Testes	Vas deferens
Ovaries	Ovulation	Fallopian tubes	Uterus	Endometrium
Menstruation	Chromosome	Gene	Genetic counseling	Congenital disorders
Infertility	Artificial insemination	In vitro fertilization	Adoption	Hormonal methods
Trimester	Conception	Zygote	Prenatal development	Blastocyst
Placenta	Umbilical cord	Embryo	Fetus	Miscarriage
Stillbirth	Rubella	Prenatal care	Obstetrician	Nurse-midwife
Chorionic villi sampling	Amniocentesis	Anemia	Fetal alcohol syndrome	Sudden infant death syndrome
Colostrum	Contractions	Epidural	Dilation stage	Episiotomy

Afterbirth stage Lamaze method breech delivery cesarean delivery Apgar test
 Circumcision Bonding postpartum depression

Unit at a Glance	
Learning Topics / Standards	# of days
Family Planning	3
Pregnancy	3
Birth	3.5
Assessment	0.5
	10

0-5 years-What should be done about growth/development

Newborns, Infants, Toddler, Preschooler's

Approximate length of time allotted for this unit is 21 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> Describe the appearance and abilities of the newborn Describe the physical, intellectual, emotional, and social development of infants Explain how parents can influence their infants' brain development Describe how the different types of development relate to one another. Identify major steps in a toddler's physical, intellectual, emotional and social development. Explain why play is important to a toddler's development. Identify steps in the physical, intellectual, emotional and social development of preschoolers. Explain the importance of reading in a child's life. Explain ways parents can encourage their preschoolers' development. Tell the difference between daycare and preschool. 	 x.x.x x.x.x x.x.x		Essential Questions: <ul style="list-style-type: none"> What can parents do at the stages of newborn, infant, toddler and preschool to maximize growth and development Classroom Ideas: <ul style="list-style-type: none"> Play days <ul style="list-style-type: none"> 20 minutes for newborn 1/2 day for infant 1 day for toddler play day 5 days for preschool for 3-5 year olds. DVD's on growth/development Baby Think It Over Suggested Supplements: <ul style="list-style-type: none"> Textbook Chapter 10-13 Teaching Notes: <ul style="list-style-type: none">
Content Outline: <ol style="list-style-type: none"> Newborns <ol style="list-style-type: none"> Appearance Abilities Care for Newborn Infant play day Infants <ol style="list-style-type: none"> Physical development Intellectual development Emotional/social development Infant play day Toddler <ol style="list-style-type: none"> Physical development Intellectual Emotional/social development Importance of play in development Toddler play day Preschool child <ol style="list-style-type: none"> Physical development Intellectual development Emotional/social development Reading to children Daycare vs Preschool 			

Assessment Plan	
Assessment	Comments
Interaction/involvement on play days	
Test over unit	

Vocabulary				
Fontanel	Reflexes	Diaper rash	Colic	Object permanence
Infant	Large motor skills	Small motor skills	Mitten grasp	Pincer grasp
Weaning	Stranger anxiety	Separation anxiety	Toddler	Life skills
Egocentric	Teachable moments	Parallel play	Cooperative play	Temper tantrums
Teething	Preschooler	Imaginative play	Daycare	Preschool

Unit at a Glance	
Learning Topics / Standards	# of days
Newborn	2
Infant	4
Toddler	2
Preschool Preparation	5
Preschool	5
	18

What should be done about being an effective parent?

Family, Principles of growth/development, Heredity/Environment, Communication, Self-esteem

Approximate length of time allotted for this unit is 7 days

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Identify different family structures 2. List the functions of families 3. Explain how families have changed over time 4. Describe the stages of the family life cycle 5. Identify characteristics of strong families 6. Identify P-I-E-S forms of development 7. Describe the principles of growth/development 8. Debate the issue of heredity vs environment of growth/development 9. Describe effective communication techniques in a family 10. Explain how parents can influence their child's self-concept. 11. Identify sources of parenting support and assistance. Content Outline: <ol style="list-style-type: none"> A. Families <ol style="list-style-type: none"> 1. Types 2. Functions 3. How changed 4. Family life cycle 5. Characteristics of strong families B. Principles of Growth/Development <ol style="list-style-type: none"> 1. PIES development 2. Patterns of development 3. Heredity and Environment C. Effective Parents <ol style="list-style-type: none"> 1. Communication Techniques 2. How to influence child's self-esteem 3. Resources for parents 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		Essential Questions: <ul style="list-style-type: none"> How can families be the most effective in parenting? How has changes in society effected the family? How can parents use principles of growth and development to be the best possible parent? What can parents do to make their child the “best possible”? Classroom Ideas: <ul style="list-style-type: none"> Game—Family strength Bingo Assign family pictures to correct stage of life cycle Explain in writing one’s own PIES development Write an opinion paper on heredity vs environment Make a parenting brochure on how to be an effective parent. Suggested Supplements: <ul style="list-style-type: none"> Family Strengths book Teaching Notes: <ul style="list-style-type: none">

Assessment Plan	
Assessment	Comments
Test over being an effective parent	At end of unit there will be a test

Vocabulary				
Family	Nuclear family	Blended family	Adoption	Stepfamilies
Foster family	Single parent family	Extended family	Aging	Launching
Family life cycle	Multicultural	Diversity	Stereotype	Lifestyle
Growth	Development	Physical development	Emotional development	Social development
Intellectual development	Heredity	Environment	Communication	Active listening
"I" messages	Self-concept	Self-esteem	Support system	Support group

Unit at a Glance	
Learning Topics / Standards	# of days
Families	2
Growth/Development	2.5
Communication	1
Self-esteem	0.5
Support systems	0.5
Assessment	0.5
	7

What should be done about becoming parents?

Parenting, parenting myths,

Approximate length of time allotted for this unit is 14 day

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Define a parent 2. Identify truth/myths about parenting 3. List roles of a parent 4. Explain the cost/rewards of parenting 5. Differentiate between good and bad reasons to parent 6. Explain in writing one's individual readiness to parent. 7. Describe challenges and risks faced by teen parents. 8. Demonstrate how people can use the decision-making process to decide about parenting. <p>Content Outline:</p> <p>A. What is a parent?</p> <ol style="list-style-type: none"> 1. Define parent 2. Job description 3. Roles of a parent 4. Cost/reward of a parent 4. Reasons to parent 5. How one learns to parent 6. Influences on parenting decision <p>B. Teen Parenting</p> <ol style="list-style-type: none"> 1. Facts about teen parenting 2. Health risks to mom and baby 3. Social and Emotional changes 4. Education and Career Risks 5. Financial Risks <p>C. Decision Making</p> <ol style="list-style-type: none"> 1. Non-thinking ways to make decisions 2. Rational decision making process 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> How has the definition of a parent changed? How has parenting in our society changed? Why is it important to examine factors related to the decision to parent? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> List of parenting myths Wheel WS regarding cost/rewards of parenting List roles of parenting by reading a poem related to parenting Classify statements related to parenting into good/bad reasons to parent Student essay on readiness factors to parent DVD—Teen Pregnancy Pact or Juno or Too Young to be a Dad. Idea for Main Point 3 <p>Suggested Supplements:</p> <ul style="list-style-type: none"> Textbook: <u>Parents and Their Children</u> Parenting articles Panel on parenting DVD's on parenting <p>Teaching Notes:</p> <ul style="list-style-type: none">

Assessment Plan	
Assessment	Comments
Test over “What should be done about becoming a parent?”	At end of unit there will be a test

Vocabulary				
Dedication	Flexibility	Nuturance	Commitment	Moral development
Personal priorities	Intellectual needs	Morals	Heritage	Culture
Stress	Rewards	Responsibilities	Ethnic identity	Career
Challenges	Traditions	Role	Short-term goals	Hereditary
Infant mortality rate	Decision-making	Alternatives	Consequences	Options
Expectations	Pressure	Impulse	Automatically	Lifestyle

Unit at a Glance	
Learning Topics / Standards	# of days
What is a parent?	5
Teen parenting	2.5
Decision making	2
Assessment of unit	0.5
	10

Sewing

Implemented Fall of 2011
School District of Seward



Sewing suggested timeline

<u>Topic</u>	<u>Days</u>
Basics of Sewing-1st term	45
Sewing -2nd term	45

Basics of sewing-1st Term

Approximate length of time allotted for this unit is 45 days

[illegible]

Assessment Plan	
Assessment	Comments
Quiz over machine parts	
Quality of project turned in	Rubric given to students at beginning of each project

Vocabulary				
Thread	Bobbin	Sewing machine	Needle	Handwheel
Bobbin winder	Spool cap/pin	Needle position selector	Stitch width lever	Bobbin winder tension disc
Thread Take-up lever	Thread guides	Presser foot	Feed dogs	Needle plate
Stitch length dial	Reverse-stitch button/lever	Presser foot lifter	Thread cutter	Power/light switch
Bobbin winder	Machine needles	Seam gauge	Shears	Seam ripper
Cutting mat	Rotary cutter	Grain	Lengthwise	Crosswise
Selvage	Bias	Parallel	Perpendicular	Torn edge

Unit at a Glance	
Learning Topics / Standards	# of days
Identify parts of machine	5
Purpose of equipment	5
Demonstrate use of machine	5
Make.....square napkin	2.5
Pincushion	5
Quilted potholder	5
Bean bag	2.5
Shopping bag	21
	51

Sewing using a pattern-2nd Term

Approximate length of time allotted for this unit is 45 days

[illegible]

Assessment Plan	
Assessment	Comments
Grade given on assessment of sewing projects	

Vocabulary				
Cutting layout	Double thread	Shank	Pre-shrunk	Double thickness
Single thickness	Interfacing	Knits	Clip curves	Hem
Stay stitch	Crotch	Ease-stitch	Press	Understitching
Seam allowance	Fold-line	Notches	Yoke	Stitch
Baste	Elastic	Reinforce	Nap	Ease
Circles	Cutting line	Seam line	Shrink	Gathers

Unit at a Glance	
Learning Topics / Standards	# of days
Button	2
Hems	3
Explain pattern language	5
Sewing projects w/ pattern	35
	45

Sports Nutrition

Implemented Fall of 2011
School District of Seward



Sports Nutrition suggested timeline

<u>Topic</u>	<u>Days</u>
Sports Nutrition	25
Science of Eating for Sports Success	10
Athletes, Sports, Issues related to sports	10
	45

Sports Nutrition

Nutrition, Breakfast, Carbohydrates, Snacking, Lunch/Dinner, Fast food (everyday eating for active people)

Approximate length of time allotted for this unit is 25 days

Content	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the major parts of the current guide for eating (myplate.org) 2. List/explain the six nutrients and their purpose. 3. Explain the difference between simple and complex carbohydrates. 4. Identify basic information about carbohydrates. 5. Explain the value of protein in the diet. 6. Identify/explain the wholesale cuts of beef and how to cook them correctly. 7. Create a healthy snack. 8. Explain the importance of breakfast. 9. Identify how to plan and make a healthy lunch and dinner. 10. Explain why it is important to stay hydrated as an athlete. 11. Compare sports drinks and other beverages to water. <p>Content Outline:</p> <p>A. Guide to Eating</p> <ol style="list-style-type: none"> 1. Food Pyramid/My Plate 2. Best choices <p>B. Nutrients</p> <ol style="list-style-type: none"> 1. Purpose 2. Food examples <p>C. Carbohydrates</p> <ol style="list-style-type: none"> 1. Simple vs Complex 2. Carbohydrate loading 3. Carbohydrate rich foods <p>D. Protein</p> <ol style="list-style-type: none"> 1. Value in the diet 2. Protein needs 3. Vegetarian 4. Meat cookery <p>E. Snacks</p> <ol style="list-style-type: none"> 1. What is a healthy snack? 2. Energy bars 3. How to control snacking? <p>F. Breakfast</p> <ol style="list-style-type: none"> 1. Why important? 2. How to select a cereal 3. Coffee...is it okay? <p>G. Lunch/Dinner</p> <ol style="list-style-type: none"> 1. Meal planning guides 2. Lunch facts 3. Dinner at home and away <p>H. Replacing Sweat Losses</p> <ol style="list-style-type: none"> 1. Importance of fluids 2. Comparison of water w/ sports drinks and other beverages 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does our eating habits now effect us in the future? • How will my eating habits effect my athletic performance? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Breakfast DVD • Eating Pyramid Way-DVD • Cooking labs on quick breads, cookies, breakfast, sit-down lunch, homemade sports bars, meat cookery. • DVD—Obesity in a Bottle • Model of 5 lbs. of fat <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Book, <u>Nancy Clark's Sports Nutrition Guidebook.</u> • DVD-Eggs <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test/quiz over each unit	

Vocabulary				
Protein	Vitamins	Minerals	Carbohydrates	Glycogen
Glucose	Insulin	Diabetes	Fat	Water
Food pyramid	Appetite	Satiety	Legumes	Potassium
Calcium	Fiber	Caffeine	Phytochemicals	Sodium
Carotenoids	Organic	Wholesale	Retail	Glycemic index
Carbohydrate loading	Vegetarian	Iron	Zinc	Amino acids
Supplement	Dehydrated	Electrolyte		

Unit at a Glance	
Learning Topics / Standards	# of days
Guides to eating	2
Nutrients	3
Carbohydrates	5
Protein	5
Snacks	1
Lunch/Dinner	3
Breakfast	2
Hydration/beverages	4
	25

Science of Eating for Sports Success

...when to eat; supplements; accessing your body; building muscle; losing weight; eating disorders;

Approximate length of time allotted for this unit is 14 days

[illegible]

Assessment Plan	
Assessment	Comments
Test at end of each unit	

Vocabulary				
Supplements	Performance enhancers	Engineered sports foods	Hypoglycemia	Gastrointestinal problems
Recovery fluids	Recommended	Lactose intolerant	Creatine	Steroids
BMI	Calipers	Bod Pod	Bioelectrical impedance	Specificity
Progression	Overload	Metabolism	Fad diets	Cellulite
Anorexia	Bulimia	Amenorrhea		

Unit at a Glance	
Learning Topics / Standards	# of days
Principles of eating before, during and after exercise	2
Supplements	2
Body type	1
Principles of Weight Lifting	1
How to determine body fat	2
How to lose/gain weight	1
Eating disorders	0.5
Assessment	0.5
	10

Content	Standards	Concepts	Connections
<p>objectives:</p> <ol style="list-style-type: none"> 1. Identify athletes and the sports/highlights of their career. 2. Explain how various sports (selected by the students) are played and important facts about each sport. 3. Explain the benefits of sports participation in an individuals life. 4. Examine various controversial issues related to the area of sports. <p>Content Outline:</p> <p>A. Athletes</p> <ol style="list-style-type: none"> 1. What famous for? 2. What should be remembered for? <p>B. Sports</p> <ol style="list-style-type: none"> 1. Rules of the game 2. Equipment 3. How played 4. History of the sport 5. What is does for the body? 6. Video clip <p>C. Controversial Topics</p> <ol style="list-style-type: none"> 1. Why get involved in sports? 2. Gambling 3. Role-Models 4. Drug/Alcohol abuse 	<p>x.x.x</p> <p>x.x.x</p> <p>x.x.x</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> • What do I need to know about athletes of today and of the past? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Individual reports on various athletes, selected by students. • Develop a powerpoint with a partner about a specific sport. • Do expert articles on controversial topics in sports. • Write an essay regarding the value of sports in an individuals life. • Movies relating to sports such as Hoosiers. • Students invite a person involved in sports to talk to class. <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Quiz over Athletes	Matching activity
Test over sports and information in unit	

Vocabulary				
Sports studied	Sports athletes were involved in	Competition	Activities	Academics
Minority	Research	Performance	Attitude	Diversity
Leadership	Management	Depression	Commitment	Resilience
Sportsmanship	Self-confidence			

Unit at a Glance	
Learning Topics / Standards	# of days
Athletes	2
Sports	4
Controversial topics/value of sports in life	4
	10

Teen Living

Implemented Fall of 2011
School District of Seward



Teen Living suggested timeline

<u>Topic</u>	<u>Days</u>
Adolescent Growth/Development	10
Female Development	3
Male Development	3
Relationships/Sexual Decision-making	8
Conception, Pregnancy Birth-chapter 3	6
Family Planning Options	3
Teen Pregnancy-Chapter 7-8-9	9
Sexually Transmitted Infections	5
	47

Adolescent Growth/Development

PIES development

Approximate length of time allotted for this unit is 2 weeks

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Define adolescence 2. Define self-esteem 3. Tell what P-I-E-S stands for in development 4. Define stereotype. 5. Define sexuality. 6. Identify differences between primary/secondary sex characteristics Content Outline: <ol style="list-style-type: none"> A. Adolescent Growth <ol style="list-style-type: none"> 1. PIES 2. Self-esteem 3. Sexuality 4. Why Sex Ed? 			Essential Questions: <ul style="list-style-type: none"> • What are the developmental stages of adolescent development? • Why impact does self-esteem have on development? • Explain why gender role stereotypes can be damaging. • How will one's sexuality effect their development throughout life? Classroom Ideas: <ul style="list-style-type: none"> • Write a paper on one's adolescent development • Do a timeline of one's sexual development • Self-esteem activities Suggested Supplements: <ul style="list-style-type: none"> • Newspaper articles • DVD on stereotyping • Media examples Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Unit 1	At end of unit 1 there will be test
Adolescent paper	Each student will write a paper on adolescent development

Vocabulary				
Gender	Gender role	Adolescence	Puberty	Hormone
Primary sex characteristics	Secondary sex characteristics	Sense of identity	Individuation	Socialization
stereotype	Gender identity	homosexuality	myth	

Unit at a Glance	
Learning Topics / Standards	# of days
Adolescent development	5
Gender roles/stereotyping	2
Sexuality/sexual myths	1
Sex ed programs	0.5
Assessments	1.5
	10

Female Development 2A

Female growth/development and issues related to female anatomy

Approximate length of time allotted for this unit is 3 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify female anatomy 2. Explain process of menstruation 3. Describe female growth 4. Define diseases and conditions related to female anatomy <p>Content Outline:</p> <p>A. Female anatomy</p> <ol style="list-style-type: none"> 1. Terms of female 2. Identification of female anatomy <p>B. Female conditions/diseases</p> <ol style="list-style-type: none"> 1. Menstruation 2. Disease/conditions 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is a understanding of female anatomy and development important? <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Draw female anatomy in groups after studying • Group reports on diseases/conditions • Show female breast w/ lumps (cancer) <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • Breast cancer video • Female model • Menstruation video <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over female anatomy/conditions	At the end of unit 2a, they will have a test
Quiz over female anatomy	After drawing female they will have a quiz over terms/location

Vocabulary				
Ovaries	Estrogen	Fallopian tubes	Uterus	Vulva
Labia majora	Labia minora	menstruation	Pituitary gland	breast
mammogram	Pap smear	Premenstrual syndrome	dysmennorrhea	endometriosis
Toxic shock syndrome	vaginitis	Cervical cancer	clitoris	Mons pubis
hymen				

Unit at a Glance	
Learning Topics / Standards	# of days
Female anatomy	1
Menstruation/growth and development	0.5
Diseases/conditions related to female	1
Assessment of female	0.5
	3

Male Development-2B

Approximate length of time allotted for this unit is 3 days

Male development and conditions related to growth/development

Sexual response cycle

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Identify male reproductive organs 2. Define terms related to male reproduction 3. Tell what happens in the male reproductive system 4. Identify health concerns and diseases related to male anatomy 5. Identify the four stages of male/female sexual response cycle Content Outline: <ol style="list-style-type: none"> A. Male anatomy <ol style="list-style-type: none"> 1. Body parts 2. Terms 3. How male system works B. Male conditions/diseases <ol style="list-style-type: none"> 1. Testicular self-exam 2. Nocturnal emission 3. Jock itch 4. Hernia 5. Sterility 6. Impotence 7. Prostate cancer C. Sexual Response Cycle <ol style="list-style-type: none"> 1. Excitement phase 2. Plateau phase 3. Orgasmic phase 4. Resolution phase 			Essential Questions: <ul style="list-style-type: none"> • Why is it important to understand male reproductive system? Classroom Ideas: <ul style="list-style-type: none"> • Draw male anatomy and identify body parts • Students reports on male conditions/diseases Suggested Supplements: <ul style="list-style-type: none"> • Male anatomy model • Video-testicular cancer Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Quiz over male anatomy/terms	After drawing anatomy they will be quizzed over terms
Test over Chapter 2b	At end of unit students will be tested over male anatomy/terms/conditions and diseases

Vocabulary				
testosterone	penis	Scrotum	Epididymis	Vas deferens
Vasectomy	Prostate gland	Seminal vesicles	testicles	Cowper's gland
urethra	Ejaculatory duct	foreskin	circumcision	erection
masturbation	Nocturnal emission	Jock itch	hernia	sterility
impotence	Sexual intercourse	Resolution phase	Refractory period	resolution
orgasm	semen	sperm		

Unit at a Glance	
Learning Topics / Standards	# of days
Male anatomy/terms	1
Sexual response cycle	0.5
Male conditions/diseases	1
Assessment of unit	0.5
	3

Relationships/Sexual Decision Making

Approximate length of time allotted for this unit is 8 days

Dating, communication, love vs infatuation, intimacy, marriage, sexual decision making.

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Define dating 2. Explain how dating has changed 3. Identify good communication skills 4. Explain the importance of assertive behavior 5. Compare love vs infatuation 6. Identify danger signs in a dating relationship 7. Define intimacy 6. Identify the reasons for marriage 7. Identify the steps of decision making 8. Explain why sexual decision making is important 9. Explain abstinence and the benefits of making this choice. 10. Identify the stages of sexual behavior. Content Outline: <ol style="list-style-type: none"> A. Relationships <ol style="list-style-type: none"> 1. Dating 2. Dating violence 3. Marriage B. Communication <ol style="list-style-type: none"> 1. Positive communication skills 2. Assertiveness C. Decision-Making D. Sexual Decision-making <ol style="list-style-type: none"> 1. Abstinence 2. Steps of intimacy 			Essential Questions: <ul style="list-style-type: none"> • Why is marriage important to our society? • Why is sexual decision-making important? • Why is an understanding of dating violence needed by teens? Classroom Ideas: <ul style="list-style-type: none"> • Video-Love vs Infatuation; Dating; • Activities from WAIT training book; skit on effective communication • Speaker on Dating violence • Film 1 Suggested Supplements: <ul style="list-style-type: none"> • Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Chapter 4/5	At end of unit there will be test

Vocabulary				
dating	relationship	I statement	You-statement	love
infatuation	intimacy	engagement	marriage	goal
abstinence	sex drive			

Unit at a Glance	
Learning Topics / Standards	# of days
Dating/dating violence	2
Communication	2
Marriage	0.5
Decision-making	1
Sexual decision-making	2
Assessment	0.5
	8

Conception, Pregnancy Birth-chapter 3

Approximate length of time allotted for this unit is 6 days

Process of conception, prenatal development and birth

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Describe process of ovulation/conception 2. Explain how a fertilized egg develops into a baby 3. List guides for a healthy pregnancy 4. Identify genetic disorders during pregnancy 5. Identify complications during pregnancy/birth 6. Explain each stage of labor/delivery 7. Name/describe options for infertile couples Content Outline: <ol style="list-style-type: none"> A. Conception <ol style="list-style-type: none"> 1. Process 2. Zygote, embryo, and fetus B. Pregnancy <ol style="list-style-type: none"> 1. Confirming pregnancy 2. Prenatal development 3. Genetic issues 4. Prenatal care 5. Complications C. Birth <ol style="list-style-type: none"> 1. Labor 2. Delivery 3. Postpartum period D. Infertility <ol style="list-style-type: none"> 1. Options 			Essential Questions: <ul style="list-style-type: none"> • How does infertility affect a couple? • What societal problems arise from inadequate prenatal care? • Why is an understanding of prenatal development and delivery important? Classroom Ideas: <ul style="list-style-type: none"> • Video on prenatal development, birth, pregnancy • Empathy belly • Pregnancy fold-out and 3 month fetus Suggested Supplements: <ul style="list-style-type: none"> • Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Unit 3	At end of unit 3, there will be a test
Quiz	Quiz over terms

Vocabulary				
conception	zygote	blastocyst	HCG	trimester
placenta	Umbilical cord	embryo	fetus	Congenital disorders
embryo	fetus	Congenital disorders	gene	Dominant inheritance
Recessive inheritance	Ultrasound test	amniocentesis	Fetal alcohol syndrome	preeclampsia
Rh factor	anemia	LaMaze	Cesarean delivery	Artificial insemination
dilation	Postpartum period	infertile	In vitro fertilization	

Unit at a Glance	
Learning Topics / Standards	# of days
Conception	0.5
Pregnancy	2
Genetic Issues	0.5
Prenatal care	1
Labor/birth and complications	1
Infertility	0.5
Assessment	0.5
	6

Family Planning Options

Approximate length of time allotted for this unit is 3 days

Birth control options

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Define contraceptives 2. List advantages and disadvantages of methods of contraception 3. Explain how methods of contraception will change through life cycle. 4. Identify sources of contraceptive counseling and services 5. Explain why teen use of birth control is controversial. Content Outline: <ol style="list-style-type: none"> A. Contraceptive choices <ol style="list-style-type: none"> 1. Define contraception 2. List barrier methods with advantages and disadvantages 3. List hormonal methods with advantages and disadvantages 4. List permanent methods with advantages and disadvantages 5. List factors that influence birth control decisions 6. Where can you get counseling for birth control? B. Controversial topics over birth control 			Essential Questions: <ul style="list-style-type: none"> • Why is it importance to accept responsibility for birth control before you become sexually active? • Why is an understanding of birth control an important concept for society? Classroom Ideas: <ul style="list-style-type: none"> • Doctor or other service to explain birth control options • Chart on birth control options • Video on birth control options Suggested Supplements: <ul style="list-style-type: none"> • Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Chapter 6	At end of unit there will be a test

Vocabulary				
Birth control	Contraception	Spermicides	Condom	Diaphragm
Hormonal method	Birth control pills	patch	Nuva ring	Depo-Provera
Morning after pill	Natural family planning	Rhythm method	Sterilization	Vasectomy
Tubal Ligation	withdrawal			

Unit at a Glance	
Learning Topics / Standards	# of days
Define types/list pro's and con's of each method	1.5
Controversial issues related to birth control	0.5
Speaker on birth control	0.5
Assessments	0.5
	3

Teen Pregnancy-Chapter 7-8-9

Approximate length of time allotted for this unit is 9 days

Teen pregnancy options/choices...marriage, single parent, adoption and abortion

Content	Standards	Concepts	Connections
Objectives: <ol style="list-style-type: none"> 1. Explain health risks to mother and infant of teen pregnancy 2. Define personal fable 3. Examine resources to help/assist pregnant teen 4. Explain why early prenatal care is essential 5. List options available to a pregnant teen and the pro's/con's of each 6. Explain factors that will influence a teen's decision. 7. Explain the basic steps involved w/ adoption. 8. Define open adoption. 9. Explain the legal rights birthparents have in the adoption process. 10. Describe the adoption process from a birthparent's viewpoint and from an adoptive parent's viewpoint 11. Identify common causes of miscarriage. 12. Identify questions a couple should consider regarding termination of a pregnancy. Content Outline: <ol style="list-style-type: none"> A. Pregnant Teens <ol style="list-style-type: none"> 1. Health concerns of mother 2. Health concerns of infants born to teens 3. Educational concerns 4. Agencies to help B. Options to pregnant teen <ol style="list-style-type: none"> 1. Single parent 2. Marriage 3. Abortion 4. Adoption C. Adoption <ol style="list-style-type: none"> 1. Explain the steps in adoption 2. Define open adoption 3. Interview w/ birthparent's and adoptive parent's 4. Legal aspects D. Abortion <ol style="list-style-type: none"> 1. Causes of miscarriage 2. Questions to consider regarding termination of pregnancy 			Essential Questions: <ul style="list-style-type: none"> • Why does the U.S. have a higher teen pregnancy rate than other countries? • What resources/skills can we give individuals so that teen pregnancy is not an issue? • How can the perception of adoption change? Classroom Ideas: <ul style="list-style-type: none"> • Movie on teen pregnancy..Juno, Teen Dad, or Mom at 16; • DVD on teen pregnancy and adoption • Speaker from NE Children's Home Suggested Supplements: <ul style="list-style-type: none"> • Teaching Notes: <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Chapter 7-8-9	At the end of the unit there will be a test

Vocabulary				
Personal fable	paternity	Infant mortality rate	Federal assistance programs	WIC
medicaid	Co-parent	Paternity test	garnishment	GED
TANF..temporary Assistance for needy families	adoption	Agency adoption	Home study	Release form
Consent form	Closed adoption	Open adoption	Miscarriage	stillbirth
hemorrhage				

Unit at a Glance	
Learning Topics / Standards	# of days
Teenage pregnancy problems for mother/infant	2
Meeting needs/agencies to help/assist	1
Options to teen parent	2.5
Adoption	2
Abortion	1
Assessment	0.5
	9

Sexually Transmitted Infections

Approximate length of time allotted for this unit is 5 days

Content	Standards	Concepts	Connections
<p>Objectives:</p> <ol style="list-style-type: none"> 1. Define sexually transmitted infections. 2. List the causes of STI's. 3. Identify symptoms of STI's. 4. Categorize STI's according to parasites, bacteria and viruses. 5. Explain how each STI is treated. 6. List four fluids that transmit HIV virus <p>Content Outline:</p> <p>A. Define STI's</p> <ol style="list-style-type: none"> 1. Causes of STI's 2. Symptoms of STI's 3. Treatment of STI's <p>B. How to eliminate/reduce risk of STI's?</p> <p>C. HIV/AIDS</p> <ol style="list-style-type: none"> 1. How people get HIV virus 2. Symptoms/effects of HIV/AIDS 3. Treatment of HIV 4. HIV testing 			<p>Essential Questions:</p> <ul style="list-style-type: none"> • Explain the consequences of STI's on individual and society. <p>Classroom Ideas:</p> <ul style="list-style-type: none"> • Speaker on STI's • DVD on STI's • Movie on AID's patient...Early Frost <p>Suggested Supplements:</p> <ul style="list-style-type: none"> • <p>Teaching Notes:</p> <ul style="list-style-type: none"> •

Assessment Plan	
Assessment	Comments
Test over Chapter 11	At the end of Chapter 11 there will be a test

Vocabulary				
Sexually transmitted infection	asymptomatic	Acquired immunodeficiency syndrome	Human immunodeficiency syndrome	Opportunistic infection
antibody	gonorrhea	Pelvic inflammatory disease	chlamydia	Nongonococcal urethritis
Bacteria	virus	parasite	syphilis	chancre
Genital herpes	Genital warts	trichomoniasis	Pubic lice	scabies
Pelvic inflammatory disease				

Unit at a Glance	
Learning Topics / Standards	# of days
Speaker on STI's	1
Study various STI's/symptoms/treatment	1
HIV/ADIS	2
How to eliminate/prevent STI's/resources to help	0.5
Assessment	0.5
	5