

Family and Consumer Science

Family and Consumer Science

6th Grade—9 Weeks

Focus: Living Skills

Purpose: Students will demonstrate knowledge in time and money management, consumerism, basic sewing skills, clothing care, personal health care and appropriate dress. Students will evaluate careers in the field of family and consumer science and consumer service industry.

(NS 2.0, 2.1, 2.3, 2.6, 3.0, 3.1, 3.3.) ILS 1A3a, 1A3b, 1C4d, 1C5c, 1C5d, 3A3, 3B3a, 4A3b, 4A3c, 4A3d, 4B3a, 4B3c, 5A3b, 6A3, 6D3, 6B4, 6C3A, 6C3a, 6C3b, 6D3, 7C3a, 7B3, 10A5, 10B5, 1A3d, 11A3g, 11A4f, 11A5e, 11B3f, 11B4g, 11B5f, 11A1b, 11A2a, 11B2a, 11B4a, 11b4b, 11B1a, 11B2a, 11B5b, 11B2a, 11B5b, 11b4E, 11B4f, 13B1a, 15A3a, 15A3b, 15A3b, 15C3, 15D3c, 26A3e, 27A3a

Outcome: **FCS6.1** The students will demonstrate basic sewing techniques.

Components: **FCS6.1.1** – Identify basic sewing tools and their usage.

FCS6.1.2 – Demonstrate stitching techniques and their usage.

FCS6.1.3 – Utilize sewing terminology and measurement when choosing a pattern.

FCS6.1.4 – Demonstrate use and safe handling of sewing equipment to cut out fabric.

Outcome: **FCS6.2** The students will identify and demonstrate safety and operational guidelines of electrical sewing equipment.

Components: **FCS6.2.1** – Demonstrate knowledge of electrical sewing machine parts and their usage.

FCS6.2.2 – Utilize skills and knowledge to thread a sewing machine.

FCS6.2.3 – Demonstrate proper operation of a sewing machine.

FCS6.2.4 – Identify sewing terms.

FCS6.2.5 – Follow safety rules and pattern guidelines to construct a basic sewing project.

FCS6.2.6 – Evaluate the project based on class rubric.

Outcome: **FCS6.3** The students will identify decision making skills appropriate to clothing care.

Components: **FCS6.3.1** – Identify and demonstrate proper and safe ironing procedures for common fabric.

FCS6.3.2 – Demonstrate sewing buttons on fabric.

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FCS6.3.3 – Identify types and use of laundry products including bleaches, detergents, fabric softeners and stain removers.

FCS6.3.4 – Identify stain removal techniques.

FCS6.3.5 – Identify clean and dirty clothes.

FCS6.3.6 – Identify clothing care labels.

FCS6.3.7 – Apply basic laundry procedures.

FCS6.3.8 – Demonstrate how clothing care contributes to clothing cost factor.

FCS6.3.9 – Demonstrate procedure for laundering clothes.

FCS6.3.10 – Evaluate completed task according to class rubric.

Outcome: **FCS6.4** Students will assess consumer issues including consumer rights and responsibilities, labels and product information, advertising and commercials and purchasing.

Components: **FCS6.4.1** – Analyze comparison shopping techniques.

FCS6.4.2 – Locate reliable sources of consumer information.

FCS6.4.3 – Explain procedures used to resolve consumer complaints.

FCS6.4.4 – Evaluate the effects of advertising.

FCS6.4.5 – Identify prices and information on labels and tags of merchandise.

FCS6.4.6 – Compare prices, determine if an item is on sale, and use advertisements to purchase needed sale items.

FCS6.4.7 – Apply consumer buying techniques through class fashion project.

FCS6.4.8 – Evaluate fashion project based on class rubric.

Outcome: **FCS6.5** Students will employ family money management skills.

Components: **FCS6.5.1** – Explain the purpose of money.

FCS6.5.2 – Analyze purchases as necessities or luxuries.

FCS6.5.3 – Categorize major clothing categories.

FCS6.5.4 – Compare prices of major purchases.

FCS.5.5 – Define and show examples of a budget.

FCS6.5.6 – Use appropriate steps to establish a budget and prepare a budget.

FCS6.5.7 – Analyze methods used to make payments.

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FCS6.5.8 – Apply budgeting techniques to fashion project.

Outcome: **FCS6.6** Students will summarize careers related to Family and Consumer Science.

Components: **FCS6.6.1** – Explore careers related to individual interests within the Family and Consumer Science field.

FCS6.6.2 – Identify skills and education required for careers in consumer services.

FCS6.6.3 – Analyze the importance of personal care, dress and grooming throughout the lifespan and how they relate to job interviews and career decisions.

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Family and Consumer Science (7th Grade – 9 Week Rotation)

- Focus: Child Development & Foods and Nutrition
- Purpose: Students will practice providing a safe and healthy environment for young children from birth through six years old. Students will also employ simple food preparation skills and practice kitchen safety and sanitation. Students will evaluate careers in foods, nutrition and child care. (NS 11.0, 11.1, 11.3, 11.4, 11.6, 11.7, 12.2, 12.3, 14.1, 14.2, 14.3, 14.4, 14.5. ILS 1A3a, 1A3b, 1B2a, 1B2c, 1B3c, 1C4c, 3A3, 3B3a, 4A3c, 4A3b, 4A3d, 4B1b, 4B2b, 4B3a, 4B3d, 4B4d, 4B5d, 4B2c, 4B2d, 4B3d, 4B4d, 4B5d, 1A5a, 5A2a, 5A3a, 1C2d, 1C3d, 1C4d, 1C5d, 5A3b, 5B5a, 1C4c, 1C5c, 1C5f, 2B4a, 1B5c, 5A4b, 5B5a, 5C5b, 13B3c, 15A3a, 15A3b, 15B3b, 15C3, 15D3c, 27A3a, 6D2, 7B2a, 7B5, 8C1, 10.A.2c, 7C3a, 10b1a, 10B2a, 10b3, 10B4, 10b5, 10A5, 10B5.13A4a, 13A5a, 13B4b, 13B2c, 13B3c, 18B5, 13B4b, 13B2c, 13B3c.
- Outcome: **FCS.7.1** Students will summarize the developmental characteristics of children from infancy to preschool age.
- Components: **FCS.7.1.1** – List the physical, social, emotional and intellectual needs of children birth through five years old.
- FCS.7.1.2** – Compare and contrast fine and gross motor skills for children birth through five years old.
- FCS.7.1.3** – Describe language development in children.
- FCS.7.1.4** – Define “developmentally appropriate tasks” for a particular age.
- FCS.7.1.5** – Compare and contrast developmental changes of the one year old, two year old and three year old.
- FCS.7.1.6** – Evaluate ways to foster physical, intellectual, social and emotional development of young children.
- FCS.7.1.7** – Explain the importance of play in a child’s life.
- FCS.7.1.8** – Describe the importance of nutrition and exercise in young children.
- FCS.7.1.9** – Research a project designing a game, a toy or a bag of tricks to enhance the developmental needs of young children.
- FCS.7.1.10** – Evaluate project according to class rubric.
- Outcome: **FCS.7.2** Students will differentiate ways to provide a safe and healthy environment for young children. Students will employ babysitting skills, know how to handle simple medical emergencies and apply first aid.

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Components: **FCS.7.2.1** – Identify types of child care programs.

FCS.7.2.2 – Describe the current needs for quality child care.

FCS.7.2.3 – Identify characteristics of a safe and healthy child care environment.

FCS.7.2.4 – Define the responsibilities of caregivers.

FCS.7.2.5 – List ways to childproof a home for young children.

FCS.7.2.6 – Tell how to prepare for the possibility of a fire.

FCS.7.2.7 – Outline steps to follow in an emergency situation.

FCS.7.2.8 – List appropriate first-aid procedures for common childhood injuries.

FCS.7.2.9 – Give examples of ways to meet children’s physical and intellectual needs when babysitting.

FCS.7.2.10 – Practice safe handling of infants by using classroom dolls.

FCS.7.2.11 – Develop a babysitting log book according to class examples.

FCS.7.2.12 – Research ways to advertise babysitting services for teenagers.

FCS.7.2.13 – Make an advertisement brochure or flyer according to class rubric.

Outcome: **FCS.7.3** Students will give examples of positive guidance for young children. Students will employ methods to deal with inappropriate behavior when taking care of young children.

Components: **FCS.7.3.1** – Explain the relationship of self-concept and guidance.

FCS.7.3.2 – Plan activities to assist in developing positive self concept.

FCS.7.3.3 – Give examples of effective techniques for encouraging appropriate behavior.

FCS.7.3.4 – Describe how to set limits and tell why they are important.

FCS.7.3.5 – Identify ways of dealing with inappropriate behavior.

FCS.7.3.6 – Explain the importance of consistency when guiding children.

FCS.7.3.7 – Compare acceptable and unacceptable guidance.

FCS.7.3.8 – Practice acceptable guidance techniques.

Outcome: **FCS.7.4** Students will analyze career paths within early childhood, education and careers with young children.

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- Components: **FCS.7.4.1** – Analyze career opportunities in child care.
- FCS.7.4.2** – Analyze personal interests, aptitudes and skills necessary.
- FCS.7.4.3** – Differentiate between paraprofessional and a professional.
- FCS.7.4.4** – List factors to analyze when researching careers in child development.
- FCS.7.4.5** – Recognize professional networking opportunities in child development.
- Outcome: **FCS.7.5** Students will demonstrate food safety and sanitation procedures in selecting, using and maintaining food and food production equipment. Students will demonstrate proper serving techniques.
- Components: **FCS.7.5.1** – Differentiate microorganisms that are harmful to the human body.
- FCS.7.5.2** – Evaluate preparation and storage techniques for maximum food safety and sanitation.
- FCS.7.5.3** – Maintain a safe and sanitary kitchen.
- FCS.7.5.4** – Practice personal hygiene and health procedures.
- FCS.7.5.5** – Demonstrate the use of cleaning materials and sanitizers.
- FCS.7.5.6** – Demonstrate positive work ethics while working with a group in a kitchen lab.
- FCS.7.5.7** – Demonstrate proper use, maintenance and cleaning of kitchen equipment, tools and utensils.
- FCS.7.5.8** – Demonstrate proper usage of cookware and kitchen tools.
- FCS.7.5.9** – Demonstrate how to set a table.
- FCS.7.5.10** – Demonstrate proper table manners.
- Outcome: **FCS.7.6** Students will plan and prepare menu items based on standardized recipes.
- Components: **FCS.7.6.1** – Memorize and define cooking terminology and abbreviations found in a basic recipe.
- FCS.7.6.2** – Apply proper measuring techniques, cooking terminology and principles of food preparation to prepare simple recipes.
- FCS.7.6.3** – Collect food production equipment for a select recipe.
- FCS.7.6.4** – Demonstrate methods of cooking.
- FCS.7.6.5** – Follow safety and sanitation rules during the planning, preparation, cooking and cleaning phase.

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FCS.7.6.6 – Apply principles of food presentation.

FCS.7.6.7 – Evaluate recipe according to taste, temperature, texture, color and presentation.

FCS.7.6.8 – Research a recipe to cook for a family of four based on the criteria in the class rubric.

FCS.7.6.9 – Apply principles of cooking according to class rubric.

Outcome: **FCS.7.7** Students will summarize nutrition and wellness practices that enhance individual and family well-being.

Components: **FCS.7.7.1** – Identify the six different nutrient groups.

FCS.7.7.2 – Identify the sources of each essential nutrient group.

FCS.7.7.3 – Compare and contrast recipes for nutritional content.

FCS.7.7.4 – Describe how culture and advertising affects food choices.

FCS.7.7.5 – Give examples of eating disorders.

FCS.7.7.6 – List diseases related to poor food choices.

FCS.7.7.7 – Journal a diet for one day, entering breakfast, lunch, dinner and snacks.

FCS.7.7.8 – Use computer technology to analyze diet for nutritional value (www.mypyramid.gov).

FCS.7.7.9 – Evaluate diet according to class rubric.

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Culinary Arts

8th Grade (Semester Elective)

Purpose: Students will acquire the practical skills necessary to provide appealing and healthy meals throughout the lifespan. (NS 8.0, 8.1, 8.2, 8.3, 8.4, 9.0, 9.1, 9.3, 9.4) (ILS 4A1c, 4A2c, 4A3c, 4A4c, 4B1b, 4B2b, 4B3b, 4B4a, 4B5a, 4B5b, 4B3d, 4B4d, 4B5d, 3C2a, 3c4a, 3C5a, 3C5b, 1B2a, 1B2c, 1B3c, 1C4c, 1B2a, 1B2c, 1B3c, 4B2c, 1A5a, 5A2a, 5A3a, 1C2d, 1C3d, 1C4d, 1Cd, 1c4c, 1C5c, 1C5f, 1C5d, 2B4a, 2B5b, 1B5c, 5A2a, 5a3a, 5A3b, 5A4b, 5A5b, 5B5a, 5C5b, 6B3a, 6B4, 6C4, 6D4, 6D5, 6D2, 6D3, 7C3a, 7B2a, 7B5, 7A3b, 7a4b, 7A5, 7B4, 7B5, 7C4b, 7C5a, 8C1, 8C3, 8C4b, 9A2b, 9A5, 9B5, 9C5b, 9A3c, 9C1, 9C2, 9C3a, 9C4c, 9C5a, 9D5, 10a2c, 10a3C, 10A5, 10B3, 10B4, 10B5, 10C4b, 10B1c, 10c1a, 10B1a, 10B2a, 11A1b, 11A2a, 11B2a, 11B4a, 11B4b, 11B1a, 11B5b, 11A3d, 11A3g, 11a4f, 11A5e, 11B4e, 11B4f, 11B5e, 115e, 11B3f, 11b4G, 11B5f, 12A3c, 12B3b, 125b, 12F3c, 12F5a, 12F5B, 13A4a, 13A5a, 13B1a, 13B2a, 13B4c, 13B5a, 13B5b, 13B1d, 13B2b, 13B2c, 13B2f, 13B5e, 13B4b 13B2c, 13B3c, 14C2, 14D3, 14D4, 14D5, 14C1, 14C2, 15A1a, 15A2c, 15A3b, 15A3d, 15A2a, 15A4a, 15A2b, 15A5a, 15C2a, 15C2b, 15C2c, 15C3, 15C4b, 15D2b, 15D3c, 15D5c, 15E3b, 15E5b, 15B4a, 15B2a, 15B3b, 16C2c, 16C3c, 16D5, 17D5, 18B1a, 18B2a, 18B3a, 18B5, 18C3b, 18B1a, 18B3a)

Outcome: **CA.8.1** Students will analyze career paths within the food production and food service industry.

Components: **CA.8.1.1** – Identify career paths within food and nutrition, production and food service industry.

CA.8.1.2 – Examine the impact of technology on nutrition, production, management and food service industry.

CA.8.1.3 – Explore opportunities for employment and entrepreneurial endeavors.

CA.8.1.4 – Research education, training requirements and opportunities for select career paths.

Outcome: **CA.8.2** Students will demonstrate food safety and kitchen sanitation procedures.

Components: **CA.8.2.1** – Differentiate microorganisms that are harmful to the human body and those that cause food to spoil.

CA.8.2.2 – Demonstrate procedures for preparation and storage of raw and cooked food for maximum food safety and sanitation.

CA.8.2.3 – Maintain a safe, sanitary and efficient kitchen.

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CA.8.2.4 – Practice personal hygiene and health procedures.

CA.8.2.5 – Demonstrate and evaluate the use of cleaning materials and sanitizers.

CA.8.2.6 – Demonstrate positive work ethics while working with a group in a kitchen lab.

Outcome: **CA.8.3** Students will demonstrate knowledge and skills in individual and family wellness across the lifespan. Students will apply the principles of nutrition science to individuals and groups.

Components: **CA.8.3.1** – Define the six nutrition groups within the food guide pyramid.

CA.8.3.2 – Evaluate how each nutrient group affects health and wellness across the lifespan.

CA.8.3.3 – Differentiate the sources of each essential nutrient group.

CA.8.3.4 – Evaluate food labels and their importance in nutritional importance.

CA.8.3.5 – Demonstrate the importance of good nutrition for the healthy growth and development of young children and adolescents.

CA.8.3.6 – Evaluate the effects of culture and religion on food choices, food preparation and diet.

CA.8.3.7 – Research and analyze diseases related to poor diet and physical inactivity and how they can be prevented.

CA.8.3.8 – Evaluate research according to class rubric.

Outcome: **CA.8.4** Students will plan menus using resources wisely. Students will plan food shopping using appropriate consumer information.

Components: **CA.8.4.1** – Analyze menus using nutritional information.

CA.8.4.2 – Incorporate and promote nutrition into menu planning.

CA.8.4.3 – Prepare and plan a shopping list according to a budget.

CA.8.4.4 – Demonstrate consumerism in food services and purchasing.

CA.8.4.5 – Identify quality factors when selecting food and food service products.

CA.8.4.6 – Evaluate how advertising influences food choices.

CA.8.4.7 – Apply advertising techniques in promoting food and/or food related business.

Outcome: **CA.8.5** Students will demonstrate proper usage of equipment, utensils and dinnerware.

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Components: **CA.8.5.1** – Demonstrate proper use, maintenance and cleaning of kitchen equipment, tools and utensils.

CA.8.5.2 – Demonstrate proper usage of cookware, bake ware and kitchen tools.

CA.8.5.3 – Identify appropriate meal service for special occasions.

CA.8.5.4 – Demonstrate proper table manners.

Outcome: **CA.8.6** Students will choose appropriate large and small appliances for use in food preparation. Students will evaluate safety rules and guidelines working around electrical appliances and flame.

Components: **CA.8.6.1** – List small appliances in the kitchen lab and their functions.

CA.8.6.2 – Demonstrate proper care and usage of each appliance.

CA.8.6.3 – Justify the purchase of a small appliance of their choice and explain care and maintenance of the appliance.

CA.8.6.4 – List large appliances in the kitchen lab and their functions. List the care and maintenance of each large appliance.

CA.8.6.5 – Identify safety hazards involved when working with small and large electrical appliances.

CA.8.6.6 – Evaluate safety rules in the kitchen and illustrate how to apply first aid.

CA.8.6.7 – Demonstrate what to do in case of a fire in the kitchen.

Outcome: **CA.8.7** Students will demonstrate understanding of a recipe by collecting appropriate ingredients, food production equipment and using appropriate kitchen appliances.

Components: **CA.8.7.1** – Explain instructions given in a recipe.

CA.8.7.2 – Explain the meaning of basic food preparation terms, abbreviations and measurements.

CA.8.7.3 – Chart the similarities and differences between the various cooking terms.

CA.8.7.4 – List the equipment needed to perform each cooking skill.

Outcome: **CA.8.8** Students will use kitchen math and basic measuring methods when preparing a recipe.

Components: **CA.8.8.1** – Identify two basic systems of measurement.

CA.8.8.2 – Identify units of measurement commonly used in recipes.

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CA.8.8.3 – Demonstrate how to increase or decrease recipes using kitchen math skills.

CA.8.8.4 – Analyze the yield of a recipe before and after changing the measurements.

CA.8.8.5 – Identify different types of cups used to measure liquid and dry ingredients.

CA.8.8.6 – Demonstrate correct and accurate measure of dry ingredients, liquid ingredients and solid fats.

CA.8.8.7 – Research recipes, prepare one and serve.

CA.8.8.8 – Evaluate cooking project according to class rubric.

Outcome: **CA.8.9** Students will evaluate characteristics of three different cooking methods. Students determine the best ways to save nutrients when they cook.

Components: **CA.8.9.1** – Analyze a raw potato, baked potato, boiled potato, and a French fry and identify the dynamic differences cooking methods make in a potato.

CA.8.9.2 – Identify how boiling food changes the characteristic of a food.

CA.8.9.3 – Differentiate the appearance of a fried and boiled egg.

CA.8.9.4 – Utilize skill and knowledge to plan a menu for a day using at least three different cooking methods.

CA.8.9.5 – Evaluate menus according to class rubric.

Outcome: **CA.8.10** Students will demonstrate operation of a microwave, choosing appropriate cookware and safety techniques.

Components: **CA.8.10.1** – Examine how the microwave oven uses friction to produce heat.

CA.8.10.2 – Compare and contrast how the microwave versus conventional oven can be a timesaver when cooking or reheating food.

CA.8.10.3 – Select cookware that can be used for microwaving.

CA.8.10.4 – Demonstrate safety techniques for microwaving when cooking a select recipe.

CA.8.10.5 – Demonstrate cleaning, and care of the microwave.

Outcome: **CA.8.11** Students will demonstrate the knowledge and management skills required for food preparation.

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Components: **CA.8.11.1** – Research a recipe that contains at least 5 ingredients and three cooking terms.

CA.8.11.2 – Apply kitchen organizational techniques to prepare for cooking a selected recipe.

CA.8.11.3 – Demonstrate methods of cooking.

CA.8.11.4 – Demonstrate altering a recipe to meet the dietary needs of individuals.

CA.8.11.5 – Utilize weights and measures to demonstrate proper scaling and measurement techniques.

CA.8.11.6 – Apply principles of food presentation.

CA.8.11.7 – Demonstrate clean up and maintenance of equipment and appliances according to classroom directions.

CA.8.11.8 – Evaluate recipe, organizational skills, safety and sanitation, cooking techniques, and product appearance according to class rubric.

Outcome: **CA.8.12** Students will demonstrate the knowledge, skills, management and safety requirements in the preparation of foods products.

Components: **CA.8.12.1** – Practice organizational skills to plan a basic lab experience.

CA.8.12.2 – Demonstrate teamwork and cooperation in lab and class activities.

CA.8.12.3 – Appraise and interpret nutritional data.

CA.8.12.4 – Follow a simple recipe.

CA.8.12.5 – Practice correct preparation techniques to preserve nutrients, color, flavor, shape, and texture in food.

CA.8.12.6 – Apply essential cooking terms.

CA.8.12.7 – Apply each method of cooking.

CA.8.12.8 – Utilize kitchen math skills to accurately measure and weigh ingredients.

CA.8.12.9 – Apply the principles of cooking when preparing a variety of foods.

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Fashion Design

8th Grade (Semester – Elective)

Focus: Fashion Design, Construction and Merchandising

Purpose: Students will demonstrate competencies necessary in the area of textiles, fashions and fabrics. Careers in the fashion industry will be explored.

(NS 11.0, 11.1, 11.3, 11.4, 11.6, 11.7, 12.2, 12.3, 14.1, 14.2, 14.3, 14.4, 14.5.

ILS 1A3a, 1A3b, 1B2a, 1B2c, 1B3c, 1C4c, 3A3, 3B3a, 4A3c, 4A3b, 4A3d, 4B1b, 4B2b, 4B3a, 4B3d, 4B4d, 4B5d, 4B2c, 4B2d, 4B3d, 4B4d, 4B5d, 1A5a, 5A2a, 5A3a, 1C2d, 1C3d, 1C4d, 1C5d, 5A3b, 5B5a, 1C4c, 1C5c, 1C5f, 2B4a, 1B5c, 5A4b, 5B5a, 5C5b, 13B3c, 15A3a, 15A3b, 15B3b, 15C3, 15D3c, 27A3a, 6D2, 7B2a, 7B5, 8C1, 10.A.2c, 7C3a, 10b1a, 10B2a, 10b3, 10B4, 10b5, 10A5, 10B5.13A4a, 13A5a, 13B4b, 13B2c, 13B3c, 18B5, 13B4b, 13B2c, 13B3c.

Outcome: **FD.1** Students will evaluate characteristics and usage of fibers and fabrics.

Components: **FD.1.1** – Analyze and identify characteristics of major fibers and yarns.

FD.1.2 – Classify natural and synthetic fibers.

FD.1.3 – Compare and contrast knit and woven fabrics.

FD.1.4 – Determine performance characteristics of fiber and textiles

FD.1.5 – List ways that fibers and fabrics are used other than in clothing.

FD.1.6 – Determine what information about fibers and textiles is necessary to make appropriate selections when purchasing fabric.

Outcome: **FD.2** Students will analyze fabric finishes and performance.

Components: **FD.2.1** – Analyze different dyeing processes including stock dyeing, solution dyeing, yarn dyeing, piece dyeing and garment dyeing.

FD.2.2 – Describe common printing techniques.

FD.2.3 – Explain how a fabric's texture can be changed.

FD.2.4 – Identify finishes that improve a fabric's performance.

Outcome: **FD.3** Students will demonstrate basic sewing techniques.

Components: **FD.3.1** – Identify basic sewing tools and their usage.

FD.3.2 – Demonstrate stitching techniques and their usage.

FD.3.3 – Utilize sewing terminology and measurement when choosing a pattern.

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FD.3.4 – Demonstrate use and safe handling of sewing equipment to cut out fabric.

Outcome: **FD.4** Students will employ decision making skills when choosing a pattern for a sewing project.

Components: **FD.4.1** – Choose a pattern to make class project.

FD.4.2 – Evaluate information on pattern envelope for style and skill level.

FD.4.3 – Examine information on pattern envelope for suggested fabric.

FD.4.4 – Determine the correct pattern size by taking body measurements and compare to measurements listed on the envelope.

FD.4.5 – Select fabric for project.

Outcome: **FD.5** Students will apply clothing construction techniques, laying out fabric, pinning on a pattern and cutting out fabric.

Components: **FD.5.1** – Use selected cutting layout diagram and instructions to lay out pattern on fabric.

FD.5.2 – Demonstrate use of pattern markings and symbols to pin pattern on to fabric.

FD.5.3 – Adjust pattern pieces according to body measurements.

FD.5.4 – Follow the correct cutting line to cut out garment.

FD.5.5 – Use fabric pencil to mark symbols or lines and remove pins.

Outcome: **FD.6** Students will operate electrical sewing equipment safely.

Components: **FD.6.1** – Demonstrate knowledge of electrical sewing machine parts and their usage.

FD.6.2 – Utilize skills and knowledge to thread a sewing machine in preparation to sew class project.

FD.6.3 – Demonstrate proper operation of a sewing machine.

FD.6.4 – Use terms, safety rules, and pattern guidelines to construct a basic sewing project.

FD.6.5 – Evaluate the project based on class rubric.

Outcome: **FD.7** Students will use decision making skills appropriate to clothing care.

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Components: **FD.7.1** – Identify and demonstrate proper and safe ironing procedures for common fabrics.

FD.7.2 – Demonstrate sewing buttons on fabric.

FD.7.3 – Identify types and use of laundry products including bleaches, detergents, fabric softeners and stain removers.

FD.7.4 – Identify stains and stain removal techniques.

FD.7.5 – Explain clothing care labels.

FD.7.6 – Apply basic laundry procedures by sorting clothes according to colors, temperature and load.

FD.7.7 – Analyze the cost benefits of clothing care.

Outcome: **FD.8** Students will redesign, repair and recycle an existing garment to make it suitable for more wear or use. Students will make simple clothing repairs.

Components: **FD.8.1** – Demonstrate how to shorten a hem.

FD.8.2 – Demonstrate how to sew on a button.

FD.8.3 – List ways to make minor adjustments in a garment's width.

FD.8.4 – Choose an item of clothing to redesign for class project.

FD.8.5 – Redesign the garment using recycled materials, notions and embellishments.

FD.8.6 – Evaluate according to class rubric.

Outcome: **FD.9** Students will employ good decision making skills in the purchasing of clothing and textiles.

Components: **FD.9.1** – Evaluate features when purchasing textiles.

FD.9.2 – Evaluate label information for proper care and maintenance of fabrics.

FD.9.3 – Assess the cost of constructing, altering, or repairing textile products.

FD.9.4 – Describe the advantages and limitations of various clothing stores.

FD.9.5 – List marketing strategies for apparel and textile products.

FD.9.6 – Critique varied methods for promoting apparel and textiles including methods for purchasing and payment.

Outcome: **FD.10** Students will design an outfit for a specific use. Students will employ the elements of color and the principles of design.

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Components: **FD.10.1** – Recognize factors affecting clothing choice.

FD.10.2 – Choose an outfit to design.

FD.10.3 – Apply elements of color.

FD.10.4 – Utilize design principles.

FD.10.5 – Demonstrate creative techniques to individualize project.

FD.10.6 – Evaluate project according to class rubric.

Outcome: **FD.11** Students will analyze careers, trends, and technology associated with clothing, and textiles. Students will devise a market plan for a garment.

Components: **FD.11.1** – Explore opportunities for employment and entrepreneur endeavors.

FD.11.2 – Recognize how technology influences changes in the textile and fashion industry.

FD.11.3 – Explore current trends in the fashion industry.

FD.11.4 – Integrate skill and knowledge to design, create and market a textile project.

FD.11.5 – Evaluate project according to class rubric.

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Interior Design

(Grades 9 – 12) One Semester Elective

- Focus: Interior design, furnishings and equipment.
- Purpose: Students will analyze factors influencing interior design. Students will demonstrate the applications of art and design principles and the arrangement and selection of furnishings in different settings.
- Outcome: **ID.1** Students will evaluate housing decisions in relation to available resources and options. (1.B.5a, 1.B.4c)
- Components: **ID.1.1** – Evaluate housing and how it evolved. (NS 11.0, 18.A.4)
ID.1.2 – Analyze the physical and psychological needs that housing satisfies.
(NS 11.2.2, 4.A.4a, 2.B.4d)
ID.1.3 – Compare and contrast housing needs among people of different ages and life stages. (NS 11.2.2)
ID.1.4 – Assess the importance of building homes that follow the concept of universal design. (1.B.5a)
ID.1.5 – Evaluate how housing reflects cultural views and values.
ID.1.6 – Explain the major ways in which government influences housing.
- Outcome: **ID.2** Students will evaluate careers, trends and technology associated with housing and interior design.
- Components: **ID.2.1** – Evaluate social trends that affect housing.
ID.2.2 – Analyze career paths within housing, interiors, furnishings industry.
(NS 11.1.1, 11.1.2, 5.A.4b)
ID.2.3 – Explain how personal characteristics relate to career decisions.
(NS 11.1.1, 11.1.3)
ID.2.4 – Describe how technology influences changes in the housing industry. (NS 11.4, 1.B.5a)
ID.2.5 – Research qualifications and resources necessary for employment associated with the housing and interior design industry. (NS 11.1.3, 5.C.4a)
- Outcome: **ID.3** Students will evaluate the topography of the site and construction principles.

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Components: **ID.3.1** – Analyze how a site influences the dwelling that sits on it. (NS 11.3.1)

ID.3.2 – Describe the information shown on a building plan or blueprint. (NS 11.3.1, 11.4.1, 7.C.4b)

ID.3.3 – Describe major components of a home’s basic structure. (NS 11.3.1)

ID.3.4 – Evaluate materials used to finish the exterior of a home. (NS 11.3.1, 11.3.2)

ID.3.5 – Analyze factors to consider when selecting insulation, windows, and other components. (NS 11.3.1, 11.3.2)

ID.3.6 – Research different types of siding and insulation. (1.B.4c)

ID.3.7 – Select products and materials considering care, maintenance, safety and environmental issues. (NS 11.3.1, 11.3.3)

ID.3.8 – Compare and contrast each type of material including advantages and disadvantages. (NS 11.3.3, 4.B.4a)

ID.3.9 – Make charts describing the features and costs they discover and compare findings with class. (NS 11.3.3, 6.B.4)

ID.3.10 – Evaluate according to class rubric.

Outcome: **ID.4** Students will evaluate the various activity zones in a home and evaluate their importance to accommodate all people with a variety of requirements, needs, and abilities.

Components: **ID.4.1** – Explain how planning and regulation are used to assure quality of life in new housing developments.

ID.4.2 – Describe how lifestyle changes are reflected in housing. (NS 11.5.5)

ID.4.3 – Distinguish between open and closed floor plans. (NS 11.4.2)

ID.4.4 – Compare and contrast floor plans for efficiency and safety. (NS 11.4.2, 1.B.5a)

ID.4.5 – Identify factors to consider when evaluating a floor plan. (NS 11.4.2)

ID.4.6 – Analyze the advantages and drawbacks of various floor plan options. (NS 11.4.2, 1.B.5a)

ID.4.7 – Identify recent developments in housing design. (NS 11.5.2, 11.5.3, 11.5.5, 11.6)

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Outcome: **ID.5** Students will analyze and evaluate the elements of design ideas.

Components: **ID.5.1** – Evaluate the elements of good design and why they are useful. (NS 11.3.1, 11.4.2)

ID.5.2 – Determine the feelings that space can convey and how to change the apparent size of a space. (NS 11.3.1, 11.3.3, 11.3.4)

ID.5.3 – Demonstrate ways to use line to create specific effects. (NS 11.3.3)

ID.5.4 – Analyze the effects created by forms and shapes in particular designs. (NS 11.4.2)

ID.5.5 – Choose a room and illustrate how texture can be used to create a desired effect. (NS 11.4.2, 11.6.4)

ID.5.6 – Evaluate illustration according to class rubric.

Outcome: **ID.6** Students will demonstrate and evaluate elements of design and color theories.

Components: **ID.6.1** – Analyze how color can be used to create moods and illusions. (NS 11.6.4, 11.7, 4.A.4a)

ID.6.2 – Examine how primary colors are used to produce other colors on the color wheel. (NS 11.7.1, 16.3.2)

ID.6.3 – Distinguish the effects of intensity and value on various hues. (NS 11.3.4, 11.7)

ID.6.4 – Differentiate the characteristics of different types of color schemes. (NS 11.3.4, 11.7)

ID.6.5 – Describe factors to consider when planning a color scheme. (NS 11.3.1, 11.3.4)

ID.6.6 – Collect pictures of rooms in magazines that use color effectively. (NS 11.6.4)

ID.6.7 – Analyze and describe the type of color scheme in each room. Describe why each color was chosen for a particular room and what makes each color scheme effective and appealing. (11.5.4, 1.B.5a)

Outcome: **ID.7** Students will demonstrate principles of design.

Components: **ID.7.1** – Analyze ways that proportion is used in effective design. (NS 11.2.1)

ID.7.2 – Evaluate visually pleasing shapes, sizes of objects, rooms and homes. (NS 11.2.1, 1.B.5a)

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ID.7.3 – Analyze scale and the ways it is used in design. (NS 11.4)

ID.7.4 – Implement the symmetric balance and asymmetrical balance. (NS 11.4.1, 11.4.2, 11.4.4)

ID.7.5 – Evaluate ways to achieve various types of rhythm including repetition, radiation and gradation. (NS 11.3, 11.4.4)

ID.7.6 – Illustrate how to create emphasis through the use of simple objects or collections. (NS 11.4.4)

ID.7.7 – Assess the importance of balancing unity with variety in decorating.
(NS 11.3.1, 11.4.4)

ID.7.8 – Use principles of design to create class project identifying measurements for home furnishings such as rugs, tables, and sofas. (NS 11.3.3, 11.3.4, 11.4.1, 11.4.2, 11.4.3, 11.4.4, 6.B.4, 7.A.4b, 5.C.4a)

ID.7.9 – Show scale, balance and rhythm and emphasis theories. (NS 11.3.3, 11.3.4, 11.4.1, 11.4.2, 11.4.3, 11.4.4)

ID.7.10 – Evaluate project according to class rubric.

Outcome: **ID.8** Students will employ skill and knowledge when choosing backgrounds to enhance a room's appeal.

Components: **ID.8.1** – Evaluate what backgrounds are and why they are important. (NS 11.3.1, 11.3.2, 11.3.4)

ID.8.2 – Analyze energy-efficient backgrounds. (NS 11.3.1, 11.3.2, 11.3.4)

ID.8.3 – Assess the fiber content of various home textiles and backgrounds.
(NS 11.3.1, 11.3.2, 11.3.4)

ID.8.4 – Evaluate various types of floor coverings for specific uses. (NS 11.3.1)

ID.8.5 – Compare and contrast the characteristics and uses of various wall coverings. (NS 11.3.1, 11.3.2)

ID.8.6 – Propose options for ceilings. (NS 11.3.1, 11.3.2)

ID.8.7 – Compare and contrast characteristics of various window treatments including personal tastes, cost factor and design detail. (NS 11.3.1, 11.3.2, 11.3.4, 4.B.4a)

ID.8.8 – Apply skill and knowledge to redesign a bedroom for class project.
(NS 11.5.1, 11.6.3, 11.6.4, 5.A.4b)

ID.8.9 – Evaluate project according to class rubric.

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Outcome: **ID.9** Students will differentiate furniture styles including factors that influenced changes in furniture design.

Components: **ID.9.1** – Identify factors including availability of materials, manufacturing techniques, and cultural changes that influenced furniture design. (NS 11.3.1, 11.3.2, 11.3.4, 11.5.5, 11.6.1, 11.6.3)

ID.9.2 – Evaluate general points in history that can be helpful in understanding furniture style periods. (NS 11.5.1, 11.5.2, 11.5.3, 11.5.4, 11.5.5)

ID.9.3 – Compare and contrast formal and informal furniture styles. (NS 11.5)

ID.9.4 – Evaluate the types of furniture choices available to today's buyer. (NS 11.5.5)

Outcome: **ID.10** Students will evaluate and select pieces of quality furniture.

Components: **ID.10.1** – Evaluate different types of wood and metal used in furniture construction. (NS 11.3.2, 11.3.3)

ID.10.2 – Analyze the characteristics of various hardwoods and softwoods. (NS 11.3.2, 11.3.3)

ID.10.3 – Analyze the use of iron, steel, aluminum, brass and copper commonly used in furniture construction. (NS 11.3.2, 11.3.3)

ID.10.4 – Differentiate quality features to look for when evaluating furniture construction. (NS 11.3.1, 11.3.2)

ID.10.5 – Evaluate the options available when shopping for furniture. (NS 11.3.4)

ID.10.6 – Summarize guidelines for caring for furniture.

Outcome: **ID.11** Students will categorize the elements and function of different kinds of lighting. Students will demonstrate how to display accessories to enhance a room's personality.

Components: **ID.11.1** – Explain the function and purpose of different kinds of lighting. (NS 11.3.1, 11.3.2, 11.3.4)

ID.11.2 – Analyze different types of light sources and fixtures. (NS 11.3.1, 11.3.2, 11.3.4)

ID.11.3 – Summarize guidelines for choosing appropriate lighting. (NS 11.3.1, 11.3.2, 11.3.4)

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ID.11.4 – Recommend ways to use accessories to personalize a home design.

(NS 11.3.1)

ID.11.5 – Demonstrate how to display accessories attractively. (NS 11.3.1)

Outcome: **ID.12** Students will evaluate a client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings. (NS 11.0, 11.3, 11.6, 11.7)

Components: **ID.12.1** – Evaluate factors to consider when planning how to use a space. (11.3)

ID.12.2 – Choose and interview a client for an interior design project. (11.6)

ID.12.3 – Evaluate client's needs, goals and resources. (11.6)

ID.12.4 – Recommend a style and a color scheme for an interior design project. (11.6, 4.B.4a)

ID.12.5 – Recommend backgrounds, furniture, lighting, and accessories for an interior design project. (NS 11.3.1, 11.3.2, 11.3.4, 11.4.2)

ID.12.6 – Compare various types of visual representations used by interior designers. (NS 11.7.2, 1.B.5a)

ID.12.7 – Draw an accurate design plan including walls, doors, windows, and closets with a key to scale. (NS 11.4.3, 11.4.4, 11.4.6, 11.7.1, 11.7.2, 11.7.3, 1.B.5a, 7.A.4b, 9.A.4b)

ID.12.8 – Plan project within client's budget limits. (NS 11.6.1, 11.6.3, 11.6.4, 6.B.4, 2.C.5b)

ID.12.9 – Evaluate plan according to class rubric.

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Child Growth and Development

(Grades 9 – 12 1 semester)

- Focus:** Child development theories and practices
- Purpose:** Students will analyze factors influencing child development from prenatal to age 3. Students will demonstrate the application of physical, intellectual, emotional and social development through studies and applications relating to children.
- Outcome:** **CGD.1** Student will gain comprehensive knowledge of the growth and development of children from conception to adolescence. (1.B.4c, 1.B.5d, 1.C.4c)
- Components:** **CGD.1.1** – Describe and provide examples of the five characteristics of development. (1.B.5a)
- CGD.1.2** – Identify the stages and milestones of physical development and growth during each of the stages of development. (23.C.4, 5.A.4b)
- CGD.1.3** – Compare and contrast reflexes, fine motor, and gross motor skills.
- CGD.1.4** – Identify the stages and milestones of emotional development during each of the stages of development. (5.A.4b)
- CGD.1.5** – Identify the stages and milestones of social development during each of the stages of development. (5.A.4b)
- CGD.1.6** – Identify the stages and milestones of intellectual development during each of the stages of development. (5.A.4b)
- Outcome:** **CGD.2** Student will become familiar with the challenges of parenting and the many changes that occur for families. (4.A.4a, 23.C.4)
- Components:** **CGD.2.1** – Summarize the three parenting styles and how knowledge of child development can help caregivers. (1.C.4d, 1.B.4b)
- CGD.2.2** – Compare different types of family structures and the trends that affect them. (1.B.5a)
- CGD.2.3** – Explain the importance consistent positive reinforcement and discipline and effective praise. (1.A.4b)
- CGD.2.4** – Create examples of effective techniques for encouraging appropriate behavior. (4.B.4a)
- CGD.2.5** – Research the three types of child abuse and neglect. (3.C.4b, 24.A.4a)
- CGD.2.6** – Discuss how to prevent abuse and neglect and how to help victims. (24.A.5, 2.D.4a)

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Outcome: **CGD.3** Student will examine genetics, heredity, conception, and prenatal development.

Components: **CGD.3.1** – Analyze the impact that heredity and environment each has on development. (12.A.4a, 12A.5b)

CGD.3.2 – Explain the process of conception. (4.A.4a)

CGD.3.3 – Identify and explain what occurs during each of the three stages of prenatal development.

CGD.3.4 – Summarize the labor and birth process. (1.C.4d)

CGD.3.5 – Identify and describe major birth defects and the four major causes of birth defects. (23.B.5)

CGD.3.6 – Create informational materials for parents about the dangers of alcohol, drugs and environmental hazards during pregnancy. (5.A.4b, 3.C.4a)

Outcome: **CGD.4** Student will become familiar with the major theories of child development, early learning, and how we apply them. (5.B.3a, 1.C.4c, 1.B.5a, 1.A.5a)

Components: **CGD.4.1** – Create activities to test Piaget’s Theory of Intellectual Development. (4.B.4b, 1.C.4c)

CGD.4.2 – Compare Erikson’s Theory to their personal development.

CGD.4.3 – Examine Maslow’s Hierarchy of Needs.

CGD.4.4 – Observe children and document examples of milestones, stages, and theories. (1.B.5a)

CGD.4.5 – Design or create developmentally appropriate toys, materials, and activities based on various Child Development Theories. (5.A.4b)

Outcome: **CGD.5** Student will address concerns involved with individual differences and deviance from typical development. (5.C.3c)

Components: **CGD.5.1** – Identify atypical behaviors and development.

CGD.5.2 – Examine the causes and outcomes of Autism, Downs Syndrome, and Cerebral Palsy. (1.B.4c)

Outcome: **CGD.6** Student will analyze trends and influences of early childhood education. (1.C.4c)

Components: **CGD.6.1** – Research the current child care and early learning center options that are available to caregivers. (18.B.5)

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CGD.6.2 – Discuss how early childhood education has evolved. (4.A.4a)

CGD.6.3 – List the possible careers for people interested in working with children. (5.A.4b)

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School Age Child Development (Grades 9 – 12 1 semester)

Focus: Physical, social and emotional development of children age 4- adolescence

Purpose: Students will analyze factors influencing the development of school age children. Students will demonstrate the applications of children's development in lesson planning, study and teaching.

Outcome: **SACD.1** Student will gain comprehensive knowledge of the growth and development of children from age 4 to adolescence. (1.B.4c, 1.B.5d, 1.C.4c)

Components: **SACD.1.1** – Describe and provide examples of the five characteristics of development.

SACD.1.2 – Identify the stages and milestones of physical development and growth during each of the stages of development. (23.C.4)

SACD.1.3 – Compare and contrast reflexes, fine motor, and gross motor skills.

SACD.1.4 – Identify the stages and milestones of emotional development during each of the stages of development.

SACD.1.5 – Identify the stages and milestones of social development during each of the stages of development.

SACD.1.6 – Identify the stages and milestones of intellectual development during each of the stages of development.

Outcome: **SACD.2** Student will become familiar with the challenges of parenting the many changes that occur for families. (23.C.4)

Components: **SACD.2.1** – Summarize the three parenting styles and how knowledge of child development can help caregivers. (1.C.4d)

SACD.2.2 – Compare different types of family structures and the trends that affect them.

SACD.2.3 – Explain the importance of consistent positive reinforcement and discipline and effective praise.

SACD.2.4 – Create examples of effective techniques for encouraging appropriate behavior.

SACD.2.5 – Discuss how to prevent abuse and neglect and how to help victims.

Outcome: **SACD.3** Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

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Components: **SACD.3.1** – Analyze career paths within early childhood, education and services.

SACD.3.2 – Utilize developmentally appropriate practices and other child development theories when planning for early childhood, education, and services.

SACD.3.3 – Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.

SACD.3.4 – Demonstrate a safe and healthy learning environment for children.

SACD.3.5 – Demonstrate techniques for positive collaborative relationships with children.

SACD.3.6 – Demonstrate professional practices and standards related to working with children.

Outcome: **SACD.4** Student will become familiar with the major theories of child development, early learning, and how we apply them. (5.B.3a, 1.C.4c)

Components: **SACD.4.1** – Create activities to test Piaget’s Theory of Intellectual Development. (4.B.4b)

SACD.4.2 – Compare Erikson’s Theory to their personal development.

SACD.4.3 – Examine Maslow’s Hierarchy of Needs.

SACD.4.4 – Observe children and document examples of milestones, stages, and theories.

SACD.4.5 – Design or create developmentally appropriate toys, materials, and activities based on various Child Development Theories. (5.A.4b)

Outcome: **SACD.5** Student will address concerns involved with individual differences and deviance from typical development. (5.C.3c)

Components: **SACD.5.1** – Explain the five characteristics of development.

SACD.5.2 – Identify atypical behaviors and development.

SACD.5.3 – Examine the causes and outcomes of Autism, Downs Syndrome, and Cerebral Palsy.

Outcome: **SACD.6** Student will analyze trends and influences of early childhood education. (1.C.4c)

Components: **SACD.6.1** – Research the current child care and early learning center options that are available to caregivers. (18.B.5)

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SACD.6.2 – Discuss how early childhood education has evolved. (4.A.4a)

SACD.6.3 – List the possible avenues for people interested in working with children.