

WGSD Curriculum  
Family and Consumer Science Department

**Course: Family and Consumer Science Exploratory Course**

**Grade Level: 7**

**LG 1 Food Preparation**

**High Priority Standards**

**National FCS Standards – Food Production Services**

8.2 – Demonstrate food safety and sanitation procedures.

8.4 - Demonstrate menu planning principles and techniques based on standardized recipes.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to prepare a variety of foods.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Handling equipment safely.</li><li>• Applying principles of cooking such as measurement, portion control, and food interactions.</li><li>• Following a recipe as written.</li><li>• Following sanitation techniques to prevent contamination.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: cross-contamination, time management, preparation techniques.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying safe equipment use.</li><li>○ Identifying major food borne illnesses.</li></ul></li></ul>

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- Recalling units of measure and equivalents.
- Identifying a well written recipe.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Design**

Students know how to:

- Understand lab procedure; planning, time management, cooperation, reading and following recipes, measuring and preparation techniques.
- Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.

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**Course: Family and Consumer Science Exploratory Course**

**Grade Level: 7**

**LG 2 Nutrition**

**High Priority Standards**

**National FCS Standards – Food Production and Services & Nutrition and Wellness**

14.2 – Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to make healthy food choices.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Comparing food guidelines to analyze nutrition in foods.</li><li>• Planning nutritious meals.</li><li>• Evaluating the nutritional needs of individuals and families in relation to health and wellness across the life span</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: dairy foods, fruits, vegetables, protein, MyPlate, nutrition label, serving size, and activity level.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Using the MyPlate tool to plan food choices.</li><li>○ Identifying reliable current published food guidelines.</li><li>○ Identifying factors that influence nutrition and wellness.</li></ul></li></ul> Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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**Learning Targets**

**Students know how to:**

- Understand the effect of food choices on health.
- Understand how to use food and nutrition information.
- Apply MyPlate guidelines in planning to meet nutrition and wellness needs.

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**Course: Family and Consumer Science Exploratory Course**

**Grade Level: 7**

**LG 3 Child Development**

**High Priority Standards**

National FCS Standards – Human Development

12.3 – Analyze strategies that promote growth and development across the lifespan.

**Learning Goal**

Students will understand the care a child requires.

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Maintaining communication between parents of the child and self.
- Applying strategies to prevent emergencies.
- Determining and taking action when outside help is needed, such as an injury or intruder.
- Planning activities based on child's developmental level.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: physical development, emotional development, social development, intellectual development, play, first aid, newborn, infant, toddler, and preschooler.
- Performing processes such as:
  - Identifying important information needed before parents leave.

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- Choosing activities for the children.
- Following parental instructions.
- Identifying procedures to follow in case of emergency.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Ask parents questions before they leave when babysitting.
- Prevent accidents from happening.
- Respond when accidents do happen.
- Choose activities for various age children.

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**Course: Family and Consumer Science Exploratory Course**

**Grade Level: 7**

**LG 4 Sewing**

**High Priority Standards**

National FCS Standards – Textiles, Fashion, and Apparel

16.4 – Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to produce a sewn item.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Using sewing equipment as instructed and in a safe manner.</li><li>• Following a pattern.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: seam allowance, back stitch, right side of the fabric, wrong side of the fabric, parts of the machine (hand wheel, presser foot, and foot pedal), and equipment (bobbin, seam ripper, seam gauge, and shears).</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Laying out and pinning a pattern.</li><li>○ Identifying the tools of sewing and parts of the machine.</li></ul></li></ul>

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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**Learning Targets**

The student knows how to:

- Demonstrate lab procedure; safety, time management, and following directions.
- Demonstrate introductory skills in using a variety of equipment, tools, and supplies for project completion.
- Use the sewing machine.

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**Course: Family and Consumer Science I**

**Grade Level: 8**

**LG 1 Food Preparation**

**High Priority Standards**

**National FCS Standards – Food Production Services**

8.2 – Demonstrate food safety and sanitation procedures.

8.4 - Demonstrate menu planning principles and techniques based on standardized recipes.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to prepare a variety of foods.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Demonstrating the ability to plan and manage time.</li><li>• Following a recipe as written.</li><li>• Applying safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.</li><li>• Applying cooking methods that increase nutritional value (eg: lower calories and reduced fat).</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: pathogens, prevention, nutrition, calories.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying safe equipment use.</li><li>○ Accurately measuring ingredients.</li></ul></li></ul>

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- Recognizing a well written recipe.
- Identifying possible causes of food contamination and their effects on human health.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Use standard lab procedure; planning, time management, cooperation, reading and following recipes, measuring and preparation techniques.
- Identify characteristics of major food borne pathogens and methods of prevention.
- Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.
- Demonstrate cooking methods the increase nutritional value, lower calorie, and fat content.

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**Course: Family and Consumer Science I**  
**Grade Level: 8**  
**LG 2 Nutrition**

<b>High Priority Standards</b>	
National FCS Standards – Food Production and Services & Nutrition and Wellness 14.2 – Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to make healthy food choices.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Analyzing nutritional value of meals.</li><li>• Creating menus for various types of dietary needs.</li><li>• Describing the functions of nutrients in the body.</li><li>• Using nutrition labels to make food choices.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary such as: nutrient, protein, carbohydrates, fat, water, vitamins, minerals, Dietary Guidelines for Americans, MyPlate, nutrition label, serving size, food allergy/sensitivity, vegetarian, and vegan.</li><li>• Performing processes such as:</li></ul>

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	<ul style="list-style-type: none"><li>○ Identifying how nutrition and health are connected.</li><li>○ Examining and discussing menus for different dietary needs.</li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Students know how to:</b></p> <ul style="list-style-type: none"><li>• Describe the effect of nutrients on health.</li><li>• Use food and nutrition information found on food labels.</li><li>• Apply various dietary guidelines in planning to meet nutrition and wellness needs.</li></ul>	

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**Course: Family and Consumer Science I**

**Grade Level: 8**

**LG 3 Sewing**

**High Priority Standards**

National FCS Standards – Textiles, Fashion, and Apparel

16.4 – Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p style="text-align: center;">Students will be able to produce a sewn item.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Using sewing equipment as instructed and in a safe manner.</li><li>• Following a pattern.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: seam allowance, back stitch, right side of the fabric, wrong side of the fabric, parts of the machine (hand wheel, presser foot, and foot pedal), and equipment (bobbin, seam ripper, seam gauge, and shears).</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Laying out and pinning a pattern.</li><li>○ Identifying the tools of sewing and parts of the machine.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

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**Learning Targets**

The student knows how to:

- Demonstrate lab procedure; safety, time management, and following directions.
- Demonstrate introductory skills in using a variety of equipment, tools, and supplies for project completion.
- Use the sewing machine.

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**Course: Family and Consumer Science I**

**Grade Level: 8**

**LG 4 Interior Design**

**High Priority Standards**

National FCS Standards: Housing and Interior Design

11.4 – Demonstrate design, construction document reading, and space planning skills required for housing, interior design, and furnishing industries.

11.7 – Apply design knowledge skills, processes, and theories and oral, written, and visual presentation skills to communicate ideas.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to apply the elements and principles of design to home interiors.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Applying the elements and principles of design such as color, line, texture, space, form, balance, rhythm, proportion, and scale to design home interiors.</li><li>• Analyzing the effects that the principles and elements of design have on human mood and function of the space.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: color, line, texture, space, form, balance, rhythm, proportion, scale, monochromatic, analogous, accented neutral, complementary, and split-complement.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying colors, shapes, patterns and other elements used in design.</li></ul></li></ul>

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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**Learning Targets**

The student knows how to:

- Evaluate the use of elements and principles of design in home interiors.
- Understand the psychological impact of the principles and elements of design have on the individual.
- Analyze the effects that the principles and elements of design have on aesthetics and function.
- Evaluate floor plans for efficiency; traffic patterns and furniture arrangement.
- Arrange furniture placement with reference to principles of design; traffic flow, activity, and existing architectural features.
- Create floor plans using computer aided design software.
- Drafting floor plans to create efficient traffic and furniture layouts.

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**Course: Family and Consumer Science I**

**Grade Level: 8**

**LG 5 Careers**

<b>High Priority Standards</b>	
National FCS Standards – Career, Community, & Family Connection 1.2 Demonstrate transferable and employability skills in school, community, and workplace settings.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand the knowledge and skills associated with careers in family and consumer sciences.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Comparing and contrasting FACS-based careers.</li><li>• Analyzing steps which might be taken in order to realize a FACS-based career.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: ethics, professionalism, communication skills, salary, benefits, work experience, degree requirements.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying the pros and cons of careers in family and consumer sciences.</li></ul></li></ul> Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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**Learning Targets**

The student knows how to:

- Research various careers to find out pay range, benefits, pros & cons and companies.
- Identify education and skills required to succeed.

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**Course: Family and Consumer Science II**

**Grade Level: 8**

**LG 1 Food Preparation**

**High Priority Standards**

**National FCS Standards – Food Production Services**

8.2 – Demonstrate food safety and sanitation procedures.

8.4 - Demonstrate menu planning principles and techniques based on standardized recipes.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to prepare a variety of foods.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Following advanced recipes.</li><li>• Creating dishes using advanced preparation techniques.</li><li>• Exploring culturally diverse foods and food preparations.</li></ul> <p><b>Level 2:</b> Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: terms used in various cultures for food and preparation techniques, cross-contamination, chop, dice, mince, sliver.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Using equipment safely and appropriately.</li><li>○ Measuring ingredients accurately.</li></ul></li></ul>

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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**Learning Targets**

**Students know how to:**

- Demonstrate lab procedure; planning, time management, cooperation, reading and following recipes, measuring and preparation techniques.
- Identify the similarities and differences in preparation techniques of various cultures.
- Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.

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**Course: Family and Consumer Science II**

**Grade Level: 8**

**LG 2 Child Development**

<b>High Priority Standards</b>	
National FCS Standards – Human Development 12.1 – Analyze principles of human growth and development across the lifespan. 12.2 – Analyze conditions that influence human growth and development. 12.3 – Analyze strategies that promote growth and development across the lifespan.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand the development nature of children.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Examining and describing the characteristics of a child in each stage of development.</li><li>• Examining the effects of heredity and environment on a child’s development.</li><li>• Choosing appropriate toys and activities for various age and developmental groups.</li></ul> <p><b>Level 2:</b> Student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: physical development, emotional development, social development, intellectual development, heredity, environment, prenatal, infant, toddler, preschooler, school age child.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying the stages of child development.</li></ul></li></ul>

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- Identify the ways a child can be nurtured.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Define physical, emotional, social, and intellectual development.
- Understand interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- Analyze the effect of heredity and environment on human growth and development.
- Analyze the role of nurturance on human growth and development.

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**Course: Family and Consumer Science II**  
**Grade Level: 8**  
**LG 3 Textiles**

**High Priority Standards**

National FCS Standards – Textiles, Fashion, and Apparel  
16.2 – Evaluate fiber and textile products and materials.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to work with textiles.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>• Summarizing textile labeling.</li><li>• Applying appropriate construction techniques to various types of textiles.</li><li>• Explaining how different textiles are produced and what materials are used.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: textile, cotton, polyester, natural fiber, man-made fiber, manufacturer, acetate, acrylic, linen, microfiber, nylon, rayon, silk, spandex, and wool.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Explaining care of common generic textile fibers.</li><li>○ Identifying the characteristics and use of generic textile fibers and how they are created.</li></ul></li></ul>

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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**Learning Targets**

**Students know how to:**

- Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers.
- Summarize textile labeling.
- Identify effects of textile characteristics on design, construction, care, use, and maintenance of products.
- Apply appropriate procedures for care of textile products.
- Explain production processes for creating fibers, yarn, woven, and knit fabrics, and non-woven textile products.

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**Course: Family and Consumer Science II**

**Grade Level: 8**

**LG 4 Fashion**

<b>High Priority Standards</b>	
National FCS Standards – Textiles, Fashion, and Apparel 16.3 Demonstrate fashion, apparel, and textile design skills.	
<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will be able to apply the elements and principles of design to apparel.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Explaining the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.</li><li>• Applying basic color schemes and color theory to develop and enhance visual effects.</li><li>• Applying the elements and principles of design to choose appropriate fashion for body type and situation.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: color, line, texture, space, form, balance, rhythm, proportion, scale, monochromatic, analogous, accented neutral, complementary, and split-complementary.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Choosing fabrics based on elements such as fiber and color.</li><li>○ Identifying clothing suitable for various situations and body types.</li></ul></li></ul>

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	Level 1: Student demonstrates a limited understanding or skill with the learning goal.
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**Learning Targets**

**Students know how to:**

- Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.
- Apply basic color schemes and color theory to develop and enhance visual effects.
- Apply elements and principles of design to choose appropriate fashion for body type and situation.