COLUMBIA MIDDLE SCHOOL
FAMILY AND CONSUMER SCIENCE

TOP CHEF

Curriculum Guide

Date: September 2017
Updated: December 2019

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This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student’s Individualized Educational Plan (IEP)

Approved by the Berkeley Heights Board of Education at the regular meeting held on ___12/5/19___. 
VISION STATEMENT

The 21st century requires students to develop the ability to transform information into knowledge, and then transform this knowledge into wisdom, by applying it to real life. These experiences within the home and school will, to a great extent, determine who a person is and what a person becomes. The project-based learning environment of the Family and Consumer Sciences classroom allows students to access information and apply information to real world and age appropriate situations, while they are problem-solving and applying solutions. It is our vision that through the Family and Consumer Sciences class, students will develop consumer, family, and life skills necessary to be productive members of society.

In today's global society and information-based economy, students must be able to identify and solve real problems, use appropriate technology tools, reason effectively, and apply critical-thinking skills, while in their family unit and then later when living independently. Families are the fundamental unit of society. Family structures in today's world are extremely diverse, young people are often placed in a position of assuming some of the roles of a traditional parent. To successfully complete these roles, students need to recognize problems, devise a way to solve these problems, analyze the advantages and disadvantages of each alternative, and evaluate the effectiveness of the method they have chosen.

Our vision for the Family and Consumer Sciences Department in the Berkeley Heights Schools is to provide the best educational opportunities to have all students develop consumer, family, and life skills, as well as to prepare to be a valuable member of their family and society. The sixth – eighth grade Family and Consumer Sciences curriculum supports the development of the knowledge and skills that students need, as family members both now and in the future. It is a discipline composed of a variety of subject matter, which concentrates on such things as nutrition, interior design, consumerism, child care and development, financial literacy, fashion design and clothing care, food preparation, and safety with a focus on an understanding of how to incorporate and apply them to everyday life.
MISSION STATEMENT

The Top Chef curriculum provides learning experiences in life and careers, nutrition and wellness. Students will be exposed to learning activities that will help them to foster their self-concept, relate to others, become independent, and manage resources. Top Chef is available for students in 7th and 8th grade. Students are encouraged to work cooperatively and create solutions. The curriculum emphasizes the major areas of the New Jersey Student Learning Standards for 21st Century Life and Careers by creating opportunities for students to think creatively, recognize problems, analyze advantages and disadvantages, work as a group, and evaluate the effectiveness of their decision. The students will demonstrate proficiency in their ability to:

- Plan and prepare a nutritious meal
- Incorporate nutritional concerns and functional foods in menu planning
- Compare and contrast food items using nutritional labels to determine which contain large quantities of fat, sodium, and sugar
- Evaluate personal eating and exercise habits and develop a plan to improve overall health and wellbeing
- Plan a theme-based party utilizing concepts learned concerning budgeting, food service, entertainment, and decorating
COURSE PROFICIENCIES
COURSE OBJECTIVES

1. To master skills in technology and information processing.
2. To provide opportunities for students to follow oral and written instructions.
3. To provide opportunities for building positive work attitudes and pride in one's work.
4. To provide and promote an environment conducive to student self-improvement.
5. To expose students to problem-solving, decision-making, and critical-thinking activities and skill building.
6. To provide opportunities for students to develop self-management and organizational skills.
7. To provide experiences for students to set and attain realistic goals.
8. To expose students to activities and experiences that will allow them to build a knowledge and skills base in life skills that is needed in order to be responsible, independent adults.
9. To provide students with opportunities to learn and practice safety when completing everyday life skills tasks.

Career Ready Practices
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.
STUDENT PROFICIENCIES

The student will be able to:

1. Demonstrate an appreciation of life skills, which are needed in order to be responsible, independent adults, such as decision-making, critical-thinking, and skill-building.

2. Identify and apply knowledge of the different life skills to practice everyday.

3. Demonstrate proper and safe handling of equipment.

4. Work individually or cooperatively with a partner(s) during the lab experiences.

5. Research areas of individual and in-depth study through the use of technology and information processing.

6. Develop an understanding of healthy living.

7. Develop confidence in his/her ability to choose and prepare healthy foods.

8. Understand the use of a budget for purchasing food.
METHODS OF EVALUATION

1. Teacher observation/questioning/monitoring
2. Engineering Notebooks/Journals
3. Team evaluation rubrics
4. Self and peer evaluation
5. Performance tasks/assessments
6. Reports and presentations
7. Student created designs
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

**Special Education**
- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**
- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb’s Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

**ELLs**
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
● Modeling
● Guided note-taking
● Study Guides
● Modified homework
● Differentiated pre-typed class notes and example problems
● Individualized instruction plans
● Manipulatives
● Flipped Instruction
● Words banks
● Reduced choice on assessments
● Preferential seating
● Choice activities
● Modified time requirements
● Modified notes
● Modify lesson, assessment and study guide format
● Provide an enriched curriculum and activities
● Contracts/management plans
● Open-ended responses
● Project-based learning
● Group activities
● Guided Notes
● Exploration Activities
● Assessment read aloud
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● Oral questioning assessments to supplement written response
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● Interactive Study Guides
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● Written and spoken step-by-step directions
● Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

504s
● Exemplars of varied performance levels
● Multimedia presentations
● Sheltered instruction
● Tiered/Scaffolded Lessons
● Mnemonic devices
● Visual aids
● Modeling
● Guided note-taking
● Study Guides

Berkeley Heights Public Schools
● Differentiated pre-typed class notes and example problems
● Manipulatives
● Words banks
● Reduced choice on assessments
● Preferential seating
● Modified time requirements
● Modified notes
● Modify lesson, assessment and study guide format
● Modified homework
● Independent projects
● Contracts/management plans
● Open-ended responses
● Project-based learning
● Group activities
● Guided Notes
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● Assessment read aloud
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● Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

**Students at Risk of Failure**
● Exemplars of varied performance levels
● Multimedia presentations
● Tiered/Scaffolded Lessons
● Modeling
● Guided note-taking
● Study Guides
● Differentiated pre-typed class notes and example problems
● Individualized instruction plans
● Words banks
● Reduced choice on assessments
● Preferential seating
● Choice activities
● Modified time requirements
● Modified notes
● Modified lesson, assessment and study guide format
● Modified homework
● Provide an enriched curriculum and activities
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● Printed copies of class readings for application of Active Reading Strategies
## SCOPE AND SEQUENCE

### COURSE OUTLINE/STUDENT OBJECTIVE

The student will be able to:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Course Outline/Student Objectives</th>
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<tbody>
<tr>
<td><strong>Standards:</strong> 2.1.8.B.3,4 9.1.8.E.1,2,3,4</td>
<td>I. Nutrition/Wellness</td>
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<tr>
<td><strong>Technology:</strong> 8.1.8.A.1,2; 8.1.12.A.3</td>
<td>A. Healthy Living (1 Weeks)</td>
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<tr>
<td><strong>21st Century:</strong> CRP1,2,3,4,6,8,11,12</td>
<td>1. Review the different types of health and wellness, social, physical, and emotional</td>
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<tr>
<td><strong>Cross Curricular:</strong> RST.6-8.1; RST.6-8.7; MP1,4,5,6</td>
<td>2. Discuss influences on food choices</td>
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<td>3. Explore the Food Guide Pyramid and nutritional guidelines</td>
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<td>B. Nutrition and Fitness (1 Weeks)</td>
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<td>1. Describe the foundations of health and wellness</td>
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<td>2. Discuss what the body needs to be healthy</td>
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<td>3. Explore ways to stay fit</td>
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<td>4. Discuss the benefits of exercise</td>
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<td>5. Analyze a standard weight chart and determine their healthy weight</td>
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<td>6. Make sense of food nutrition labels</td>
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<td>7. Explore dieting dangers</td>
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<td>8. Compare and contrast different eating disorders</td>
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<td>C. Meal Planning (3 Weeks)</td>
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<td>1. Describe some dietary guidelines</td>
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<td>2. Examine what makes a meal healthy</td>
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<td>3. Analyze special dietary needs</td>
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<td>4. Plan a meal – from shopping to serving</td>
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<td>D. Food Safety (1 Weeks)</td>
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<td>1. Define food safety</td>
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<td>2. Examine food borne illness and some of its causes</td>
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<td>3. Identify food safety practices from farm to table</td>
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<td>4. Explore safe food shopping techniques</td>
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<td>5. Examine proper food storage</td>
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<td>6. Identify ways to avoid contamination while preparing food</td>
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<td>E. Technology and Food Safety (2 Weeks)</td>
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<td>1. Discover technological improvements in farming methods, transportation, and food production that contribute to a safe food supply</td>
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<td>2. Examine government agencies and their roles in keeping food safe for you to eat</td>
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<td>3. Learn about food labels and how they can help you make wise shopping decisions</td>
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<td>4. Examine different food products</td>
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<td>5. Discover the origins of specific foods</td>
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<td>6. Examine genetically engineered foods</td>
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<td>7. Explore career choices and possibilities</td>
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<td>F. Financial Literacy (1 Weeks)</td>
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<td>1. Compare and contrast the cost of organic produce to non-organic produce</td>
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<td>2. Determine the cost of a meal for a family of four</td>
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<td>3. Identify how to manage the cost of food</td>
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RESOURCES/ACTIVITIES GUIDE

1. Nutrition/Wellness
   a. Develop a Food Guide Pyramid for personal use
   b. Prepare various foods found in different groups on the pyramid
   c. Collect recipes for food prepared in class, evaluate their nutritional value, and describe food preparation techniques used
   d. Collect and analyze articles on food poisoning. Make a list of ways to prevent food poisoning
   e. Collect food labels and compare nutritional value of food products and hidden ingredients found in food
   f. Brainstorm the kinds of diets that students have tried or know about. Analyze the nutritional adequacies and/or inadequacies of each diet discussed
   g. Plan and create a budget for feeding a family of four
SUGGESTED AUDIO VISUAL/COMPUTER AIDS

1. Graphing Calculator
2. iPad apps and peripherals
SUGGESTED MATERIALS

**Resources for Students**

iPad (Recipes)

**Resources for Teacher**


