

# CURRICULUM

For

Family and Consumer Science  
(FCS)  
Exploratory  
Grade 7

Approved by Instructional Council  
4/07/08

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 7<sup>th</sup> Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<b>GOAL: District Goal # 1 (State Standard #1)</b> <b>Integrate multiple roles and responsibilities in family, work, and community settings</b>	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>Students will know how to:</i></p> <p>1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global)</p> <p>1.2 Demonstrate transferable and employability skills in school, community and workplace settings</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Describe different family types and the roles and responsibilities of each member within the family units</li> <li>b. Compile a list of the characteristics that make different family types strong</li> <li>c. Identify and discuss the fairness and unfairness of the rules that govern life within family, school and/or community</li> <li>d. Describe the impact of removing specific rules in family, friends, school and community life</li> </ul> <ul style="list-style-type: none"> <li>a. Discuss basic workplace skills including core academic skills and general employability skills needed in all career areas</li> <li>b. Complete a diagram of basic skills required for all forms of employment</li> <li>c. Complete a diagram advertising personal skills and talents</li> </ul>

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 7th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard #2)	
Evaluate management practices related to the human, economic, and environmental resources	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital</p>	<p><i>Students will be able to:</i></p> <p>a. Apply sewing skills to maintain personal wardrobe</p>

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 7th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 4 (State Standard # 4)</p> <p>Integrate knowledge, skills and practices required for careers in early childhood, education and services</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>4.1 Analyze career paths within early childhood, education and related services</p> <p>4.2 Analyze developmentally appropriate practices to plan for early childhood, education and services</p> <p>4.4 Demonstrate a safe and healthy learning environment for children</p> <p>4.5 Demonstrate techniques for positive collaborative relationships with children</p>	<p><i>Students will be able to:</i></p> <p>a. Explain the roles and functions of individuals engaged in early childhood related careers</p> <p>a. Create a babysitter’s bag of toys and games based on age appropriate and developmentally appropriate skill levels</p> <p>b. Develop a list of babysitting responsibilities related to keeping children of different ages safe, occupied, well cared for, and disciplined</p> <p>a. Complete a human developmental timeline which includes safety rules for each stage of development</p> <p>a. Discuss positive techniques for keeping children of different development stages safe, entertained and disciplined</p> <p>b. Describe in written form what strategies could be used to refocus a child who is doing something inappropriate</p>

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 7th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 6)	
Demonstrate nutrition and wellness practices that enhance individual and family well being	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>Students will know how to:</i></p> <p>6.1 Analyze the effects of family as a system on individuals and society</p>	<p><i>Students will be able to:</i></p> <p>a. Compare and contrast the personal roles and responsibilities they have within their own families to the roles and responsibilities in different family types</p>

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 7th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 9 (State Standard # 12)	
Demonstrate nutrition and wellness practices that enhance individual and family well being	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>12.1 Analyze principles of human growth and development across the life span</p> <p>12.2 Analyze conditions that influence human growth and development</p>	<p><i>Students will be able to:</i></p> <p>a. Analyze physical, emotional, social and intellectual development of a child from birth to eight years old</p> <p>a. Compare the impact of heredity and environmental factors on a child’s physical, intellectual, emotional, social and moral development</p>

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 7th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 10 (State Standard # 13)	
Demonstrate respectful and caring relationships in the family, workplace and community	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>13.1 Analyze functions and expectations of various types of relationships</p> <p>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships</p> <p>13.1 Demonstrate communication skills that contribute to positive relationships</p>	<p><i>Students will be able to:</i></p> <p>a. Describe characteristics of a good friend</p> <p>b. Discuss what qualities they would look for in an ideal friend and decide if anyone they know meets all those qualities</p> <p>a. Analyze the effects of self-esteem and self-image on relationships</p> <p>b. Explain how a positive first impression can create a basis for new friendships including the impact of appearance, attitudes, interests and friendliness</p> <p>c. Describe in written form a time they assumed a leadership role at home, in school, with friends and/or in the community</p> <p>a. Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication</p> <p>b. Use positive communication skills to address a hygiene problem of a friend</p>

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 7th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 13 (State Standard # 16)	
Integrate knowledge, skills , and practices required for careers in textiles and apparels	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>16.1 Analyze career paths within textile apparel and design industries</p> <p>16.2 Evaluate fiber and textile products and materials</p> <p>16.3 Demonstrate fashion, apparel and textile design skills</p>	<p><i>Students will be able to:</i></p> <p>a. Explain the roles and functions of individuals engaged in textiles and apparel careers</p> <p>b. Summarize education and training requirements and opportunities for career paths in textile and apparel services</p> <p>c. Identify new skills learned from making sewing projects and how they can be used in everyday life and applied to career paths in apparel, textiles and retailing</p> <p>a. Compare the differences in origin or production of the common generic textile fibers such as cotton, polyester, blends-silk/rayon</p> <p>b. Analyze what type of textile products their individual characteristics might be best used for such as cotton for summer wear, polyester for wrinkle resistance, and polyester/cotton blend for a summer no iron clothing</p> <p>c. Discuss fabric and construction equipment used to mass produce fabrics and apparel</p> <p>d. Brainstorm what fabric and apparel production will be like in the future i.e. laser, fabric extrusion, etc</p> <p>a. Construct 2 utility projects using a sewing machine and verbal instructions</p> <p>b. Construct a project using a pattern and instruction sheet and create an accessory to coordinate with this project using left over project fabric scraps</p>



**STUDENT LEARNING OBJECTIVES**  
**Exploratory 7th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 13 (State Standard # 16)	
Continued	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>a. Identify the parts of a sewing machine</li> <li>b. Use sewing machines and hand sewing equipment in a safe manner</li> <li>c. Demonstrate the ability to control a sewing machine's speed to sew straight, zigzag, angles and curves</li> <li>d. Demonstrate the ability to thread a sewing machine and sew straight and overcast seams</li> <li>e. Demonstrate hand eye coordination skills through cutting and pinning pattern pieces accurately</li> <li>f. Demonstrate reading and interpretation skills through accurate use of the pattern guide sheet to construct a sewing project</li> <li>g. Demonstrate math skills by accurately taking body measurements and measuring straight grain for pattern placement</li> <li>h. Recognize the connection between sewing terminology and other disciplines</li> <li>i. Use hand sewing skills to do overcast, running stitch and sew on buttons</li> <li>j. Assess pre and post sewing project skills by completing a written evaluation at course end</li> </ol>

# CURRICULUM

For

Family and Consumer Science  
(FCS)  
Exploratory  
Grade 8

Approved by Instructional Council  
4/07/08

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 8th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<b>GOAL:</b> District Goal # 1 (State Standard #1) Integrate multiple roles and responsibilities in family, work, and community settings	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<i>Students will know how to:</i>  1.2 Demonstrate transferable and employability skills in school, community and workplace settings	<i>Students will be able to:</i>  a. Identify potential career choices and determine the knowledge, skills, and attitudes associated with each career b. Describe the role and responsibilities of food provider, chef and nutritionist within the family c. Demonstrate positive work ethics during food labs d. Work as a Food Lab team to plan and prepare a variety of basic baking recipes e. Maintain a sanitary cooking area f. Select, prepare and serve a luncheon meal

## STUDENT LEARNING OBJECTIVES

### Exploratory 8th Grade FCS

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard #2)	
Evaluate management practices related to the human, economic, and environmental resources	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital</p> <p>2.4 Evaluate the effects of technology on individual and family resources</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Apply planning skills and processes when organizing tasks and responsibilities for food labs</li> <li>b. Select nutritious food choices based on the USDA food pyramid to satisfy personal needs and wants</li> </ul> <ul style="list-style-type: none"> <li>a. Determine personal BMI by using the age appropriate USDA “Are You At a Healthy Weight” chart and <a href="http://www.pyramid.gov">www.pyramid.gov</a> web site.</li> <li>b. Use information at <a href="http://www.pyramid.gov">www.pyramid.gov</a> web site to analyze personal food intake</li> </ul>

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 8<sup>th</sup> Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 3 (State Standard # 3)	
Integrate knowledge, skills, and services needed for a career in consumer services	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>3.5 Demonstrate skills needed for product development, testing and presentation</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Discuss food product development from farm to supermarket product</li> <li>b. Create with a team an idea for a new marketable food product including a production plan with product name, basic materials, steps in production, advertising techniques and potential marketing forums</li> <li>c. Analyze a food product using the nutritional ingredient information found on the label</li> <li>d. Evaluate the support materials of a food product by writing a letter of complaint related to its misleading published information</li> <li>e. Describe successful food store layouts that encourage consumer product purchases</li> <li>f. Discuss food advertising and how it encourages consumer product purchases</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Exploratory 8th Grade FCS

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 5 (State Standard # 6)	
Demonstrate nutrition and wellness practices that enhance individual and family well being	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>  6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families	<i>Students will be able to:</i>  a. Discuss cultural influences on food choices b. Discuss personal heritages and foods consumed by their families reflecting those heritages

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 8th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 8)	
Integrate knowledge, skills, and practices required for careers in food production and services	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
8.2 Demonstrate food safety and sanitation procedures	<ul style="list-style-type: none"> <li>a. Follow safety rules for using stove top, oven, and electrical appliances</li> <li>b. Maintain a safe and healthy Food Lab by ensuring personal hygiene, a sanitary kitchen environment, and using equipment in a safe manner</li> <li>c. Demonstrate proper storage and handling of both raw and prepared foods</li> <li>d. Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods</li> </ul>
8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment	<ul style="list-style-type: none"> <li>a. Complete recipe planning sheets which include team work plans for each step of the recipe, a list of needed equipment, and clean up plans</li> <li>b. Prepare a variety of recipes using different kitchen equipment in a safe manner</li> <li>c. Use fractions in measuring ingredients and recognize the connection to addition, multiplication and division of fractions in math</li> <li>d. Recognize and use food related abbreviations</li> <li>e. Use metric and standard measuring equipment</li> <li>f. Demonstrate an understanding of food terms and their relationship to recipe techniques and needed equipment</li> <li>g. Recognize the connection between food terminology and terminology found in science and math</li> </ul>
8.4 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs	<ul style="list-style-type: none"> <li>a. Discuss techniques used to select wholesome and nutritious meals for their families</li> <li>b. Plan and prepare a nutritious luncheon</li> <li>c. Prepare a shopping list of food needed for meal preparation</li> <li>d. Discuss the techniques for making economically and nutritionally sound food purchases</li> </ul>

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 8th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 6 (State Standard # 8)	
Continued	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>a. Prepare a luncheon menu demonstrating the skills needed to follow a recipe and use kitchen utensils/equipment appropriately</li> <li>b. Recognize the importance of accurate measuring techniques in recipe preparation</li> <li>c. Prepare baked goods using safe handling and preparation techniques</li> <li>d. Explore cooking methods that increase nutritional value and lower calorie/fat content</li> <li>e. Assess pre and post food preparation skills by completing a written evaluation at course end</li> </ol>



**STUDENT LEARNING OBJECTIVES**  
**Exploratory 8th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<p>GOAL: District Goal # 7 (State Standard # 9)</p> <p>Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition</p>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries</p> <p>9.2 Apply risk management procedures to food safety, food testing, and sanitation</p> <p>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans</p> <p>9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings</p>	<p><i>Students will be able to:</i></p> <p>a. Discuss possible careers in the foods industry</p> <p>b. Create a chart of food related careers including required education and skills</p> <p>c. Identify new skills learned from food lab experiences and how they can be used in everyday life and applied to career paths in foods related careers</p> <p>a. Explore major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention</p> <p>a. Discuss strategies for improving health and decreasing their personal risk factors</p> <p>b. Eat a variety of foods demonstrating a balanced diet by using the USDA Food Pyramid to guide food choices</p> <p>c. Discuss sugar and fat in foods and their connection to being overweight and/or risking diabetes</p> <p>d. Prepare recipes using fat and sugar reduction techniques</p> <p>e. Use techniques for boosting vitamin, mineral and fiber content in preparing recipes in the Food Lab</p> <p>a. Complete a diet analysis of one day's food intake to evaluate the amount of vegetables, fruits, grains, dairy and meat in their daily consumption</p> <p>b. Discuss and label the Food Pyramid using personal food intake</p>

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 8th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 10 (State Standard # 13)	
Demonstrate respectful and caring relationships in the family, workplace and community	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community</p>	<p><i>Students will be able to:</i></p> <p>a. Demonstrate basic leadership skills by performing the duties of head chef, assistant chef, prep cook/washer, prep cook/dryer during food labs</p>

**STUDENT LEARNING OBJECTIVES**  
**Exploratory 8th Grade FCS**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 11 (State Standard # 14)	
Demonstrate nutrition and wellness practices that enhance individual and family well being	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the life span</p> <p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span</p> <p>14.3 Evaluate various dietary guidelines in planning nutrition and wellness needs</p>	<p><i>Students will be able to:</i></p> <p>a. Discuss factors that influence food and activity level choices</p> <p>b. Create a personal action plan for wellness that can be used now and in the future</p> <p>a. Demonstrate knowledge of nutritional needs by completing a graded nutrition notes packet</p> <p>b. Determine what a healthy weight is for their age, body frame, and sex using the personal measuring and weight chart for teenagers</p> <p>c. Discuss strategies to use in selecting low fat foods to maintain a diet low in fats and cholesterol</p> <p>d. Complete recipe nutrition value analysis activity</p> <p>e. Discuss sugar, fat, salt and additive content in process foods</p> <p>a. Discuss risk factors for heart disease and cancer and the impact of specific food intake</p> <p>b. Eliminate or decrease fats and sugars in recipe preparation whenever possible</p> <p>c. Discuss factors that influence food and activity level choices</p>