

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**Family and Consumer Science**

<b>Mission Statement</b>	<p>The relationship between work and family is our unique focus. The mission of Geneva Community Unit School District #304 7-12 Family and Consumer Science curriculum is to guide students toward the development of independent living skills and awareness of career/employment potential. Family and Consumer Science Education empower individuals and families across the lifespan to manage the challenges of living and working in a diverse, global society.</p>	
<b>Course Sequence</b> (Grades 7-12)	<p><b>Middle School</b>  FACS  7 – 1 semester  8<sup>th</sup> -1 semester elective</p>	<p><b>High School</b>  Foods I</p> <p>Foods I  Foods II  Culinary Arts I  Culinary Arts II  Restaurant Management I  Restaurant Management II  Fashion Merchandising I  Fashion Merchandising II  Housing &amp; Interior Design  Child Development</p>

## ***Course Framework***

<b>Course Title</b> <b>Grade Level</b> <b>Semesters (1-2-3-4)</b> <b>Prerequisite</b>	Foods & Nutrition I 9-12 <sup>th</sup> Grade 1 semester .5 credit
<b>Course Description</b>	This course includes classroom and laboratory experiences needed to develop an understanding of food principles and applied nutrition for people of all ages. Units include: food safety and sanitation, milk, cheese, eggs, fruit and vegetables, legumes, grains, quick and yeast bread preparation, cookies, pies. The new My Food Guide Pyramid will be emphasized throughout the course ( VALLEES # H110)
<b>District-approved Materials and/or Resources</b>	Text, <i>Food For Today</i> , Glencoe and McGraw Computer software program, <i>Kitchen Math</i> DVDs , <i>Alton Brown</i> cooking series

## *Unit Frameworks*

<b>Unit of Study</b>	<b>Understanding Food and Nutrition</b>	Resources that will support instruction:  Text, <i>Food For Today</i> , Glencoe and McGraw Computer software program, <i>Kitchen Math</i> DVDs , <i>Alton Brown</i> cooking series
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• <b>1. A.5a</b> Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</li> <li>• <b>1. C.5d</b> Summarize and make generalizations from content and relate them to the purpose of the material.</li> <li>• <b>3. C.5a</b> Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.</li> <li>• <b>23.C.4</b> Describe changes in physical health and body functions at various stages of the life cycle</li> <li>• <b>23. B.5 Understand</b> the effects of healthy living on individuals and their future generations</li> <li>• 15:1 FACS National Standards: Analyze roles and responsibilities that correspond to the textbook.</li> </ul>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	Knowledge and Understanding <ul style="list-style-type: none"> <li>• Students will learn how to make healthy decisions about food choices</li> <li>• Identify and explain proper workspace, tools and kitchen techniques</li> <li>• Demonstrate proper recipe skills ( measurements , abbreviations, and equivalents)</li> <li>• Discuss special kitchen safety and sanitation issues</li> <li>• Demonstrate proper cooking methods</li> <li>• Relate and discuss the importance of mealtime etiquette and customs</li> <li>• Students will demonstrate knowledge of various food units and demonstrate lab proficiency while studying the individual units.</li> </ul>	

	<p>Skill attainment: Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Weekly food labs</li> <li>• Written assessments ( bread and vegetable report)</li> <li>• Practical computer lab ( Kitchen Math )</li> <li>• Completion of related textbook material and worksheets</li> </ul>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Weekly food lab demonstrations and participation</li> <li>• Completion of textbook assignments and related worksheets</li> <li>• Demonstration of kitchen management skills related to equipment hygiene, storage and sanitation of individual kitchens</li> <li>• Demonstration of individual success of meal preparation in class and at home (bread assignment and final meal project).</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Test on chapters, including multiple choice, short answer, and essay.</li> </ul>

<b>Unit of Study</b>	<b>Unit 1 : Kitchen Principles</b>	Resources that will support instruction:  Text, <i>Foods Today</i> , Glencoe and McGraw
<b>Illinois Learning , Benchmarks, National Assessment Frameworks, or other standards that will be taught in this unit</b>	State Standards  STATE GOAL 1: Read with understanding and fluency.  A. Apply word analysis and vocabulary skills to comprehend selections.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	Knowledge and Understanding <ul style="list-style-type: none"> <li>• Define and give examples of major appliances, small appliances and utensils</li> <li>• Identify ways to prevent common kitchen accidents</li> <li>• Discuss safety needs</li> <li>• Describe what to do if a kitchen accident results in injury</li> <li>• Give examples of foods that are stored at room temperature and in cold storage</li> </ul> Skill attainment: Performance Tasks: <ul style="list-style-type: none"> <li>• Weekly food labs</li> <li>• Written assignments</li> <li>• Completion of related textbook material and worksheets</li> </ul>	

<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>• Demonstrate proper kitchen safety and sanitation procedures</li> <li>• Weekly skills labs demonstrating the proper use of small and large kitchen equipment</li> <li>• Viewing of safety videos and DVD's</li> <li>• Demonstration of individual knife skills</li> <li>• Successful completion of food work-plan, resulting in evidence of proper time-management skills and team work.</li> </ul>	<ul style="list-style-type: none"> <li>• Create visual safety posters with kitchen safety practices illustrated</li> <li>• Successful Completion of knife worksheets</li> <li>• Successful completion of related assessments to DVD series</li> <li>• Completion of food labs that reinforce knife skills (Potato Soup lab, vegetable and fruit preparation, etc.)</li> <li>• Quiz and tests related to unit of study</li> </ul>

<b>Unit of Study</b>	<b>Unit 2: Recipes</b>	Resources that will support instruction:  Text, <i>Foods Today</i> , Glencoe and McGraw
<b>Illinois Learning , Benchmarks, National Assessment Frameworks, or other standards that will be taught in this unit</b>	<p>State Standards</p> <p>STATE GOAL 1: Read with understanding and fluency.</p> <p>Apply word analysis and vocabulary skills to comprehend</p> <p>STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</p> <p>A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.</p> <p>B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.</p> <p>C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</p> <p>D. Solve problems using comparison of quantities, ratios, proportions and percents.</p> <p>STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and</p>	

	<p>determine acceptable levels of accuracy.</p> <p>A. Measure and compare quantities using appropriate units, instruments and methods.</p> <p>B. Estimate measurements and determine acceptable levels of accuracy.</p>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	<p>Objectives :</p> <ul style="list-style-type: none"> <li>• Show how to use recipes and explain why they are important</li> <li>• List the kinds of information a good recipe provides</li> <li>• Demonstrate how to increase or decrease recipe yield</li> <li>• Explain why exact recipe measurements are important to good recipe results</li> <li>• Discuss how to evaluate a recipe</li> <li>• Identify measuring tools</li> <li>• Describe the proper procedures for measuring various types of ingredients.</li> <li>• Describe why understanding the terms of cooking techniques are important in following a recipe</li> <li>• Describe the techniques that correspond with common recipe terms</li> <li>• Identify kitchen equipment used for each technique</li> <li>• Describe a work plan and schedule, and explain the usefulness of each</li> <li>• Give guidelines for working cooperatively in kitchens, and the importance of team work</li> </ul>	



<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• Explain how to develop a market order</li> </ul> <p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Successful identification of kitchen abbreviations and equivalents by various activities</li> <li>• ( kitchen bingo, reducing and doubling recipes)</li> <li>• Identification of equipment and location by the completion of worksheets, lab “relays” and “scavenger hunts”.</li> <li>• Completion of work plan for food recipe</li> <li>• Demonstration of properly using measuring tools through food labs that support the use of small equipment labs</li> <li>• Skills labs that involve measuring tools</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Completion of computer program “Kitchen Math” certificate</li> <li>• Test on measurements and abbreviations</li> <li>• Individual assessment of demonstrating how to properly use measuring tools</li> </ul>
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<b>Unit of Study</b>	<b>Unit 3 Cooking Methods</b>	Resources that will support instruction:  Text, <i>Foods Today</i> , Glencoe and McGraw
<b>Illinois Learning , Benchmarks, National Assessment Frameworks, or other standards that will be taught in this unit</b>	State Standards  STATE GOAL 1: Read with understanding and fluency.  A. Apply word analysis and vocabulary skills to comprehend selections.  STATE GOAL 3: Write to communicate for a variety of purposes.  A. Use correct grammar, spelling, punctuation, capitalization and structure.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	Skill attainment: Performance Tasks: <ul style="list-style-type: none"> <li>• Weekly food labs</li> <li>• Written assessment)</li> <li>• Completion of related textbook material and worksheets</li> <li>• Describe how cook tops and conventional, convection and microwave ovens work</li> <li>• Identify small cooking appliances and describe their uses.</li> <li>• Explain how heat is transferred by conduction,</li> <li>• Convection and radiation.</li> <li>• Describe some changes in food brought about by cooking.</li> <li>• Explain basic differences between moist-heat cooking, dry heat cooking and frying.</li> </ul>	

<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• Give guidelines for conventional cooking</li> <li>• Explain why the choice of power setting, food for cooking, and cookware are important in microwave cooking</li> <li>• Identify safety precautions in kitchen appliances and cookware</li> <li>• Students will identify safety standards and guidelines for kitchen equipment used for specific cooking methods by creating posters that describe the safety rule. Each poster will be creatively illustrated with a picture that demonstrates the safety rule.</li> <li>• Students will view video/DVD's that explain proper cooking methods and techniques and complete worksheets.</li> <li>• Students will demonstrate the ability to operate and successfully follow recipes directions that involve various cooking methods.</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Tests and individual assessments on performance in the kitchen labs.</li> <li>• Successful completion of various cooking methods in group labs.</li> </ul>
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<b>Unit of Study</b>	<b>Unit: Mealtime Customs</b>	Resources that will support instruction:  Text, <i>Foods Today</i> , Glencoe and McGraw
<b>Illinois Learning , Benchmarks, National Assessment Frameworks, or other standards that will be taught in this unit</b>	State Standards  STATE GOAL 1: Read with understanding and fluency.  A. Apply word analysis and vocabulary skills to comprehend selections	
<b>Objectives</b>	Knowledge and Understanding Objectives  <ul style="list-style-type: none"> <li>• Explain why meals together can be important to the family</li> <li>• Demonstrate how to arrange tableware for a simple family meal</li> <li>• Explain the importance of knowing simple table etiquette</li> </ul>	
<b>Assessments</b>	Skill attainment: Performance Tasks: <ul style="list-style-type: none"> <li>• Weekly food labs</li> <li>• Written assignments</li> <li>• Completion of related textbook material and worksheets</li> </ul>	Other Evidence <ul style="list-style-type: none"> <li>• Tests and individual assessments on performance in the kitchen labs.</li> <li>• Successful completion of various cooking methods in group labs.</li> </ul>

<b>Unit of Study</b>	<b>Unit Food Preservation and Food Spoilage</b>	Resources that will support instruction:  Text, <i>Foods Today</i> , Glencoe and McGraw
<b>Illinois Learning , Benchmarks, National Assessment Frameworks, or other standards that will be taught in this unit</b>	State Standards  STATE GOAL 1: Read with understanding and fluency.  A. Apply word analysis and vocabulary skills to comprehend selections.  STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.  A. Know and apply concepts that explain how living things function, adapt and change.  B. Know and apply concepts that describe how living things interact with each other and with their environment.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	Knowledge and Understanding  Skill attainment: <ul style="list-style-type: none"> <li>• Weekly food labs</li> <li>• Written assignments</li> <li>• Completion of related textbook material and worksheets</li> </ul>	

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> <li>• Demonstrate how to prevent food-borne illnesses through personal and kitchen cleanliness and proper food handling and storage.</li> <li>• Identify causes and signs of food spoilage</li> <li>• List methods to prevent food borne illness</li> <li>• Identify several food borne illnesses responsible for food spoilage.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests and individual assessments on performance in the kitchen labs.</li> <li>• Successful completion of various cooking methods in group labs.</li> </ul>

<b>Unit of Study</b>	<b>Unit : Fruits and Vegetables And Salads</b>	Resources that will support instruction:  Text, <i>Foods Today</i> , Glencoe and McGraw
<b>Illinois Learning , Benchmarks, National Assessment Frameworks, or other standards that will be taught in this unit</b>	<p>State Standards</p> <p>STATE GOAL 1: Read with understanding and fluency.</p> <p style="padding-left: 40px;">A. Apply word analysis and vocabulary skills to comprehend selections.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p style="padding-left: 40px;">A. Use correct grammar, spelling, punctuation, capitalization and structure.</p> <p style="padding-left: 40px;">C. Communicate ideas in writing to accomplish a variety of purposes.</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	<p>Skill attainment:</p> <ul style="list-style-type: none"> <li>• Explain how to identify, select , use and store fruits</li> <li>• List the nutrients fruits provide</li> <li>• Demonstrate how to prepare and serve fruits</li> <li>• Describe how cooking affects fruits and vegetables</li> <li>• Describe methods for cooking fruits</li> </ul>	

<p><b>Assessments</b></p>	<p>and vegetables</p> <ul style="list-style-type: none"> <li>• Explain how to identify ,select, use, and store vegetables</li> <li>• Describe how to select appropriate salads for a variety of uses.</li> </ul> <p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Students will research and provide a written and oral report on a vegetable or fruit</li> <li>• Students will complete various worksheet related assignments pertaining to the fruit and vegetable unit.</li> <li>• Students will demonstrate their ability to properly prepare and cook fruits and vegetables using various methods</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Tests and individual assessments on performance in the kitchen labs.</li> <li>• Successful completion of various cooking methods in group labs.</li> </ul>
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<b>Unit of Study</b>	<b>Unit: Milk and Cheese &amp; Eggs</b>	Resources that will support instruction:  Text, <i>Foods Today</i> , Glencoe and McGraw
<b>Illinois Learning ,  Benchmarks, National  Assessment Frameworks,  or other standards that  will be taught in this unit</b>	State Standards  STATE GOAL 1: Read with understanding and fluency.  A. Apply word analysis and vocabulary skills to comprehend selections.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	<b>Objectives :</b> <ul style="list-style-type: none"> <li>• Describe what nutrients dairy products provide</li> <li>• Explain how milk and cheese are processed</li> <li>• Explain the principles of milk and cheese cookery</li> <li>• Explain the process of cheese making</li> <li>• Demonstrate how to prepare a variety of cheese products</li> <li>• Describe the structure of an egg</li> <li>• Explain the nutrients eggs provide</li> <li>• Explain the principles of egg cookery</li> <li>• Demonstrate several methods of egg preparation</li> <li>• Explain the functions milk, eggs provide in recipes</li> <li>• Identify safe handling of egg products to prevent food borne illness</li> </ul>	

<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>• Students will participate in a cheese tasting lab</li> <li>• Students will complete worksheet related material</li> <li>• Students will view several DVD's from the Alton Brown cooking series that demonstrate proper cooking methods and procedures on dairy cooking methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests and individual assessments on performance in the kitchen labs.</li> <li>• Successful completion of various cooking methods in group labs.</li> </ul>

<b>Unit of Study</b>	<b>Unit Quick Breads and Yeast Breads</b>	Resources that will support instruction:  Text, <i>Foods Today</i> , Glencoe and McGraw
<b>Illinois Learning , Benchmarks, National Assessment Frameworks, or other standards that will be taught in this unit</b>	State Standards  STATE GOAL 1: Read with understanding and fluency.  A. Apply word analysis and vocabulary skills to comprehend selections.  STATE GOAL 3: Write to communicate for a variety of purposes.  <ul style="list-style-type: none"> <li>• Communicate ideas in writing to accomplish a variety of purposes.</li> </ul> STATE GOAL 5: Use the language arts to acquire, assess and communicate information.  A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	
<b>Objectives</b> <ul style="list-style-type: none"> <li>• <b>Conceptual</b></li> <li>• <b>Factual</b></li> <li>• <b>Procedural</b></li> </ul>	Skill attainment: <ul style="list-style-type: none"> <li>• Identify the basic ingredients in baking and the function of each</li> <li>• Describe what nutrients quick breads provide</li> <li>• List what main ingredients are used in quick breads</li> <li>• Explain the principles of quick bread preparation</li> </ul>	

<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate how to prepare a variety of quick breads</li> <li>• Explain the difference between the leavening agents used in quick and yeast breads</li> <li>• Describe what nutrients yeast breads provide</li> <li>• Describe the main ingredients and the functions of each in yeast breads</li> <li>• Explain and demonstrate the preparation of yeast breads and various methods.</li> <li>• Explain how to store quick breads and yeast breads.</li> </ul> <p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Students will demonstrate their knowledge of bread preparation by successfully completing a take-home bread assignment</li> <li>• Students will demonstrate how to successfully prepare various types of breads during labs in class</li> <li>• Students will complete worksheet related assignments pertaining to the bread unit</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Tests and individual assessments on performance in the kitchen labs.</li> <li>• Successful completion of various cooking methods in group labs.</li> </ul>
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<b>Unit of Study</b>	<b>Unit: Grains and Pastas</b>	Resources that will support instruction:  Text, <i>Foods Today</i> , Glencoe and McGraw
<b>Illinois Learning , Benchmarks, National Assessment Frameworks, or other standards that will be taught in this unit</b>	State Standards  STATE GOAL 1: Read with understanding and fluency.  A. Apply word analysis and vocabulary skills to comprehend selections.	DVD's from the Alton Brown cooking series
<b>Objectives</b> <ul style="list-style-type: none"><li>• <b>Conceptual</b></li><li>• <b>Factual</b></li><li>• <b>Procedural</b></li></ul>	Skill attainment: <ul style="list-style-type: none"><li>• Explain how to identify, select, use, and store grain products.</li><li>• Identify what nutrients grain products provide</li><li>• Give guidelines for buying and storing grain products</li><li>• Identify different grain products and their uses.</li><li>• Describe the basic parts of a grain kernel and tell the importance of each</li><li>• Demonstrate how cooking affects grain products</li><li>• Demonstrate how to prepare various grain products.</li><li>• Explain the difference between refined flour and whole-grain flour</li><li>• Describe the advantages of using instant rice and converted rice</li><li>• Explain the process used to make pasta and its' cookery methods</li><li>• Demonstrate how to prepare various pasta products</li></ul>	

<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>• Students will be able to identify the parts of a grain kernel and label it accordingly</li> <li>• Students will be able to identify various different types of pasta products through a pasta identification game</li> <li>• Students will successfully complete worksheet related materials pertaining to the grain unit</li> <li>• Students will successfully demonstrate the ability to successfully complete several grain recipes</li> </ul>	<ul style="list-style-type: none"> <li>• Tests and individual assessments on performance in the kitchen labs.</li> <li>• Successful completion of various cooking methods in group labs.</li> </ul>