

WGSD Curriculum
Family and Consumer Science Department

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.

Learning Goal	Proficiency Scale
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">• Following advanced recipes.• Creating dishes using advanced preparation techniques.• Exploring culturally diverse foods and food preparations. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: terms used in various cultures for food and preparation techniques, cross-contamination, chop, dice, mince, sliver.• Performing processes such as:<ul style="list-style-type: none">○ Using equipment safely and appropriately.○ Measuring ingredients accurately.

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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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LG 2 Child Development

High Priority Standards	
<p>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.</p>	
Learning Goal	Proficiency Scale
<p>Students will understand the development nature of children.</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">• Examining and describing the characteristics of a child in each stage of development.• Examining the effects of heredity and environment on a child’s development.• Choosing appropriate toys and activities for various age and developmental groups. <p>Level 2: Student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: physical development, emotional development, social development, intellectual development, heredity, environment, prenatal, infant, toddler, preschooler, school age child.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the stages of child development.

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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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LG 3 Textiles

High Priority Standards

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

Learning Goal	Proficiency Scale
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">• Summarizing textile labeling.• Applying appropriate construction techniques to various types of textiles.• Explaining how different textiles are produced and what materials are used. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• 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.• Performing processes such as:<ul style="list-style-type: none">○ Explaining care of common generic textile fibers.○ Identifying the characteristics and use of generic textile fibers and how they are created.

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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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LG 4 Fashion

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

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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.