

# Culinary: Being a Savvy Consumer

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to analyze economic structures and personal rights and responsibilities in order to be an educated consumer.</li> <li>Students will demonstrate the ability to manage resource in order to meet the intended goal.</li> <li>Students will demonstrate the ability to plan, select and/or properly prepare food products in order to meet the intended goal.</li> <li>students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</li> <li>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</li> </ul> <p><u>Content Standards:</u></p> <p>NASAFACS - National Association of State Administrators for Family and Consumer Sciences</p> <ul style="list-style-type: none"> <li><a href="#">NASAFACS 2.1</a> - Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital</li> <li><a href="#">NASAFACS 2.4</a> - Students will evaluate the effects of technology on individual and family resources.</li> <li><a href="#">NASAFACS 2.5</a> - Students will analyze relationships between the economic system and consumer actions</li> <li><a href="#">NASAFACS 3.3</a> - Students will analyze factors in developing a long-term financial management plan between the economic system and consumer action.</li> <li><a href="#">NASAFACS 8.4</a> - Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to be an educated and independent consumers.</i></p>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>analyzing factors in developing a long-term financial management plan is beneficial to the family budget.</li> <li>management of financial resources is important to meeting the goals of individuals, and families across the lifespan.</li> <li>evaluating the effects of technology of individual and family resources is important to the family budget.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>How does food get into my cupboard?</li> </ul>
<b>Acquisition</b>		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that a budget is important when creating a grocery list</li> <li>that there is a difference between a sale and a gimmick</li> <li>that there are factors in developing long-term financial management plan.</li> <li>that there are factors to managing financial resources to meet the goal of individuals and families across lifespan.</li> <li>that there are factors to evaluating the effects of technology on individual and family resources</li> <li>that there are factors to consider when analyzing relationships between the economic system and consumer action.</li> </ul>	<p><i>Students will be skilled at.....</i></p> <ul style="list-style-type: none"> <li>applying management and planning skills and processes to organize tasks and responsibilities.</li> <li>analyzing how individuals and families make choices to satisfy needs and wants.</li> <li>summarizing type of technology that affect family and consumer decision making</li> <li>assessing the use of technology and its effect on quality of life</li> <li>analyzing the use of resources in making choices that satisfy needs and wants of individual and families.</li> <li>demonstrating components of a financial planning process that reflect the distinction between needs, wants, values, goal and</li> </ul>	

	<ul style="list-style-type: none"> <li>● that there are factors to managing individual and family resources.</li> </ul> <p><u>vocabulary</u>: impulse buying, code dating, open dating, sell-by date, use by date, universal product code, unit price, rebate, store brand, generic</p>	<p>economic resources</p> <ul style="list-style-type: none"> <li>● applying menu planning principle to develop and modify menus.</li> <li>● analyzing how individuals and families make choices to satisfy needs and wants.</li> </ul>
<p><b>Content Area Literacy Standards</b></p>		
<p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>		<ul style="list-style-type: none"> <li>● <i>Think Creatively</i></li> <li>● <i>Collaborate with Others</i></li> <li>● Solve problems</li> <li>● Work creatively with others</li> <li>● Be flexible</li> </ul>

## Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction*

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>	<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>
<i>Technology Integration</i>	<i>District Materials</i>
<ul style="list-style-type: none"><li>• 1.OA.1 Use</li></ul>	