Family and Consumer Sciences

Grades 9-12

Food Preparation and Nutrition

The University of the State of New York
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Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Food Preparation and Nutrition curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings Food Preparation and Nutrition into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

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Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Food Preparation and Nutrition course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. Food Preparation and Nutrition is a cluster level course in the Food and Nutrition content area. All Family and Consumer Sciences courses allow students to apply the process skills of communication, leadership, management, and thinking course in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:

- Lifespan Studies
- Food and Nutrition
- Clothing and Textiles
- Housing and Environment

Food and Nutrition Cluster Courses:

- Food Preparation and Nutrition
- Nutrition, Health and Fitness
- Global and Gourmet Foods
- Commercial Food Program
- Food Science (may be used for 1 science credit)

Each Family and Consumer Sciences course promotes student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. Performance objectives and supporting competencies are based on the National Learning Standards in Family and Consumer Sciences.

Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) umbrella. As such, Commissioner's Regulations and NYSED policies developed for CTE programs and students apply to Family and Consumer Sciences.

Message to the Teacher

The Food Preparation and Nutrition course invites students to survey the methods of preparing food, the functions of food in the body, and the recommended dietary guidelines for individuals throughout the lifespan. Students will research the history of food preparation methods and the development of food preparation equipment. They will investigate food-related issues such as the quality, quantity and safety of the food supply, to make connections between these food-related issues and advances in the food industry. Students will have the opportunity to examine the wide variety of career paths in the food preparation and nutrition fields and identify the knowledge and skills necessary for success within these fields.

This course invites all students to apply the process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the Food Preparation and Nutrition course. The content topics in the Food Preparation and Nutrition course are aligned with the commencement level New York State Learning Standards for Family and Consumer Sciences and Career Development and Occupational Studies. In addition, they are aligned with the National Learning Standards for Family and Consumer Sciences.

This document serves as curricular guidance for Food Preparation and Nutrition courses delivered statewide. This course was designed as a 20-week course, though schools may wish to extend the time to 40 weeks. If Food Preparation and Nutrition is offered without initial completion of the Food and Nutrition Core course, the breadth of content topics included may be addressed best in a 40-week time frame. No matter how many courses a school offers in the Food and Nutrition cluster, it is strongly recommended that students have the opportunity to work frequently in a foods laboratory setting. Learning experiences must be hands-on, engaging, and involve application of information and skills to real-life situations.

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. As Family and Consumer Sciences teachers our charge is to empower students by engaging them in experiential activities that will guide them into the future.

Curriculum Overview — Food Preparation and Nutrition

1. What is the prerequisite?

The Food and Nutrition Core course is a suggested prerequisite for all cluster-level courses in Food and Nutrition. Food Preparation and Nutrition was designed as a 20-week course, though schools may wish to expand the time to 40 weeks. If Food Preparation and Nutrition is offered without initial completion of the Food and Nutrition Core course, the breadth of content topics included may be addressed best in a 40-week time frame.

2. Who can teach the Food Preparation and Nutrition course?

All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher. Certified Family and Consumer Sciences educators may also teach the Careers and Financial Management course required for Career and Technical Education majors.

3. How is the Food Preparation and Nutrition course organized?

The Food Preparation and Nutrition course is divided into 6 content topics:

History of Food Preparation (H)
Food Preparation for Nutritional Needs (FP)
Current Food Issues (CI)
Facility Design and Management (FD)
Skills and Techniques of Food Preparation (ST)
Careers in Food Preparation and Nutrition (C)

Each content topic is introduced with an Essential Question which will allow the students to focus on the process skills involved. This is followed by:

- The Standards Connections
- Key Ideas
- A Rationale
- Performance Objectives and Supporting Competencies

The process skills of communication, leadership, management, and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied throughout the course using the focus of essential questions.

4. How does the Food Preparation and Nutrition curriculum relate to the Learning Standards?

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, and Universal Foundation Skills).

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Food Preparation and Nutrition course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

Food Preparation and Nutrition content topics align with the National Standards for Family and Consumer Sciences.

5. Why is it important for students to enroll in Food Preparation and Nutrition?

All students are members of current and future families. Understanding the dynamics of relationships is a key to a successful future in home, school, community, and workplace settings. Employers stress the importance of employees demonstrating personal and interpersonal skills in the workplace.

The Food and Nutrition field is an important component of the economy of New York State and provides many opportunities for employment. This course will help students explore careers related to Food Preparation and Nutrition and help them develop skills needed for employment.

6. What instructional strategies best support student learning in Food Preparation and Nutrition?

The purpose of instructional strategies is to deliver the New York State Learning Standards in Family and Consumer Sciences and Career Development and Occupational Studies. Teachers should select strategies and sample tasks that are aligned with the key ideas and performance indicators for each standard.

Food Preparation and Nutrition should be taught using an experiential approach. So that students may realize the benefits of this course, it is strongly recommended that they have regularly scheduled time to work in the foods laboratory setting. Guidelines for laboratory facilities and equipment can be accessed in the Family and Consumer Sciences Facilities Guide at http://www.p12.nysed.gov/cte/facse/guide.html .

7. How can special needs students succeed in Food Preparation and Nutrition?

Family and Consumer Sciences educators acknowledge the need to differentiate instruction, recognize multiple intelligences, and maximize the strengths of varied learning styles to accommodate all students. This can be accomplished through a variety of alternative instructional and assessment strategies. Information on adapting space and equipment for special needs students can be found in the Family and Consumer Sciences Facilities Guide at http://www.p12.nysed.gov/cte/facse/guide.html.

8. How can student achievement of the New York State Family and Consumer Sciences Learning Standards through the Food Preparation and Nutrition course be assessed?

Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Observations
- Public speaking
- Written reflections
- Portfolios
- Nationally-recognized technical assessments

9. How does Food Preparation and Nutrition support positive youth development?

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities, and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.

Course: Food Preparation and Nutrition

Content Topics:

A. History of Food Preparation (H)

B. Food Preparation for Nutritional Needs (FP)

C. Current Food Issues (CI)

D. Facility Design and Management (FD)

E. Skills and Techniques of Food Preparation (ST)

F. Careers in Food Preparation and Nutrition (C)

Appendices

Appendix A - Best Practices Rubric and Template
Appendix B - Compilation of Performance Objectives and Supporting Competencies
Appendix C - Home and Career Skills Process Skills

A. History of Food Preparation (H) *How have science and technology impacted my decisions about food and food preparation techniques?*

Standards Connections

History of Food Preparation supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to research the history of food preparation methods, the development of food preparation equipment, and food available to consumers in relation to consumer rights and responsibilities. Students will identify appropriate food preparation methods and proper utilization of equipment when making informed decisions in the selection of food. Students will understand the importance of consumer rights and responsibilities. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of the History of Food Preparation.

Key Ideas

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources

Performance Objectives and Supporting Competencies for History of Food Preparation

History of Food Preparation Performance Objective 1

H.1 Investigate the origin of food preparation methods

- H.1.1. Trace the origin of common food preparation methods
- H.1.2. Compare and contrast past and current methods of food preparation and the changes that have resulted due to improved technology
- H.1.3. Critique the different techniques to various methods of food preparation

History of Food Preparation Performance Objective 2

H.2 Examine the development of food preparation and storage equipment

- H.2.1. Identify the origin of common food preparation and storage equipment
- H.2.2. Compare and contrast past and current use of food preparation and storage equipment
- H.2.3. Describe the improvements of food preparation and storage equipment as a response to consumer preferences, safety and demand

History of Food Preparation Performance Objective 3

H.3 Trace how food preparation methods, equipment, and storage have influenced the development of food options available to the consumer.

- H.3.1. Investigate the history of food processing and food preservation
- H.3.2. Examine the benefits and drawbacks of food processing and preservation methods
- H.3.3. Examine the contributions of science and technology to the food supply (e.g., genetically engineered and modified foods, selective breeding, and the development of food analogs and substitutes)
- H.3.4. Predict the future development of commercially available foods

History of Food Preparation Performance Objective 4

H.4 Demonstrate an understanding of the development and importance of consumer rights and responsibilities

- H.4.1. Define consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry, and the equipment utilized for home food preparation
- H.4.2. Examine the purpose of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation
- H.4.3. Investigate the development of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation
- H.4.4. Determine the importance of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation
- H.4.5. Predict the future development of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation

B. Food Preparation for Nutritional Needs (FP) *What do I need to know about food preparation skills and techniques to enable me to plan meals that meet nutritional needs?*

Standards Connections

Food Preparation for Nutritional Needs supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to survey the methods of preparing food, the functions of food in the body, and the recommended dietary guidelines for individuals throughout the lifespan. Students will identify food preparation techniques taking into account the human digestive process and dietary needs. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of Food Preparation for Nutritional Needs.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources

Performance Objectives and Supporting Competencies for Food Preparation for Nutritional Needs

Food Preparation for Nutritional Needs Performance Objective 1

FP.1 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span

- FP.1.1. Identify essential nutrients in the diet (i.e., carbohydrates, protein, fats, vitamins, minerals, and water)
- FP.1.2. Appraise and interpret current nutritional data
- FP.1.3. Compare dietary guidelines across the life span
- FP.1.4. Discuss the relationship between dietary guidelines and food preparation regarding its effect on nutrient content
- FP.1.5. Recognize food preparation techniques that support dietary guidelines
- FP.1.6. Demonstrate the ability to plan aesthetically pleasing foods to meet dietary guidelines across the life span

Food Preparation for Nutritional Needs Performance Objective 2

FP.2 Identify the effect of nutrition practices on human digestion and metabolism

FP.2.1. Describe the process of human digestion and metabolism

FP.2.2. Explain the effects of food choices on growth, maintenance, and function of the human body

FP.2.3. Examine how different food preparation methods influence digestion and metabolism

Food Preparation for Nutritional Needs Performance Objective 3

FP.3 Evaluate food preparation methods

FP.3.1. Identify food preparation methods that maximize nutrient retention in foods

FP.3.2. Assess food preparation methods that maximize nutrient retention in terms of achieving desired outcomes for food quality

C. Current Food Issues (CI) *How do current food issues affect my food choices and overall health?*

Standards Connections

Current Food Issues supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to investigate food related issues such as the quality, quantity and safety of the food supply, and future trends in foods. Students will make connections between current food related issues and advances in the food industry. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of Current Food Issues.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 3a5 - Technology
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Current Food Issues

Current Food Issues Performance Objective 1

CI.1 Analyze factors that affect the food supply

- CI.1.1. Trace the food supply from farm to table
- CI.1.2. Investigate the impact of events on food availability, food choices, and food preparation at the local, regional, state, national, and global levels
- CI.1.3. Determine how changes in production and distribution systems impact the food supply at the local, regional, state, national, and global levels
- CI.1.4. Investigate alternatives in food availability at the local, regional, state, national, and global levels

Current Food Issues Performance Objective 2

CI.2 Identify the factors that influence food and nutrition practices

CI.2.1. Investigate current food trends and issues at the local, regional, state, national, and global levels

CI.2.2. Determine how current food trends and issues influence food preparation and nutrition at the local, regional, state, national, and global levels

CI.2.3. Establish and illustrate personal connections to current food related issues at the local, regional, state, national, and global levels

Current Food Issues Performance Objective 3

CI.3 Discuss how science and technology will further develop foods in the future

CI.3.1 Examine the connections between governmental, economic, and technological influences on food choices and practices at the local, regional, state, national, and global levels

CI.3.2 Predict the future impact of food related trends and issues at the local, regional, state, national, and global levels

D. Facility Design and Management (FD) *How can I organize my food preparation area to achieve optimal results?*

Standards Connections

Kitchen Organization and Work Stations supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to organize a safe and sanitary working environment. Students will learn how to design, select equipment, maintain and operate a food preparation area that optimizes work flow. Students will also demonstrate proper cleaning and sanitizing procedures for food preparation equipment and facilities. The efficiency of equipment purchases, storage, and work areas will be examined based on long-term needs, specific industry regulations, and codes related to foods. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of Facility Design and Management.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Facility Design and Management

Facility Design and Management Performance Objective 1

FD.1 Demonstrate the ability to plan, use and maintain an efficient food preparation facility

- FD.1.1. Identify various food preparation workplace designs
- FD.1.2. Describe how workplace design impacts food preparation efficiency
- FD.1.3. Develop and implement an organizational plan for a working food preparation facility
- FD.1.4. Recognize and demonstrate effective food preparation facility maintenance, storage, cleaning, and repair

Facility Design and Management Performance Objective 2

FD.2. Demonstrate selection, use, and maintenance of food preparation equipment

- FD.2.1. Identify standard, specialized and necessary appliances for the food preparation facility
- FD.2.2. Describe how appliances and equipment impact food preparation efficiency
- FD.2.3. Determine the appliances and equipment with which to equip the food preparation facility
- FD.2.4. Investigate alternative uses for some food preparation appliances and equipment
- FD.2.5 Recognize and demonstrate effective food preparation equipment handling, maintenance, storage, cleaning and repair

E. Skills and Techniques of Food Preparation (ST) *How can I improve my food preparation techniques using effective planning and safe procedures?*

Standards Connections

Skills and Techniques of Food Preparation supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 2 – Integrated Learning and 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to identify, explain, and apply knowledge of foods and nutrition and the skills used in food preparation. Students will demonstrate safe and sanitary food preparation procedures, and utilize basic math skills in selecting, purchasing, and preparing foods. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of Skills and Techniques of Food Preparation.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources

Performance Objectives and Supporting Competencies for Skills and Techniques of Food Preparation

Skills and Techniques of Food Preparation Performance Objective 1

ST.1 Demonstrate food safety and sanitation procedures

- ST.1.1. Identify conditions that promote safe food preparation procedures and prevent safety hazards
- ST.1.2. Explain emergency procedures to implement should an accident occur
- ST.1.3. Employ procedures based on current industry principles for handling food to minimize the risks of food borne illness

Skills and Techniques of Food Preparation Performance Objective 2

ST.2 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods

- ST.2.1. Appraise sources of food and nutrition information, including food labels, related to food purchasing
- ST.2.2. Compare and contrast similar products based on characteristics such as quality, brand, price, packaging, convenience, consumer reviews, nutritional value and other features that may influence a consumer's purchase decision.
- ST.2.3. Evaluate how nutritional foods fit into a food budget and preparation plans
- ST.2.4 Identify and evaluate sources where consumers can select and obtain food (e.g.: chain grocery stores, discount food warehouses, farmers' markets, food co-ops, locally grown fruits, vegetables, and eggs from neighbors, locally caught fish, farm-raised fish, poultry, beef and pork)
- ST.2.5. Make calculations relevant to food selection, purchasing, preparation and menu planning

Skills and Techniques of Food Preparation Performance Objective 3

ST.3 Demonstrate preparation methods for all menu categories to produce a variety of foods

- ST.3.1. Identify, select, and demonstrate use of the appropriate tool for a specific food preparation technique
- ST.3.2. Demonstrate appropriate methods for measuring different types of food
- ST.3.3. Identify, select, and demonstrate safe and appropriate cutting techniques
- ST.3.4. Identify, select, and demonstrate the appropriate food preparation technique to achieve the recipe's desired outcome
- ST.3.5 Investigate alternative and substitute uses for food preparation utensils and ingredients

F. Careers in Food Preparation and Nutrition (C) *How can I find out if my personal interests and abilities are compatible with a career in nutrition or food preparation?*

Standards Connections

Careers in Food Preparation and Nutrition supports the NYS Family and Consumer Sciences Learning Standard 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to identify and examine the many career opportunities available in the areas of nutrition and food preparation. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of Careers in Food Preparation and Nutrition.

Key Ideas

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Careers in Food Preparation and Nutrition

Careers in Food Preparation and Nutrition Performance Objective 1

C.1 Analyze career paths within the professions of nutrition, culinary arts, food production, and food services industries

- C.1.1 Investigate the personal characteristics and professional contributions of leaders within the careers of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels
- C.1.2 Determine the roles and functions of individuals within the careers of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels
- C.1.3 Analyze and evaluate the behaviors and attitudes of individuals within the careers of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels

C.1.4 Examine education and training requirements and opportunities for career paths in the field of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels

C.1.5. Examine the impact of careers in nutrition, culinary arts, food preparation, food production, and food service on society and local, state, national, and global economies

Careers in Food Preparation and Nutrition Performance Objective 2

C.2 Explore opportunities for employment in nutrition, culinary arts, food preparation, food production, and food service industries

C.2.1. Evaluate personal qualities related to food preparation and nutrition

C.2.2. Compare and contrast personal characteristics to professionals within the fields of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels

C.2.3. Recognize the development and progression of careers within the fields of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels

Appendix A

FAMILY AND CONSUMER SCIENCES – HIGH SCHOOL COURSES
BEST PRACTICES RUBRIC

Indicators	1 Falls Below Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
NYS FACS Learning Standards	Does not connect to NYS FACS Learning Standards.	Has limited evidence of connection to 1 NYS FACS Learning Standard.	Adequate evidence of connection to 1 or more NYS FACS Learning Standards.	Evidence of strong connections to 2 or more NYS FACS Learning Standards
NYS CDOS Learning Standards	Does not connect to NYS CDOS Learning Standards.	Has limited evidence of connection to 1 NYS CDOS Learning Standard.	Adequate evidence of connection to 1 or more NYS CDOS Learning Standard including Standard 3b.	Evidence of strong connections to 2 or more NYS CDOS Learning Standards including Standard 3b.
NYS Academic Learning Standards	Does not connect to NYS academic Learning Standards.	Has limited evidence of connection to 1 NYS academic Learning Standard.	Adequate evidence of connection to 1 or more NYS academic Learning Standard.	Evidence of strong connections to 2 or more NYS academic Learning Standards.
Course Content Topics	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.
Process Skills	Does not integrate Process Skills.	Integrates 1 Process Skill.	Integrates 2 Process Skills.	Integrates 3 or more Process Skills.
Strategy	Instruction is dependent primarily on textbooks, lecture, paper, and pencil. Teacher driven.	Hands-on experiential learning is limited. Minimal student involvement.	Includes 75 percent hands-on experiential learning. Adequate student involvement.	Includes more than 75 percent hands-on experiential learning. Active student engagement. Teacher as facilitator.
Implementation	Does not flow in a logical sequence. Necessary resources would make implementation difficult.	Follows a logical sequence. Most necessary resources may make implementation difficult.	Follows a logical sequence. Some necessary resources may make implementation difficult.	Follows a logical sequence. All necessary resources make implementation easy.
Assessment	Cannot be assessed. Or Assessment not included.	Assessment is vaguely related to objectives and competencies.	Assessment relates to objectives and competencies.	Assessment is directly related to objectives and competencies.

FOOD PREPARATION AND NUTRITION
BEST PRACTICES TEMPLATE

NYS LEARNING STANDARDS:

Family and Consumer Sciences

1_____

2_____

3_____

Career Development and Occupational Studies

1_____

2_____

3a____

Food Preparation and Nutrition

CONTENT TOPICS:

Food Preparation _____

History _____

Current Food Issues _____

Skills and Techniques _____

Kitchen Organization _____

Careers in Food Preparation _____

APPLIED PROCESS SKILLS:

Communication _____

Leadership _____

Management _____

Thinking _____

APPLIED ACADEMICS:

Circle Standard Number(s)

ELA	1 2 3 4
MST	1 2 3 4 5 6 7
Soc St	1 2 3 4 5
The Arts	1 2 3 4
LOTE	1 2

TITLE: _____

CONTENT TOPICS: (Complete all that apply)

Food Preparation for Nutritional Needs (FP)

- Performance Objective – FP
  - Supporting Competency – FP

History of Food Preparation (H)

- Performance Objective – H
  - Supporting Competency – H

Current Food Issues (CI)

- Performance Objective – CI
  - Supporting Competency – CI

Skills and Techniques of Food Preparation (ST)

- Performance Objective – ST
  - Supporting Competency – ST

Kitchen Organization and Work Stations (KO)

- Performance Objective – KO
  - Supporting Competency – KO

Careers in Food Preparation and Nutrition (C)

- Performance Objective – C
  - Supporting Competency – C

TITLE: _____

GOAL:

STRATEGY:

ASSESSMENT (Attach rubric):

Appendix B
FOOD PREPARATION AND NUTRITION
PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

A. History of Food Preparation

H.1 Investigate the origin of food preparation methods

- H.1.1. Trace the origin of common food preparation methods
- H.1.2. Compare and contrast past and current methods of food preparation and the changes that have resulted due to improved technology
- H.1.3. Critique the different techniques to various methods of food preparation

H.2 Examine the development of food preparation and storage equipment

- H.2.1. Identify the origin of common food preparation and storage equipment
- H.2.2. Compare and contrast past and current use of food preparation and storage equipment
- H.2.3. Describe the improvements of food preparation and storage equipment as a response to consumer preferences, safety and demand

H.3 Trace how food preparation methods, equipment and storage have influenced the development of food options available to the consumer.

- H.3.1. Investigate the history of food processing and food preservation
- H.3.2. Examine the benefits and drawbacks of food processing and preservation methods
- H.3.3. Examine the contributions of science and technology to the food supply (e.g., genetically engineered and modified foods, selective breeding, and the development of food analogs and substitutes)
- H.3.4. Predict the future development of commercially available foods

H.4 Demonstrate an understanding of the development and importance of consumer rights and responsibilities

- H.4.1. Define consumer rights and responsibilities as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation at the local, regional, state, national, and global levels
- H.4.2. Examine the purpose of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation
- H.4.3. Investigate the development of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation
- H.4.4. Determine the importance of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation
- H.4.5. Predict the future development of consumer rights and responsibilities at the local, regional, state, national, and global levels as they relate to commercially available foods, the food industry and the equipment utilized for home food preparation

B. Food Preparation for Nutritional Needs

FP.1 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span

- FP.1.1. Identify essential nutrients in the diet (i.e., carbohydrates, protein, fats, vitamins, minerals, and water)
- FP.1.2. Appraise and interpret current nutritional data
- FP.1.3. Compare dietary guidelines across the life span
- FP.1.4. Discuss the relationship between dietary guidelines and food preparation regarding its effect on nutrient content
- FP.1.5. Recognize food preparation techniques that support dietary guidelines
- FP.1.6. Demonstrate the ability to plan aesthetically pleasing foods to meet dietary guidelines across the life span

FP.2 Identify the effect of nutrition practices on human digestion and metabolism

- FP.2.1. Describe the process of human digestion and metabolism
- FP.2.2. Explain the effects of food choices on growth, maintenance, and function of the human body
- FP.2.3. Examine how different food preparation methods influence digestion and metabolism

FP.3 Evaluate food preparation methods

- FP.3.1. Identify food preparation methods that maximize nutrient retention in foods
- FP.3.2. Assess food preparation methods that maximize nutrient retention in terms of achieving desired outcomes for food quality

C. Current Food Issues

CI.1 Analyze factors that affect the food supply

- CI.1.1. Trace the food supply from farm to table
- CI.1.2. Investigate the impact of events on food availability, food choices, and food preparation at the local, regional, state, national, and global levels
- CI.1.3. Determine how changes in production and distribution systems impact the food supply at the local, regional, state, national, and global levels
- CI.1.4. Investigate alternatives in food availability at the local, regional, state, national, and global levels

CI.2 Identify the factors that influence food and nutrition practices

- CI.2.1. Investigate current food trends and issues at the local, regional, state, national, and global levels
- CI.2.2. Determine how current food trends and issues influence food preparation and nutrition at the local, regional, state, national, and global levels
- CI.2.3. Establish and illustrate personal connections to current food related issues at the local, regional, state, national, and global levels

CI.3 Discuss how science and technology will further develop foods in the future

CI.3.1 Examine the connections between governmental, economic, and technological influences on food choices and practices at the local, regional, state, national, and global levels

CI.3.2 Predict the future impact of food related trends and issues at the local, regional, state, national, and global levels

D. Facility Design and Management

FD.1 Demonstrate the ability to plan, use and maintain an efficient food preparation facility

FD.1.1. Identify various food preparation workplace designs

FD.1.2. Describe how workplace design impacts food preparation efficiency

FD.1.3. Develop and implement an organizational plan for a working food preparation facility

FD.1.4. Recognize and demonstrate effective food preparation facility maintenance, storage, cleaning, and repair

FD.2. Demonstrate selection, use, and maintenance of food preparation equipment

FD.2.1. Identify standard, specialized and necessary appliances for the food preparation facility

FD.2.2. Describe how appliances and equipment impact food preparation efficiency

FD.2.3. Determine the appliances and equipment with which to equip the food preparation facility

FD.2.4. Investigate alternative uses for some food preparation appliances and equipment

FD.2.5 Recognize and demonstrate effective food preparation equipment handling, maintenance, storage, cleaning and repair

E. Skills and Techniques of Food Preparation

ST.1 Demonstrate food safety and sanitation procedures

ST.1.1. Identify conditions that promote safe food preparation procedures and prevent safety hazards

ST.1.2. Explain emergency procedures to implement should an accident occur

ST.1.3. Employ procedures based on current industry principles for handling food to minimize the risks of food borne illness

ST.2 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods

ST.2.1. Appraise sources of food and nutrition information, including food labels, related to food purchasing

ST.2.2. Compare and contrast similar products based on characteristics such as quality, brand, price, packaging, convenience, consumer reviews, nutritional value and other features that may influence a consumer's purchase decision.

ST.2.3. Evaluate how nutritional foods fit into a food budget and preparation plans

ST.2.4 Identify and evaluate sources where consumers can select and obtain food (e.g.: chain grocery stores, discount food warehouses, farmers' markets, food co-ops,

locally grown fruits, vegetables, and eggs from neighbors, locally caught fish, farm-raised fish, poultry, beef and pork)

ST.2.5. Make calculations relevant to food selection, purchasing, preparation and menu planning

ST.3 Demonstrate preparation methods for all menu categories to produce a variety of foods

ST.3.1. Identify, select, and demonstrate use of the appropriate tool for a specific food preparation technique

ST.3.2. Demonstrate appropriate methods for measuring different types of food

ST.3.3. Identify, select, and demonstrate safe and appropriate cutting techniques

ST.3.4. Identify, select, and demonstrate the appropriate food preparation technique to achieve the recipe's desired outcome

ST.3.5 Investigate alternative and substitute uses for food preparation utensils and ingredients

F. Careers in Food Preparation and Nutrition

C.1 Analyze career paths within the professions of nutrition, culinary arts, food production, and food services industries

C.1.1 Investigate the personal characteristics and professional contributions of leaders within the careers of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels

C.1.2 Determine the roles and functions of individuals within the careers of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels

C.1.3 Analyze and evaluate the behaviors and attitudes of individuals within the careers of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels

C.1.4 Examine education and training requirements and opportunities for career paths in the field of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels

C.1.5. Examine the impact of careers in nutrition, culinary arts, food preparation, food production, and food service on society and local, state, national, and global economies

Careers in Food Preparation and Nutrition

C.2 Explore opportunities for employment in nutrition, culinary arts, food preparation, food production, and food service industries

C.2.1. Evaluate personal qualities related to food preparation and nutrition

C.2.2. Compare and contrast personal characteristics to professionals within the fields of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels

C.2.3. Recognize the development and progression of careers within the fields of nutrition, culinary arts, food production, and food service at the local, regional, state, national and global levels

Appendix C

HOME AND CAREER SKILLS
PROCESS SKILLS

The information below is excerpted from the New York State Home and Career Skills Core Curriculum Guide 2005. It is appended here as a reference and a review of the process skills for high school Family and Consumer Sciences teachers. Family and Consumer Sciences high school core courses were designed to provide opportunities for students to apply communication, leadership, management, and thinking skills through each content topic they study.

Introduction to Process Skills

Process is a vehicle for obtaining, analyzing, and using content. Process skills are the "how" of learning while content is the "what" of learning. The emphasis on process skills within Home and Career Skills is grounded in needs and issues of society and in developments in Family and Consumer Sciences education.

The need for process in education was emphasized in the report of the Secretary's Commission on Achieving Necessary Skills (SCANS). Based on information gathered from businesses and industries across the country, the SCANS determined that process-oriented foundations and competencies are "at least as important as technical expertise...The competencies represent the attributes that today's high performance employer seeks in tomorrow's employee" (U.S. Department of Labor). The SCANS foundations and competencies harmonize closely with process skills developed through Family and Consumer Sciences. The New York State Education Department has adapted the SCANS skills into the Career Development and Occupational Studies (CDOS) Universal Foundation Skills.

Most process skills related to Family and Consumer Sciences can be categorized into four organizing skills:

- Communication (C)
- Leadership (L)
- Management (M)
- Thinking (T)

These process skills were selected in order to create a manageable structure for the development of essential questions for the Family and Consumer Sciences curricula.

A. **Communication Skills (C)** *How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?*

Standards Connections

Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Communication is the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver. Communication process skills are first experienced and learned within the social environment of the family. The process of learning to be an effective communicator begins in infancy, with babies and care givers engaging in interactive behaviors. As communication learning continues, families, schools, and communities play critical roles in expanding students' communication skills.

Communication process skills include listening, speaking, reading, and writing. Together they build a sense of cohesiveness within family, school, work, and community settings. They are a powerful cultural tool, a means for creating a sense of group identity through exchange of values, expectations, and ways of thinking and perceiving. Conflict management is facilitated when individuals are able to express their own ideas and assert their own views effectively, while at the same time listening to and respecting the views of others. Effective communication skills help students meet the challenges of living and working in a diverse global society.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academics concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

Performance Objectives and Supporting Competencies for Communication Skills

Communication Skills Performance Objective 1

C.1 Demonstrate communication skills that contribute to positive relationships.

Communication Skills Objective 1 Supporting Competencies

C.1.1 Examine the roles and functions of communications in family, school, work, and community settings.
C.1.2 Examine communication styles and their effects on relationships.
C.1.3 Describe types of communication and characteristics of effective communication.
- Verbal
- Nonverbal

C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
C.1.5 Distinguish between hearing and listening.
C.1.6 Demonstrate effective (active) listening and feedback techniques.
C.1.7 Examine barriers to communication in family, school, work, and community settings.
C.1.8 Demonstrate effective communication skills in a group setting to accomplish a task.
C.1.9 Demonstrate effective communication skills in family, school, work, and community settings.

B. **Leadership Skills (L)** *How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?*

Standards Connections

Leadership Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 − Resource Management, and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 − Integrated Learning, and 3a − Universal Foundation Skills.

Rationale

Leadership process skills include helping a group, such as a family, school, or community shape a vision of purpose and goals, and encouraging others to commit themselves to accomplishing that vision. Being a responsible leader requires taking action for the common good of the group.

Leaders tell, sell, participate, and delegate, using different strategies at different times and with different group members, in order to involve and encourage everyone toward achieving the shared vision. Leadership skills are embraced in Home and Career Skills classes as students develop a common vision, cooperate with each other, and assume shared responsibility for their family, school, work, and community settings.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop

competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Leadership Skills

Leadership Skills Performance Objective 1

L.1 Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.

Leadership Skills Objective 1 Supporting Competencies

- L.1.1 Examine the roles and functions of teamwork and leadership in family, school, work, and community settings.
- L.1.2 Identify qualities of effective leaders.
- L.1.3 Identify qualities of effective team members.
- L.1.4 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- L.1.5 Demonstrate strategies to motivate and encourage group members.
- L.1.6 Create strategies to utilize the strengths and limitations of team members.
- L.1.7 Demonstrate techniques that develop team and community spirit.
- L.1.8 Demonstrate ways to organize and delegate responsibilities.
- L.1.9 Create strategies to integrate new members into the team.
- L.1.10 Demonstrate processes for cooperating, compromising, and collaborating.
- L.1.11 Demonstrate leadership and teamwork in a group setting to accomplish tasks.
- L.1.12 Demonstrate leadership and teamwork in family, school, work, and community settings.

C. **Management Skills (M)** *How can I develop effective management skills in order to achieve goals for self, family, school, work, and community?*

Standards Connections

Management Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Management process skills are used to carry out actions in order to meet individual, family, school, work, and community needs. They include goal setting, planning, implementing, evaluating, problem solving, and decision making. Management involves determining the goals that can be realistically accomplished; planning the steps to take and resources to use; carrying out the plan in an efficient and cost effective way; and evaluating the implementation process and the result. Students in Home and Career Skills classes practice managing resources such as time, talent, energy, and money, in order achieve goals for self, family, school, work, and community.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Management Skills

Management Skills Performance Objective 1

M.1 Explain the importance of effective management of resources in a variety of relevant life situations.

Management Skills Objective 1 Supporting Competencies

M.1.1 Explain *management* as it relates to personal, family, and work life.
M.1.2 Compare ways in which different people make different choices in the same situation.

Management Skills Performance Objective 2

M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).

Management Skills Objective 2 Supporting Competencies

M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

Management Skills Performance Objective 3

M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.

Management Skills Objective 3 Supporting Competencies

M.3.1 Define *needs, wants, values, goals, and standards.*
M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.
M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

Management Skills Performance Objective 4

M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting**.**

Management Skills Objective 4 Supporting Competencies

M.4.1 Define *resources*
M.4.2 Classify human, economic, and environmental resources.
M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
M.4.4 Describe several ways to substitute or increase resources by combining them.
M.4.5 Give examples and demonstrate how resources have credibility, change over the lifespan, and are influenced by changing needs and goals and availability.
M.4.6 Determine individual and family responsibility in relation to the environmental trends and issues.
M.4.7 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.

Management Skills Performance Objective 5

M.5 Apply the decision-making process in a logical, sequential manner to relevant life situations involving a choice.

Management Skills Objective 5 Supporting Competencies

M.5.1 Define *decision making.*
M.5.2 State sequentially the basic steps in the decision-making process.
M.5.3 Apply the steps sequentially to make a decision.
M.5.4 Apply the decision-making process in family, school, work, and community settings.

Management Skills Performance Objective 6

M.6 Use the problem-solving process to identify appropriate solutions, in a logical and sequential manner, and apply the solution chosen to real-life problem situations.

Management Skills Objective 6 Supporting Competencies

M.6.1 Define *problem solving.*
M.6.2 State sequentially the basic steps in the problem-solving process.
M.6.3 Apply the steps sequentially to solve a problem situation.

M.6.4 Apply the problem-solving process to solve problems in family, school, work, and community settings.
M.6.5 Explain the appropriateness of alternative solutions.

Management Skills Performance Objective 7

M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.

Management Skills Objective 7 Supporting Competencies

M.7.1 Define *goal.*
M.7.2 Distinguish between long-term and short-term goals.
M.7.3 State sequentially the basic steps in the goal-setting process.
M.7.4 Apply the steps sequentially to achieve a goal.
M.7.5 Apply the goal-setting process to set goals in family, school, work, and community settings.

Management Skills Performance Objective 8

M.8 Demonstrate management of individual and family resources, including food, clothing, shelter, money, time, and personal energy.

Management Skills Objective 8 Supporting Competencies

M.8.1 Apply management skills to organize tasks and responsibilities.
M.8.2 Implement management skills in the planning, purchasing, preparing, serving, and storing of safe and nutritious food.
M.8.3 Implement management skills in the purchasing, creating, and/or maintenance of clothing
M.8.4 Implement management skills involving personal space, housing, and furnishings.
M.8.5 Implement management skills involving money.
M.8.6 Implement management skills involving time.
M.8.7 Implement management skills involving personal energy.

Management Skills Performance Objective 9

M.9 Demonstrate management of individual and family resources in family, school, work, and community settings.

Management Skills Objective 9 Supporting Competencies

M 9.1 Allocate individual and family resources to complete a task.

D. **Thinking Skills (T)** *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

Standards Connections

Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 − Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 − Integrated Learning, and 3a − Universal Foundation Skills.

Rationale

Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New York State Learning Standards for Career Development and Occupational Studies). Home and Career Skills classes provide students with opportunities to apply thinking strategies that are purposeful, reasonable, and goal-directed so that they may increase the probability of achieving desirable outcomes.

Two major types of thinking skills are critical thinking and creative thinking. Critical thinking emphasizes examination and critique of information in order to gain insight into meanings and interpretations. Home and Career Skills classes provide students with opportunities to use critical thinking skills to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values.

Creative thinking, in contrast, is the use of innovative, exploratory approaches to generate ideas. Home and Career Skills classes provide an environment where unusual ideas are valued and perspectives and explanations other than those which are immediately apparent are encouraged.

Key Ideas

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures**.**

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to

new and unfamiliar situations.

Performance Objectives and Supporting Competencies for Thinking Skills

Thinking Skills Performance Objective 1

T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.

Thinking Skills Objective 1 Supporting Competencies

T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
T.1.2 Describe creative thinking skills.
T.1.3 Describe critical thinking skills.
T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.