

FAMILY AND CONSUMER SCIENCE

Family and Consumer Science (FACS) at the Middle School level prepares students to begin their journey toward becoming independent, productive citizens. The Middle School FACS curriculum provides learning experiences according to the Pennsylvania Department of Education *Academic Standards for Family and Consumer Sciences and the Family and Consumer Science National Standards*.

[PDE-FACS-Academic Standards PDF + Family & Consumer Science National Standards](#)

Grades: 6th, 7th, and 8th.

<u>Instruction:</u>	<u>Assessments:</u>
<ul style="list-style-type: none">● Project Based Learning Environment.● Cross-Curriculum Activities.● Hands-on Projects and Games.● Food and Sewing Lab Activities.<ul style="list-style-type: none">○ Mini-Cooking Lab<ul style="list-style-type: none">■ Taste-Testing● Class Discussion● Reteaching Activities.● Enrichment Activities.● Special Needs Strategies.● Online & Library Research.● Educational Videos.● Multimedia Resources.● Cooperative Learning.● Career Connections.	<ul style="list-style-type: none">● Performance Assessment Activities.<ul style="list-style-type: none">○ Rubrics○ Portfolios○ Cooking & Sewing Labs.○ Work Samples○ Self-Assessments● Student Presentations.● Quizzes● Observation● Questioning Techniques.● Prior Knowledge.

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| <ul style="list-style-type: none">● Workplace Skills.● Building Thinking & Decision Making Skills.
● Historical Connections.● Vocabulary.● Life Skills.● Textbook Readings.● Workbook.● Guest Speakers.● Job Shadowing.● Family & Community Connections.● Field Trips.● Real-life practical Experience. | |
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DESCRIPTION OF COURSE: 6th GRADE

The 6th grade curriculum in Family and Consumer Science is an introductory level course. Students will develop basic skills in Food, Nutrition, Wellness, Sewing, and Child Development. Students will demonstrate the basic skills of:

COURSE STANDARDS:

Identify and use basic sewing tools and equipment. (National Standard 16.4.1)
Demonstrate skills needed to produce, alter, care or repair textiles products and apparel.(National Standard 16.4.1)
Evaluate quality of textiles, fashion, and apparel construction and fit. (National Standard 16.2.7)
Model safe and cooperative work habits in the food and sewing labs. (PA Academic Std 11.3.6.B)
Analyze conditions and practices that promote safe food handling. (National Standard 14.4.1)
Analyze foodborne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families. (National Standard 14.4.5)
Describe a well-balanced daily menu using the dietary guidelines and USDA MyPlate. (PA Academic Standard (11.3.6.D)
Explain the relationship between calories, nutrients and food input versus energy output. (PA Academic Standard (11.3.6.E)

Demonstrate basic skills of food preparation. (PA Academic Standard (11.3.6.B,11.3.6F)
Exhibit proper table and etiquette manners. (PA Academic Standard (11.3.6.A)
Identify and select food choices from the MyPlate: <ul style="list-style-type: none"> ● Demonstrate Understanding of MyPlate. ● Demonstrate understanding of the food label.(PA Academic Standard (11.3.6.A) USDA GUIDANCE(PA Academic Standard (11.3.6.D)
Demonstrate the ability to read and follow a recipe successfully to create a food product.(PA Academic Standard (11.3.6.F)
Demonstrate time management skills applicable in each classroom activity. (PA Academic Standard (11.2.6.B)
Demonstrate understanding of proper child development. (PA Academic Standard (11.4.6.B,11.4.9.A,11.4.9.B)

<u>You in the Kitchen:</u> 10 DAYS	<u>Objectives:</u>
Using My Plate-USDA Eating Healthy Food Science And Nutrition 11.3.6-D	<ul style="list-style-type: none"> ● Name the five food groups/ MyPlate-USDA ● Match food to the correct food groups/MyPlate-USDA ● Describe how food from each group help meet your body's needs ● Define and explain: <ul style="list-style-type: none"> ○ USDA GUIDELINES

	<ul style="list-style-type: none"> ■ Eat Nutrient-Dense Food ■ Balance Calories ■ Reduce: <ul style="list-style-type: none"> ● Solid Fats ● Added Sugars ● Sodium
<p>Work with Kitchen Tools</p> <p>Food Science And Nutrition</p> <p>11.3.6-F</p>	<ul style="list-style-type: none"> ● Define utensils, use and care manual, cookware, and bakeware. ● Identify appliances and utensils used in the kitchen. ● Explain why you should use and care for kitchen tools properly.
<p>Safety and Sanitation</p> <p>Food Science And Nutrition</p> <p>11.3.6-B</p>	<ul style="list-style-type: none"> ● Define sanitation and food-borne illnesses. ● Explain how to work safely in the kitchen. ● Tell how using proper sanitation can prevent food-born illnesses. ● Describe how to clean a kitchen to prevent the spread of germs.
<p>Using Recipes</p> <p>Food Science And Nutrition</p> <p>11.3.3-F</p>	<ul style="list-style-type: none"> ● Define recipe, ingredient, and abbreviations. ● List the information that should be included in recipes. ● Identify abbreviations used in recipes. ● Explain why you should follow recipes carefully.
<p>Measuring, Mixing, and Cooking Ingredients</p> <p>Food Science And Nutrition</p> <p>11.3.6-B</p>	<ul style="list-style-type: none"> ● Define measure, cut, and standard measuring tools. ● Measure liquid, dry and solid ingredients correctly. ● Demonstrate how to cut foods according to recipe directions. ● Define mix, and microwaves.

	<ul style="list-style-type: none"> ● Demonstrate how to mix ingredients according to recipes. ● Identify cooking terms used in recipes.
<p>Preparing Food</p> <p>Food Science And Nutrition 11.3.6-B</p>	<ul style="list-style-type: none"> ● Define leavening agent, curdling, scalding, moist heat cooking methods, and dry heat cooking methods. ● Discuss how to prepare fruits and vegetables to be eaten raw or cooked. ● Explain how to prepare baked goods. ● Identify the following measurements: <ul style="list-style-type: none"> ○ $\frac{1}{4}$ ○ $\frac{1}{2}$ ○ $\frac{3}{4}$ ○ $\frac{1}{8}$
<p>Working With Others</p> <p>Community Responsibility 11.2.6-C</p>	<ul style="list-style-type: none"> ● Define work plan <ul style="list-style-type: none"> ○ Cooking & Sewing Labs ● Demonstrate how to work with others in the kitchen. ● Explain how to make and follow a work plan. ● Table Setting <ul style="list-style-type: none"> ○ Table Coverings ○ Place Setting ● Meal Service <ul style="list-style-type: none"> ○ Informal ○ Formal ○ Table Manners ○ Table Courtesy

You And Clothing:

<p>Fibers and Fabrics (PA Academic Std 11.3.6.B)</p>	<ul style="list-style-type: none">● Define fibers, yarn, fabric, thread, and finishes.● List traits of natural and manufactured fibers.
<p>Demonstrate skills needed to produce, alter, care or repair textiles products and apparel.(National Standard 16.4.1)</p>	<ul style="list-style-type: none">● Caring for Clothing<ul style="list-style-type: none">○ Hanging & Folding○ Washing<ul style="list-style-type: none">■ Sorting■ Laundry Products■ Drying Clothes■ Stain Removal■ Clothing Care Symbol Guide■ Reading Clothing Labels○ Iron
<p>Shopping for Fabrics (National Standard 16.2.7)</p>	<ul style="list-style-type: none">● Explain how fabric is cut by yards.● How to select fabric in the fabric store.● How to read the directions/measurements for supplies needed to complete the project.
<p>Sewing Basics- (National Standard 16.4.1)</p>	<ul style="list-style-type: none">● Explain the benefits of sewing.● Identify the parts of a sewing machine.● List the basic sewing tools.● Describe how to behave when you are in the sewing lab.● Demonstrate how to work safely with others in a sewing

	<p>lab.</p> <ul style="list-style-type: none"> ● Threading a needle ● Securing the thread. <ul style="list-style-type: none"> ○ Backstitch ○ Lock ● Demonstrate Hand-sewing.
<p>Preparing to Sew</p> <p><u>SEWING BASICS LESSON</u></p> <p>(PA Academic Std 11.3.6.B)</p>	<ul style="list-style-type: none"> ● Identify the basic parts of a sewing machine <ul style="list-style-type: none"> ○ Hand wheel ○ Presser Foot ○ Feed Dog ○ Reverse Stitch Control ● Perform basic operating procedures on a sewing machine. ● Identify sewing equipment and supplies that are essential for successful sewing. <ul style="list-style-type: none"> ○ Fabric Shears ○ Glass-Head Pins ○ Seam ripper ○ Hem Gauge ○ Tailor’s Chalk
<p>Sewing Your Project</p> <p><u>Choice 1 of 2:</u> Patchwork Pillow (Only Selection during Modified School year Schedules)</p> <p>Drawstring Bag (Advanced)</p> <p>Finger Puppet (Seasonal Themes)</p> <ul style="list-style-type: none"> ● Basic Hand-Sewing <p>(National Standard 16.4.1)</p>	<ul style="list-style-type: none"> ● Define seam, French Seam, and Finished seam. ● Selecting Fabric ● Shopping for Fabric ● Measuring Fabric ● Understanding Patterns ● Tracing Pattern with Tailor’s Chalk ● Laying out the patterns and cutting ● Folding Fabric ● Pinning Points on Fabric ● Cutting Fabric ● Sewing By Hand

(PA Academic Standard 11.3.6.B)	<ul style="list-style-type: none"> ○ Use needle and thread for the correct size for fabric ○ Use thread 18 to 24 inches long ○ Tie knot ○ Lock stitches ○ Whip Stitch
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<p><u>Child Development/Childcare Basics:</u></p>	
<p>Ages and Stages</p> <p>Demonstrate understanding of proper child development. (PA Academic Standard (11.4.6.B,11.4.9.A,11.4.9.B))</p>	<ul style="list-style-type: none"> ● Explain how babies and children develop. ● Analyze what to expect when interacting with babies and children ● Describe how to help children learn. <p>Types of Development:</p> <ul style="list-style-type: none"> ● Physical ● Intellectual ● Social ● Emotional <p>Patterns of Children’s Development.</p>
<p>Discover Child’s Play</p> <p>Demonstrate understanding of proper child development. (PA Academic Standard (11.4.6.B,11.4.9.A,11.4.9.B))</p>	<p>Discover:</p> <ul style="list-style-type: none"> ○ How infants, toddlers, and preschoolers learn through play. ○ How to select safe toys. ○ The different types of play activities. ○ The advantage of quiet

	play.
<p>Child Safety</p> <p>Demonstrate understanding of proper child development. (PA Academic Standard (11.4.6.B,11.4.9.A,11.4.9.B))</p>	<ul style="list-style-type: none"> ● Keeping Children Safe ● Falls and Injuries ● Playground Safety ● Fires ● Poisonings
<p>Caring For Children</p> <p>Demonstrate understanding of proper child development. (PA Academic Standard (11.4.6.B,11.4.9.A,11.4.9.B))</p>	<ul style="list-style-type: none"> ● Preparation ● On the Job ● Multimedia Tips ● Caring for infants ● Caring for Toddlers and Preschoolers ● The Rewards of Babysitting.

DESCRIPTION OF COURSE: 7th GRADE

The 7th grade curriculum in Family and Consumer Sciences will focus on developing life skills and career/family, money management, and regional culinary history/nutrition/foods.

COURSE STANDARDS:

Define terms related to budgeting. (PA Academic Standard 11.1.6.B)
Identify ways to invest for the future. (PA Academic Standard 11.1.6.B)
Identify and demonstrate the rights and responsibilities of a consumer. (PA Academic Standard 11.1.6.D)
Explain and identify the differences between credit cards and debit cards.(National Standard 2.6.1,2.6.2)
Demonstrate knowledge on different types of bank accounts. (National Standard 2.6.1)
Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expense and savings. (PA Academic Standard 11.1.6.B)
Analyze the effects of regional events and conditions on food choices and practices. (National Standard 14.1.4)
Model safe and cooperative work habits in the food and sewing labs. (PA Academic Std 11.3.6.B)

Analyze conditions and practices that promote safe food handling. (National Standard 14.4.1)

Analyze foodborne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families. (National Standard 14.4.5)

Model safe and cooperative work habits in the food labs. (PA Academic Std 11.3.6.B)

Demonstrate basic skills of food preparation. (PA Academic Standard (11.3.6.B,11.3.6F)

Identify and select food choices from the MyPlate:

- Demonstrate Understanding of MyPlate.
- Demonstrate understanding of the food label.(PA Academic Standard 11.3.6.A)

Identify the importance of routines and schedules while differentiating between short and long term goals.(PA Academic Standard 11.2.3.B)

Explain the importance of organizing space for efficiency and a sense of comfort. (PA Academic Standard 11.2.3.C)

Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods. (PA Academic Standard 11.2.6.A)

Deduce the importance of time management skills. (PA Academic Standard 11.2.3.B)

Classify the components of effective teamwork and leadership. (PA

Academic Standard 11.2.6.C)

Analyze ways that individual career goals can enhance the family's capacity to meet goals for all family members. (National Standard 1.1.3)

Analyze the potential impact of career path decisions on balancing work and family. (National Standard 1.1.4)

Determine skills and knowledge needed to develop a plan for achieving individual, family, and career goals. (National Standard 1.1.6)

Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.(National Standard 1.2.1)

You-A Manager

Your Values and Goals

Identify the importance of routines and schedules while differentiating between short and long term goals.(PA Academic Standard 11.2.3.B)

- Define values, goals, short-term goals, long-term goals, priorities, and standards.
- Give examples of values and goals.
- State how values and goals are related.
- Give examples of how values affect priorities.

Thinking Ahead-Work and Family.

Analyze ways that individual career goals can enhance the family's capacity to meet goals for all family members. (National Standard 1.1.3)

Analyze the potential impact of career path decisions on balancing

- Explain the meaning of work.
- Differentiate between a job and a career
- Describe the role of a homemaker.
- State reasons for working.
- Examine how family structures affect career choices.
- Describe the impact on work

<p>work and family. (National Standard 1.1.4)</p> <p>Determine skills and knowledge needed to develop a plan for achieving individual, family, and career goals. (National Standard 1.1.6)</p> <p>Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.(National Standard 1.2.1)</p>	<p>on the family.</p> <ul style="list-style-type: none"> ● List practices helpful in managing multiple personal, family, and career roles.
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<p>Managing Your Money</p> <p>Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expense and savings. (PA Academic Standard 11.1.6.b)</p> <p>Demonstrate knowledge on different types of bank accounts. (National Standard 2.6.1)</p> <p>Explain and identify the differences between credit cards and debit</p>	<ul style="list-style-type: none"> ● Your Income <ul style="list-style-type: none"> ○ Gross Income ○ Net Income ● Savings <ul style="list-style-type: none"> ○ Interest ○ Compounding ● Investments ● Income During Emergencies ● Using A Budget <ul style="list-style-type: none"> ○ Establishing Goals for Your Income ○ Estimating Income ○ Planning Expenses <ul style="list-style-type: none"> ■ Fixed Expenses ■ Variable expenses ○ Making A Budget Work for You <ul style="list-style-type: none"> ■ Making Buying Decisions ■ Being Realistic and Flexible ■ Using a computer for
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cards.(National Standard
2.6.1,2.6.2)

Budgeting

- Banking Services
 - Checking Accounts
 - Writing Checks
 - Using Debit Cards and ATMs
 - Managing Your Account

- Online Banking
 - Electronic funds transfer (EFT)
- Saving Accounts
 - Convenience
 - Interest rate
 - Liquidity
 - Regular savings account
 - Club Account
 - Certificate of Deposit (CD)
 - Money Market Deposit Account
- Using Credit Wisely
 - You can enjoy goods and services before paying for them
 - In Emergencies, credit lets people purchase needed goods or services
 - Credit is convenient.
 - Using credit can be safer than carrying large amounts of cash.
 - Using credit can encourage overspending.
 - Using credit costs money.
 - Credit reduces future income.
 - Misusing credit can cause serious financial problems
 - Credit Cards
 - Loans
 - The Cost of Credit
 - Applying for Credit
 - Credit Rating

- How to read a paycheck stub

<p>You & Food</p>	
<p>The Foods Your Eat Planning Meals You in the Kitchen</p>	<ul style="list-style-type: none"> ● Nutrition and Food Choices ● Managing Your Weight ● Planning Menus/Meals ● You-A Food Shopper ● Basic Cooking Skills ● Preparing Foods ● Working with others in the kitchen
<p>Foods of the United States</p> <p>Analyze the effects of regional events and conditions on food choices and practices. (National Standard 14.1.4)</p>	<ul style="list-style-type: none"> ● Describe food customs of the United States ● Describe the main food regions of the United States and create examples of regional ingredients and dishes. <ul style="list-style-type: none"> ○ Mid-Atlantic Region ○ New England Region ○ Midwest Region ○ Southwest Region

DESCRIPTION OF COURSE: 8th GRADE

The 8th grade curriculum in Family and Consumer Science is focused on preparing students for a career and becoming an independent adult. This course helps students understand themselves and career goals. Students will understand the skills necessary for job success and other skills necessary for the workplace including communication, personal management, team work, and leadership. The course also helps students develop life skills in foods & nutrition and personal finance.

(Pennsylvania Department of Education)

The Academic Standards for Career Education and Work reflect the increasing complexity and sophistication that students experience as they progress through school. Career Education and Work Standards describe what students should know and be able to do in four areas:

- 13.1 Career Awareness and Preparation
- 13.2 Career Acquisition (Getting a Job)
- 13.3 Career Retention and Advancement
- 13.4 Entrepreneurship
- 11.1 Financial and Resource Management
- 11.2 Balancing Family Work, and Community Responsibility
- 11.3 Food Science and Nutrition

COURSE STANDARDS:

Examine the effect of self-esteem and self-image on relationships. (National Standard 13.2.3)
Explain the impact of personal standards and codes of conduct on interpersonal relationships. (National Standard 13.2.5)
Examine communication styles and their effects on relationships. (National Standard 13.3.1)
Demonstrate effective listening and feedback techniques. (National Standard 13.3.3)
Examine barriers to communication in family, work, and community settings. (National Standard 13.3.4)
Practice ethical principles of communication in family, community, and work settings. (National Standard 13.3.5)
Related careers to individual interests, abilities, and aptitudes. (PA Academic Standard 13.1.8.A)
Relate careers to personal interests, abilities and aptitudes. (PA Academic Standard 13.1.8.B)
Explain the relationship of career training programs to employment opportunities. (PA Academic Standard 13.1.8.D)
Analyze the economic factors that impact employment opportunities, such as, but not limited to: (PA Academic Standard 13.1.8.E) <ul style="list-style-type: none">● Competition● Geographic location

- Global influences
- Job growth
- Job openings
- Labor supply
- Potential advancement
- Potential earnings
- Salaries/benefits
- Unemployment

Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation. (PA Academic Standard 13.1.8.F)

Create an individualized career plan including, such as, but not limited to: (PA Academic Standard 13.1.8.G)

- Assessment and continued development of career portfolio
- Career goals
- Cluster/pathway opportunities
- Individual interests and abilities
- Training/education requirements and financing.

Identify effective speaking and listening skills used in a job interview. (PA Academic Standard 13.2.8.A)

Evaluate resources available in researching job opportunities, such as, but not limited to: (PA Academic Standard 13.2.8.B)

- CareerLinks
- Career Cruising

Prepare a draft of career acquisition documents, such as, but not limited to: (PA Academic Standard 13.1.8.C)

- Job application
- Request for letter of recommendation
- Resume

Develop an individualized career portfolio including components, such as,

but not limited to: (PA Academic Standard 13.1.8.D)

- Achievements
- Awards/recognitions
- Career exploration results
- Career Plan
- Community service involvement/projects
- Interests/hobbies
- Personal career goals
- Selected school work
- Self inventories

Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to: (PA Academic Standard 13.1.8.E)

- Commitment
- Communication
- Dependability
- Health/Safety
- Laws and regulations
- Personal initiative
- Self-Advocacy
- Scheduling/time management
- Team building
- Technical literacy
- Technology

Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: (PA Academic Standard 13.4.8.A)

- Benefits
- Job Security
- Operating costs
- Wages

Model safe and cooperative work habits in the food and sewing labs. (PA Academic Std 11.3.6.B)

Analyze conditions and practices that promote safe food handling. (National Standard 14.4.1)
Demonstrate basic skills of food preparation. (PA Academic Standard (11.3.6.B,11.3.6F
Examine Food Customs of various countries.(National Standard 10.5.2)
Create food, beverage for various countries. (National Standard 10.5.3)

How to Improve Self-Concept Personal Management Skills	<ul style="list-style-type: none"> ● Learn to Manage Stress ● Learn to Handle Criticism ● Learn to Handle Mistakes ● Learn to Adjust to Change
Your Self-Concept Personal Management Skills	<ul style="list-style-type: none"> ● How is Your Self-Concept Formed? ● Parts of Your Self-Concept ● Self-Esteem and Workers Performance ● Your Self-Concept and Self Esteem
Communicating Assertively	<ul style="list-style-type: none"> ● Making simple requests ● Requesting a Change in Behavior ● Refusing Requests ● Offering Criticism ● Expressing Opinions ● Showing Appreciation ● Initiating Conversations ● Telephone/Texting/Email- ● Social Media Skills

<p>Questions About Work:</p>	<ul style="list-style-type: none"> ● Why Work? ● Job or Career? ● How will Work Affect You?
<p>Researching Careers</p>	<ul style="list-style-type: none"> ● Interests, Aptitudes, and Abilities ● The Career Clusters ● Online Career Sources ● Other Career Sources ●
<p>Career Exploration Project.</p>	<p>8th Grade Artifact #1 Career Plan/Formal Google Slides Presentation.</p>
<p><u>PA Standard: 13.1.8</u></p>	<p>Career Awareness and Preparation.</p> <p>A: Related careers to individual interests, abilities, and aptitudes.</p> <ul style="list-style-type: none"> ● Career Cruising <p>D. Explain the relationship of career training programs to employment opportunities.</p> <p>E. Analyze the economic factors that impact employment opportunities, such as, but not limited to: Job growth & Competition.</p> <ul style="list-style-type: none"> ● U.S. Bureau of Labor Statistics.
<p><u>PA Standard: 13.2.8</u></p>	<p>Career Acquisition (Getting a Job)</p> <p>B. Evaluate resources available in researching a job.</p> <ul style="list-style-type: none"> ● Career Cruising ● Pa Career Zone ● Pa Careerlink ● U.S. Bureau of Labor Statistics. ● Upper Bucks Technical School ● Bucks County Community College.

<p><u>PA Standard: 13.3.8</u></p>	<p>Career Retention and Advancement.</p> <p>A: Determine attitudes and work habits that support career retention and advancement.</p> <p>B: Identify and apply time management strategies as they relate to both personal and work situations.</p>
<p><u>PA Standard: 13.4.8</u></p>	<p>Entrepreneurship.</p> <p>A: Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:</p> <ul style="list-style-type: none"> ● Benefits ● Job security ● Operating costs ● Wages
<p><u>PA Standard: 11.1.8</u></p>	<p>B: Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.</p> <ul style="list-style-type: none"> ● Your Income <ul style="list-style-type: none"> ○ Wages <ul style="list-style-type: none"> ■ Hourly ■ Minimum ■ Salary ■ Commission ○ Investments ○ Using a Budget ○ Planning a Budget ○ Planning for Savings ○ Making A Budget Work ● Using Credit Wisely <ul style="list-style-type: none"> ○ Types of Credit <ul style="list-style-type: none"> ■ Installment ■ Collateral ■ Revolving ■ Line of Credit ○ Advantage of Credit ○ Disadvantage of Credit ○ The Cost of Credit
<p><u>PA Standard: 13.2.6</u></p>	<p>B: Deduce the importance of time management skills (e.g home, school, work, and recreational activities.)</p>

	<ul style="list-style-type: none"> ● Why Manage Time <ul style="list-style-type: none"> ○ The Benefits of Time Management ○ Time Management and Values ○ Identifying Your Values <ul style="list-style-type: none"> ■ Personal Activities ■ Relationship Activities ■ Work Activities ■ Leisure Activities ■ Support Activities ○ Time Management Plan <ul style="list-style-type: none"> ■ Getting Organized ■ Your Weekly Plan ■ Your Daily Plan ■ Avoiding Time Wasters <ul style="list-style-type: none"> ● Avoid Interruptions ● Stay Organized ● Be Prepared for Unplanned Events
<p>Examine Food Customs of various countries.(National Standard 10.5.2)</p> <p>Create food, beverage for various countries. (National Standard 10.5.3)</p>	<ul style="list-style-type: none"> ● Identify geographic and climatic factors that have influenced the characteristic foods of the following countries: ● Latin America <ul style="list-style-type: none"> ○ Mexico ● Europe <ul style="list-style-type: none"> ○ France ○ Germany ○ Italy ● Asia <ul style="list-style-type: none"> ○ Japan ○ India