

Creative Living 1 Overview

Content Area: **Family/Consumer Science**
Course(s): **CRE.LIV. I**
Time Period:
Length: **45 Days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

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Course Adoption: 4/21/1986

Curriculum Adoption: 4/21/1986

Date of Last Revision Adoption: 9/1/2017

Course Overview

COURSE DESCRIPTION

We are all consumers with many choices to make every day. Whether it relates to foods, clothing, relationships, health, or other areas, the power is in our hands. The decisions we make need to be informed and carefully implemented with our best interest in mind.

However, in a world where people are living unhealthy lifestyles, beyond their means, and without the knowledge and understanding to make good choices, it is important to educate, examine and recognize the options in order to be able to make appropriate modifications and help assure a more positive quality of life.

This course is geared toward instruction of practical daily activities in the subject areas relating to health/safety/foods/nutrition, sewing/textiles/fashion, personal/interpersonal development/assessment and Consumerism, which are necessary for independent healthful lifestyles. This course of study will guide the students to make sensible, well informed choices while incorporating skill building for practical daily use.

COURSE SCOPE AND SEQUENCE

| Sequential Unit Description | Marking Period Guide | Other Pacing Guide References | Proficiency (Summative) Assessments |
|---|----------------------|-------------------------------|--|
| Introduction to course | | | |
| <ul style="list-style-type: none">Overview of:<ul style="list-style-type: none">Course requirementsobjectivesgrading policycourse outlinefacilities | 1, 3 | 1 day | -Class participation |
| Unit 1: Skills needed to work in the kitchen | | | <ul style="list-style-type: none">Class participationSafety TestTools and Terms testMeasuring quizFollowing a recipe worksheet |
| <ul style="list-style-type: none">IntroductionSafety and sanitationTools and usesFood preparation terms | 1, 3 | 6 days | |

- Following a recipe
- Laboratory procedures
- Measuring techniques
- First student practice of learned skills

Unit 2: The Food Guide Pyramid

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|--|-------------------------|--|
| <ul style="list-style-type: none"> • Its purpose and use • Pyramid food/activity group investigation <ul style="list-style-type: none"> ○ Grain ○ Dairy ○ Vegetable ○ Protein (Meat/fish/eggs/nuts/beans, etc.)^{1, 3} ○ Fruit ○ Fat/Sweet ○ Activity • Personal Diet Exploration • Multiple student practice • Group research project and presentation | <p>6 weeks (approx)</p> | <ul style="list-style-type: none"> • Class and group participation • Computer assignment • Classwork • Homework • Project completion • Project Presentations • lab skills evaluation student self-evaluation • End product evaluation • Unit test |
|--|-------------------------|--|

Unit 3: Quick Bread Unit

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|--|------------------------|---|
| <ul style="list-style-type: none"> • Classifications • Characteristics • Ingredients and their functions^{1, 3} • Consumer comparison • Multiple student practice | <p>1 week (approx)</p> | <ul style="list-style-type: none"> • Student self-evaluation • Unit test • Class participation • Classwork • Post-demonstration quiz |
|--|------------------------|---|

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|--|------|-----------------|---|
| Unit 4: Career Exploration | 1, 3 | 3 days (approx) | <ul style="list-style-type: none"> • Research project and presentation evaluation • Rolling Notes |
| <ul style="list-style-type: none"> • Overview of career options • Introduction of food industry history • Food industry biography research report and presentation <ul style="list-style-type: none"> ○ Inventors ○ Inventions | | | |
| Unit 5: In the sewing lab | | | |
| <ul style="list-style-type: none"> • Introduction • Safety • Tools and terms • Measuring • Equipment • Pattern symbols • Student guided practice | 2, 4 | 3 days | <ul style="list-style-type: none"> • Safety Test • Tools and Terms test • Sewing Machine parts and functions test. |
| Unit 6: Hand Sewing | | | |
| <ul style="list-style-type: none"> • Techniques • Closures • Stitches • Student guided practice | 2, 4 | 3 days (approx) | <ul style="list-style-type: none"> • Button samples • Hand/embroidery stitch sample • Lab work |
| Unit 7: Use of the sewing machine | | | <ul style="list-style-type: none"> • Parts and functions tests |
| <ul style="list-style-type: none"> • Review safety, parts and functions • Threading | 2,4 | 1 week (approx) | <ul style="list-style-type: none"> • Sewing lab sheets |

- Bobbin winding
- Backstitch
- Student guided practice

Unit 8: Sewing Projects

- Small student guided practice project 2,4 5 weeks (approx)
- Large “To Sew” pillow project

- Sample work evaluation
- Completed project assessment

Unit 9: Sewing vs. Purchasing

- Advantages/Disadvantages
- Sewing repairs 2,4 1 day
- Recycling possibilities

Unit 10: Career Exploration

- Overview of career options
- Introduction of textile and sewing industry history
- Textile and sewing industry biography research report and presentation 2, 4 1 week
 - Inventors
 - Inventions

- Research project and presentation evaluation
- Rolling Notes

Unit 11: Consumerism

- Introduction
- Rights and Responsibilities 2, 4 3 days
- Terms to know
- Skills needed

- Class participation
- Written homework/classwork assignments
- Quizzes/Tests-terms, concepts
- Group dynamic-

- Student guided activities
- Influences
- Homemade v. prepared/pre-packaged
- interaction with others
- Computer assignments
- Projects/Research

Course Name: Creative Living 1, #2360

| Course Number | School Numbers | Course Level | Grades(s) | Credits | Min. Per Week | Elective/Required | Initial Course Adopted |
|---------------|----------------|--------------|-----------|---------|---------------|-------------------|------------------------|
| 2360 | 055 | S | 8-9 | 2.50 | 210 | E | 04/21/86 |

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

| NJCCC Standard | NJCCC Standard | NJCCCS Standard | |
|----------------------------------|--------------------------|--------------------------------|---|
| 1. Visual and Performing Arts | 5. Science | 9. 21st Century Life & Careers | P |
| 2. Health and Physical Education | S 6. Social Studies | | |
| 3. Language Arts Literacy | S 7. World Languages | | |
| 4. Mathematics | S 8. Technology Literacy | | |

Textbooks and Other Resources

Textbooks

FOOD FOR TODAY, textbook and resource series (Student textbook ISBN: 0-02-642980-2, Teacher Wraparound Edition ISBN: 0-02-642983-7) Glencoe/McGraw-Hill

YOUNG LIVING, textbook and resource series (Student textbook ISBN: 0-02-645807-1, Teacher Wraparound Edition ISBN 0-02-645808-X), Glencoe/McGraw-Hill

CLOTHING: FASHION, FABRICS, CONSTRUCTION, (Student textbook ISBN: 0-02-640161-4) Glencoe

CLOTHING, IMAGE AND IMPACT (Student Textbook ISBN: 0-538-70007-6) Southwestern

Magazine and News Articles

Kitchen and Sewing Lab and Tools/Supplies

Teacher developed materials

Online Resources

Cookbooks

Craft stores

Food Stores

Workshops

Videos/DVD's: Kitchen Safety The New Food Guide Pyramid

Kitchen Measuring Crash Course on Calcium

Quick breads Sew Cool

Smart Snacking Sewing 101

Amazing Grains To Sew

Produce!

Standards

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|-----------------|---|
| 9.3.12.ED.1 | Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning. |
| 9.3.12.ED.2 | Demonstrate effective oral, written and multimedia communication in multiple formats and contexts. |
| 9.3.12.AG-FD.1 | Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities. |
| 9.3.12.AG-FD.2 | Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products. |
| 9.3.12.AG-FD.3 | Select and process food products for storage, distribution and consumption. |
| 9.3.12.ED-ADM.2 | Identify behaviors necessary for developing and sustaining a positive learning culture. |

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| 12.9.3.HT-RFB.1 | Describe ethical and legal responsibilities in food and beverage service facilities. |
| 12.9.3.HT-RFB.2 | Demonstrate safety and sanitation procedures in food and beverage service facilities. |
| 12.9.3.MN-PPD.3 | Monitor, promote and maintain a safe and productive workplace using techniques and solutions that ensure safe production of products. |
| 12.9.3.MN-PRO.2 | Manage safe and healthy production working conditions and environmental risks. |
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| HPE.2.1.8.B.1 | Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. |
| HPE.2.1.8.B.2 | Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. |
| HPE.2.1.8.B.3 | Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. |
| HPE.2.1.8.B.4 | Analyze the nutritional values of new products and supplements. |
| HPE.2.1.8.B.CS1 | Eating patterns are influenced by a variety of factors. |
| PFL.9.1.4.E.2 | Apply comparison shopping skills to purchasing decisions. |
| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| CAEP.9.2.8.B.4 | Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. |
| TECH.8.1.2.A.2 | Create a document using a word processing application. |
| TECH.8.1.P.A.1 | Use an input device to select an item and navigate the screen. |
| TECH.8.1.P.A.2 | Navigate the basic functions of a browser. |

Grading and Evaluation Guidelines

GRADING PROCEDURES

The following performance evaluations will be divided into the following categories with their respective weights of percentage to determine student outcome.

Quiz/Test 20%

Attitude/Effort/Participation 15%

Project/Research 20%

Lab Work 20%

Classwork 15%

Homework

10%

COURSE EVALUATION

Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.)

The goal of this course is for a minimum of 95% of the total number of enrolled students to attain at least the minimum proficiency level.

Other Details

22201 Family and Consumer Science—Comprehensive

Family and Consumer Science—Comprehensive courses are inclusive studies of the knowledge and skills that are useful for the efficient and productive management of the home. Course topics typically include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions and personal financial management; and interpersonal relationships.