

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.

Learning Goal	Proficiency Scale
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">• Handling equipment safely.• Applying principles of cooking such as measurement, portion control, and food interactions.• Following a recipe as written.• Following sanitation techniques to prevent contamination. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: cross-contamination, time management, preparation techniques.• Performing processes such as:<ul style="list-style-type: none">○ Identifying safe equipment use.○ Identifying major food borne illnesses.

WGSD Curriculum
Family and Consumer Science Department

- 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.

WGSD Curriculum
Family and Consumer Science Department

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.

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

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Family and Consumer Science Department

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.

WGSD Curriculum
Family and Consumer Science Department

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.

WGSD Curriculum
Family and Consumer Science Department

- 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.

WGSD Curriculum
Family and Consumer Science Department

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.

Learning Goal	Proficiency Scale
Students will be able to produce a sewn item.	<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">• Using sewing equipment as instructed and in a safe manner.• Following a pattern. <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: 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).• Performing processes such as:<ul style="list-style-type: none">○ Laying out and pinning a pattern.○ Identifying the tools of sewing and parts of the machine.

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Family and Consumer Science Department

	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.

WGSD Curriculum
Family and Consumer Science Department

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.

Learning Goal	Proficiency Scale
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">• Demonstrating the ability to plan and manage time.• Following a recipe as written.• Applying safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.• Applying cooking methods that increase nutritional value (eg: lower calories and reduced fat). Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: pathogens, prevention, nutrition, calories.• Performing processes such as:<ul style="list-style-type: none">○ Identifying safe equipment use.○ Accurately measuring ingredients.

WGSD Curriculum
Family and Consumer Science Department

- 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.

WGSD Curriculum
Family and Consumer Science Department

Course: Family and Consumer Science I
Grade Level: 8
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.	
Learning Goal	Proficiency Scale
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">• Analyzing nutritional value of meals.• Creating menus for various types of dietary needs.• Describing the functions of nutrients in the body.• Using nutrition labels to make food choices. <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: nutrient, protein, carbohydrates, fat, water, vitamins, minerals, Dietary Guidelines for Americans, MyPlate, nutrition label, serving size, food allergy/sensitivity, vegetarian, and vegan.• Performing processes such as:

WGSD Curriculum
Family and Consumer Science Department

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

WGSD Curriculum
Family and Consumer Science Department

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.

Learning Goal	Proficiency Scale
<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">• Using sewing equipment as instructed and in a safe manner.• Following a pattern. <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: 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).• Performing processes such as:<ul style="list-style-type: none">○ Laying out and pinning a pattern.○ Identifying the tools of sewing and parts of the machine. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

WGSD Curriculum
Family and Consumer Science Department

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.

WGSD Curriculum
Family and Consumer Science Department

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.

Learning Goal	Proficiency Scale
<p>Students will be able to apply the elements and principles of design to home interiors.</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">• Applying the elements and principles of design such as color, line, texture, space, form, balance, rhythm, proportion, and scale to design home interiors.• Analyzing the effects that the principles and elements of design have on human mood and function of the space. <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-complement.• Performing processes such as:<ul style="list-style-type: none">○ Identifying colors, shapes, patterns and other elements used in design.

WGSD Curriculum
Family and Consumer Science Department

	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.

WGSD Curriculum
Family and Consumer Science Department

Course: Family and Consumer Science I

Grade Level: 8

LG 5 Careers

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

WGSD Curriculum
Family and Consumer Science Department

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.

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.

WGSD Curriculum
Family and Consumer Science Department

	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.

WGSD Curriculum
Family and Consumer Science Department

Course: Family and Consumer Science II

Grade Level: 8

LG 2 Child Development

High Priority Standards	
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.	
Learning Goal	Proficiency Scale
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">• 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.

WGSD Curriculum
Family and Consumer Science Department

- 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.

WGSD Curriculum
Family and Consumer Science Department

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.

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.

WGSD Curriculum
Family and Consumer Science Department

	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.

WGSD Curriculum
Family and Consumer Science Department

Course: Family and Consumer Science II

Grade Level: 8

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.

WGSD Curriculum
Family and Consumer Science Department

	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.

WGSD Curriculum
Family and Consumer Science Department

Course: Child Development I
Grade Level: 9-12
LG 1 Prenatal Development

High Priority Standards

National Standards for Family and Consumer Sciences Education

Human Development

12.2 Analyze conditions that influence human growth and development.

12.2.1 Analyze the effect of heredity and environment on human growth and development.

Parenting

15.4 Analyze physical and emotional factors related to beginning the parenting process.

15.4.1 Analyze biological processes related to prenatal development, birth, and health of mother and child.

Missouri Learning Standards

ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Learning Goal	Proficiency Scale
The student will be able to determine health concerns and needs during prenatal development.	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">• Explaining fetal development during pregnancy and the relationship between fetal development and the mother’s health.• Describing the process of labor and delivery and possible complications of delivery.• Examining how substance abuse, genetic, and environmental factors affect fetal

WGSD Curriculum
Family and Consumer Science Department

	<p>development.</p> <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: trimesters, embryonic, abnormal development, chromosomal abnormality, reflex movements, monozygotic (identical) twins, dizygotic (fraternal) twins, Siamese twins, presentation, dilation stage, expulsion stage, placental stage, crowning, episiotomy, dominant traits, recessive traits, premature, rH factor, diabetes, pregnancy-induced hypertension (PIH), sexually transmitted diseases (STDS), fetal alcohol syndrome (FAS), sudden infant death, rooting reflex, failure to thrive• Performing processes such as:<ul style="list-style-type: none">○ Identifying the stages of fetal development.○ Recalling details about labor and delivery.○ Identifying factors that affect fetal development. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">● Describe fetal development during pregnancy.● Describe the process of labor and delivery.● Explain effects of substance use and abuse as related to the unborn child.● Identify genetic and environmental factors that affect pregnancy.	

WGSD Curriculum
Family and Consumer Science Department

Learning Design

- Describe fetal development during pregnancy.
 - * Medical procedures during prenatal development (Ultrasound, fetoscopy, amniocentesis)
 - * *Month at a Time*
 - * *Multiple Birth Diagrams*
 - * *Structures of a Pregnant Woman*
- Describe the process of labor and delivery.
 - * *Choices of Delivery*
 - * Childbirth Film
 - * *Stages of Labor*
 - * Labor Related Terms (footling, breech, frank breech, cesarian)
 - * *Healthy Newborn Book*
 - * Apgar and Brazelton Scoring Guides
- Explain effects of substance use and abuse as related to the unborn child.
 - * *Heroin Addict's Child*
 - * Substance Abuse Discussion
- Identify genetic and environmental factors that affect pregnancy.
 - * *Birth Defects Powerpoint*
 - * *Birth Defects Pre/Post Test*
 - * *Birth Defects Vocabulary*
 - * Heredity versus Environment Discussion

WGSD Curriculum
Family and Consumer Science Department

Course: Child Development I

Grade Level: 9-12

LG 2 Parenting

High Priority Standards

**National Standards for Family and Consumer Science
Parenting**

15.1 Analyze roles and responsibilities of parenting.

- 15.1.1 Analyze parenting roles across the life span.
- 15.1.2 Analyze expectations and responsibilities of parenting.
- 15.1.3 Analyze consequences of parenting practices to the individual, family, and society.
- 15.1.4 Analyze societal conditions that influence parenting across the life span.
- 15.1.5 Explain cultural differences in roles and responsibilities of parenting.

NETS/TILS

Information Literacy

Use multiple perspectives to analyze and evaluate information from a variety of technological resources. Students critically assess numerous solutions and investigate them from differing viewpoints.

WGSD Curriculum
Family and Consumer Science Department

Learning Goal	Proficiency Scale
<p style="text-align: center;">Students will understand diverse roles in parenting.</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">• Evaluating factors and choices in parenting.• Evaluating parenting roles.• Predicting the personal changes and adaptations needed for parenting roles.• Comparing parenting practices in various cultures. <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: monogamous, communal, polygamous, same sex couple, social interaction, self-actualization, hierarchy of needs, emotional wellness, family life cycle, open adoption, independent adoption, illegal market adoption, closed adoption, foster families, cultural diversity, family planning• Performing processes such as:<ul style="list-style-type: none">○ Identifying factors and choices in parenting roles.○ Identifying changes that parents experience as a child develops. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>

WGSD Curriculum
Family and Consumer Science Department

Learning Targets

Students know how to:

- Evaluate factors and choices in parenting roles.
- Predict changes and adaptations needed for parenting roles.
- Analyze parenting practices in different cultures.

WGSD Curriculum
Family and Consumer Science Department

Course: Child Development I

Grade Level: 9-12

LG 3 Developmental Stages of Children

High Priority Standards

National Standards for Family and Consumer Science

Human Development

12.1 Analyze principles of human growth and development across the life span.

12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.

12.2.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.

12.3 Analyze strategies that promote growth and development across the life span.

12.3.1 Analyze the role of nurturance on human growth and development.

Learning Goal	Proficiency Scale
<p>Students will understand the physical, intellectual and social/emotional developmental stages 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">• Describing developmental stages of children, and activities that reinforce child development.• Assessing a child’s participation in activities and providing opportunities for further development (eg: games, play) based on the assessment.• Comparing and contrasting individual differences in development, and relating those differences to developmental stages. <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: gross motor skills, fine motor skills, neural growth, stimuli, cognition, symbolic play, concrete operational

WGSD Curriculum
Family and Consumer Science Department

	<p>stage, social development, emotional development, intellectual development.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Choosing activities for children that are developmentally appropriate.○ Identifying the developmental stages of children.○ Recognizing and describing how children may display individual differences in development. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
Learning Targets	
<p>Students know how to:</p> <ul style="list-style-type: none">● Identify the developmental stages of children.● Identify activities that reinforce each of the developmental stages.● Assess children’s participation in activities and be able to recognize growth and development occurring in each stage.● Compare and contrast individual differences in development.● Relate individual differences to predictable developmental sequences.● Propose ways to optimize development through play.	
Learning Design	
<ul style="list-style-type: none">● The student will identify the developmental stages.● The student will identify activities that reinforce each of the developmental stages.● The student will assess children’s participation in activities and be able to recognize growth and development occurring in each stage. <p>* <i>Long Term Study of a Preschool Child</i> * <i>Infant Mobile</i> * <i>Preschool Game</i></p>	

WGSD Curriculum
Family and Consumer Science Department

- * *Ages and Stages Worksheet*
- * *Infant Grasping Ability*
- * *Development of Teeth in an Infant*
- * *Motor development of Preschool Children*
- The student will compare and contrast individual differences in development.
 - * *Discussion of Statesmen Preschool Children*
 - * *Age Seven In America*
 - * *Learning Styles of Children*
- The student will relate individual differences to predictable developmental sequences.
 - * *Toddler Rules*
 - * *Early Childhood Scenarios*
 - * *Dr. Chess Assessment*
- The student will propose ways to optimize development through play.
 - * *Preschool Game - Student Created*
 - * *Infant Mobile*
 - * *Toys are Tools for Thinking*
 - * *Games Analysis Worksheet*
 - * *Early Brain Development Notes*
 - * *Discussions of Statesmen Preschool Interactions*

WGSD Curriculum
Family and Consumer Science Department

Course: Child Development I

Grade Level: 9-12

LG 4 Safe Environment

High Priority Standards

National Standards for Family and Consumer Science

Education and Early Childhood

4.4 Demonstrate a safe and healthy learning environment for children.

4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.

4.4.2 Apply safe and healthy practices that comply with state regulations.

4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.

Learning Goal

Students will understand how to create and maintain a safe environment for children.

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:

- Explaining first-aid procedures commonly needed in a childcare setting.
- Creating a comprehensive plan for childhood wellness.
- Applying practices that create a safe environment at home and childcare facilities.
- Explaining the physical and/or emotional signs of abuse and neglect.

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

- Recognizing and recalling specific vocabulary, such as: immunity, antibodies,

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Family and Consumer Science Department

	<p>naturally acquired immunity, artificially acquired immunity, symptoms, contagious disease, allergy, childproofing, restraint systems, safety recall, first aid, diagnosis, terminally ill, active physical play, manipulative constructive play, imitative imaginative play, language logic play, dental caries, orthodontist, child safety seats, children with special needs, borderline, chronic, gifted and talented children, learning disabilities, behavioral disorders, attention deficit hyperactivity disorder, attention deficit disorder, hyperactivity, Individualized Educational Plan, Shaken Baby Syndrome.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying first aid procedures for various situations.○ Recognizing the components of a plan for childhood wellness.○ Identifying what makes home and daycare safe for young children. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Determine and apply appropriate first-aid procedures.
- Create a comprehensive plan for childhood wellness.
- Determine the components of a safe environment, at home and at day care.
- Recognize and describe the signs of abuse and neglect.

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Family and Consumer Science Department

Learning Design

- The student will determine appropriate first-aid procedures.
 - * Nurse presentation
- The student will devise a comprehensive plan for childhood wellness.
 - * *Childhood Diets for Toddler, Preschool, and School Age Children*
 - * *Common Childhood Illnesses*
 - * *Childhood Allergies Powerpoint & Notes*
- The list components of a safe environment - home and child care facilities.
 - * Home Safety Discussion
 - * *Home Safety Worksheet*
 - * *Cops: 3rd Graders Plotted Teacher Attack*
- The student will describe the signs of abuse and neglect.
 - * *The Murder of Robbie Wayne*
 - * *A Heroin Addict's Child*

WGSD Curriculum
Family and Consumer Science Department

Course: Child Development I
Grade Level: 9-12
LG 5 Life Changes and Choices

High Priority Standards

National Standards for Family and Consumer Sciences Education

Human Development

12.2 Analyze conditions that influence human growth and development.

12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.

12.3 Analyze strategies that promote growth and development across the life span.

12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.

Parenting

15.3 Evaluate external support systems that provide services for parents.

15.3.1 Assess community resources and services available to families.

Learning Goal	Proficiency Scale
The student will understand how life choices and changes affect the development of young children.	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">• Analyzing how community resources may influence the lives of children.• Explaining how external influences impact child development.• Comparing life choices made by parents and the impact on the development of children. Level 2: Student demonstrates he/she is nearing proficiency by:

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Family and Consumer Science Department

- Recognizing and recalling specific vocabulary, such as: neurons, impulses, axon, dendrites, synapse, pruning, resilience, developmental acceleration, developmental delay, teachable moment, physiological needs, esteem, self-actualization.
- Performing processes such as:
 - Recognizing how technology affects individuals and families.
 - Identifying available community resources that may benefit families.

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

Learning Targets

Students know how to:

- Identify and analyze the impact of technology on individual and family life styles.
- Determine appropriate resources within the community to impact positive change in the lives of children.

Learning Design

- The student will analyze the impact of technology on individual and family life styles.
 - * *American versus Foreign Toys*
 - * *Infant Toy Analysis*
 - * *Guidelines for Internet use for Children*
- The student will determine appropriate resources within the community to impact positive change in the lives of children.
 - * *Early Brain Development*
 - * *Reggio Emilia discussion*

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Family and Consumer Science Department

Course: Child Development I

Grade Level: 9-12

LG 6 Parent and Teacher Choices

High Priority Standards

National Standards for Family and Consumer Sciences Education

Education and Early Childhood

4.5 Demonstrate techniques for positive collaborative relationships with children.

4.5.1 Apply developmentally appropriate guidelines for behavior.

4.5.2 Demonstrate problem-solving skills with children.

4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.

4.5.4 Implement strategies for constructive and supportive interactions between children and families.

4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.

Learning Goal

The student will be able to utilize strategies in order to positive influence the social/emotional development of children.

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:

- Creating positive and supportive interactions with children and families.
- Applying research-based and developmentally appropriate guidelines for behavior.
- Applying research-based problem-solving skills with children.

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

- Recognizing and recalling specific vocabulary, such as: guidance, discipline, self-control, power assertion, love withdrawal, threaten, authoritarian parenting, permissive parenting, democratic parenting, attention, boss, counter hurt, disabled, logical consequences, misbehavior, obedience, play therapy.

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- Performing processes such as:
 - Identifying developmentally appropriate guidelines for behavior.
 - Identifying positive interactions with children and families.
 - Recognizing interactions that promote self-esteem in young children.

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

Learning Targets

Students know how to:

- Apply appropriate guidance and discipline techniques.
- Communicate in ways that promote positive self-esteem for children

Learning Design

- The student will demonstrate appropriate guidance/discipline techniques.
 - * *Goals of Misbehavior*
 - * *Temper Tantrums and Toddlers*
 - * *Godzilla & Sandman Short Story*
 - * *Toddler Rules*
- Exhibit communication skills that promote positive self-esteem.
 - * *Positive Parenting Assignments*
 - * *Signed Ethics Policy*
 - * *Cat's in the Cradle*
 - * *Social & Emotional Development of a Toddler*
 - * *Children Interaction in the Statesmen Preschool*

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Family and Consumer Science Department

Course: Child Development I

Grade Level: 9-12

LG 7 Careers

High Priority Standards

**National Standards for Family and Consumer Science
Education and Early Childhood**

- 4.1 Analyze a career path within early childhood education, and related services.
 - 4.1.1 Explain the roles and functions of individuals engaged in early childhood education, and services.
 - 4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
 - 4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood education, and services.

NETS/TILS

Information Literacy

Use multiple perspectives to analyze and evaluate information from a variety of technological resources. Students critically assess numerous solutions and investigate them from differing viewpoints.

Learning Goal	Proficiency Scale
Students will understand the career opportunities which exist in early childhood education and services.	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">• Analyzing careers in early childhood education and child care.• Comparing and contrasting the skills necessary for a career in early childhood education and child care.• Demonstrating knowledge of ethical and professional issues that are present in the

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Family and Consumer Science Department

	<p style="text-align: center;">field of early childhood education and child care.</p> <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: child care programs, in-home child care, au pairs, nannies, family child care, center based child care, for profit programs, not for profit programs, work related child care programs, school age child care programs, nursery schools, Montessori schools, Head Start, regulations, adult child ratio, developmentally appropriate practices, developmentally inappropriate practices, self-assessment, personal priorities, aptitudes, career plan, short term goals, long term goals, career burnout, professional qualifications, work ethic, code of professional ethics.• Performing processes such as:<ul style="list-style-type: none">○ Identifying career options.○ Identifying some ethical and professional responsibilities that are present in the child care field. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p>Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">● Assess personal characteristics and professional requirements needed for careers related to children.● Demonstrate effective communication techniques for the workplace.● Examine ethical and professional issues and responsibilities related to children.	

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Learning Design

- The student will identify careers related to children.
- The student will assess personal characteristics and professional requirements needed for careers related to children.
- The student will demonstrate effective communication techniques for the workplace.
 - * Working in the Statesmen Preschool.
- The student will examine ethical and professional issues and responsibilities related to children.
 - * Class Discussions on recent news events.

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Family and Consumer Science Department

Course: Child Development II

Grade Level: 9-12

LG 1 Positive Interactions

High Priority Standards

National Standards for Family and Consumer Sciences Education

Child Development, Care and Guidance (Advanced)

B. Analyzing Developmental Stages (Physical, Social, Emotional, and Cognitive).

2. Apply knowledge of developmental stages to observation and/or interaction with individual children.

G. Interacting with Children

5. Use appropriate verbal and nonverbal communications skills when disciplining or guiding children.

6. Describe age-appropriate behavioral expectations.

7. Build positive self-concept attitudes and behaviors.

Learning Goal	Proficiency Scale
Students will be able to interact with young children in a positive manner.	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">• Interacting with children in a respectful and supportive manner.• Assessing cultural and environmental needs in the classroom community.• Evaluating and reflecting on interactions with children to promote positive relationships.• Determining and responding to the unique needs of children. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: attachment behaviors, development, development scales, preschooler, separation distress, temperament.

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	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing age-appropriate behavioral expectations of children.○ Establishing developmentally appropriate behavior guidelines.○ Communicating with children in an age-appropriate manner. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students will know how to:</p> <ul style="list-style-type: none">• Interact with students in the Statesmen Preschool.• Create goals for improved interactions with young children.	
<p style="text-align: center;">Learning Design</p> <ul style="list-style-type: none">• <i>Goal Worksheet</i>• <i>Student/Teacher Dialogue</i>• <i>Grading Rubrics Personal Assessment</i>	

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Family and Consumer Science Department

Course: Child Development II

Grade Level: 9-12

LG 2 Child's Play

High Priority Standards

National Standards for Family and Consumer Sciences Education

Child Development, Care and Guidance (Advanced)

D. Providing Children's Activities

1. Analyze play and its influence on the development of children.
2. Plan age- and developmentally-appropriate activities.
3. Implement age- and developmentally-appropriate activities.
4. Evaluate age- and developmentally- appropriate activities.
5. Adapt activities for children with special needs.
6. Adapt activities to the environment.

Learning Goal	Proficiency Scale
Students will understand the significance of play for a developing child.	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">• Analyzing the influence of different types of play on the development of children.• Adapting activities for children due to outside factors such as the environment, adult to child ration, available resources and materials, and the unique needs of the children.• Evaluating the effect of structured and unstructured play on children.• Establishing activities, routines, and transitions.

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	<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: Tactile senses, staple supplies, draw and tell, fairy tales, family life stories, flannel boards, flipcharts, picture books, racism, reviews, sexism, storybooks, storytelling, anecdotal records, conflict, cooperative play, dramatic play, imaginative stage, functional stage, manipulative stage, modeling, parallel play, personification, prop box, puppet, role-playing, socio-dramatic play, solitary play, hand-eye coordination, skywriting, manuscript writing, classification, empty set, matching, numerals, one-to-one correspondence, rational counting, set, sorting, close-ended questions, feely box, open-ended questions, science, science table, Zaner-Blosser fonts, D’Nealian fonts• Performing processes such as:<ul style="list-style-type: none">○ Identifying activities for age and developmentally appropriate play.○ Implementing activities in multiple areas, such as; art, drama, writing, music, math, movement, and outdoor play. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Plan, implement, and evaluate age and developmentally appropriate activities in the areas of art, storytelling, blocks, socio-dramatic play, writing, math, science, food, movement activities music, and outdoor play.	

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Learning Design

- Story Time Project
- Zaner Bloser & D'Nealian Assignment
- Song Repertoire
- Music Experience
- Developmental Sequencing in Art Projects
- Stages in Math Development
- Dot-to-Dot ABC's
- Environmental Print Cards
- File Folder Game
- Science Experiments
- Block Development & Observation
- New Learning Center Plan for integrating special conditions (children, environment, etc.)

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Course: Child Development II

Grade Level: 9-12

LG 3 Ethics

High Priority Standards

National Standards for Family and Consumer Sciences Education

Child Development, Care and Guidance (Advanced)

- A. Exploring Ethics and Professionalism in Child Development Careers.
 - 1. Explaining the ethical responsibilities of working with children
 - 2. Discussing the rights of families.
 - 5. Providing a professional role model.
 - 11. Utilize child development career information in career planning.

Learning Goal	Proficiency Scale
Students will understand the responsibilities required when working with children.	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">• Explaining the ethical responsibilities associated when working with children and families.• Determining the roles and functions of individuals engaged in teaching.• Examining different types of programs available to families and the benefits of each type of program to families. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: accreditation, chain child care centers, child care centers, employer sponsored programs, family day care,

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	<p>Head Start, Kindergarten, laboratory schools, Montessori schools, parent cooperatives, privately sponsored programs, school-age child care programs.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the traits of a positive role model.○ Summarizing effective characteristics of good teachers.○ Identifying professional and legal issues in child care and education. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
Learning Targets	
<p>Students know how to:</p> <ul style="list-style-type: none">• Explain ethical responsibilities of working with children and their families.• Provide a positive role model for the children.• Demonstrate professional behavior.• Utilize child development career information in career planning	
Learning Design	
<ul style="list-style-type: none">• Comparing Teaching to Other Careers• Interview of Child Care Professional• Summarize effective characteristics in successful teachers• Participate in a field trip to another child care facility• Examine the different types of early childhood facilities – family day care, Montessori, Head Start, secondary school preschool, employer sponsorship, kindergarten, child care center, school-aged child care center, laboratory school, private sponsorship, chain child care centers, etc.	

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Family and Consumer Science Department

Course: Child Development II

Grade Level: 9-12

LG 4 Programming

High Priority Standards

National Standards for Family and Consumer Sciences Education

Child Development, Care and Guidance (Advanced)

F. Establishing a Quality Child Care Program.

1. Identify components of quality child care programs
2. Identify barriers to quality (eg, salaries, space, social attitudes, training)

Learning Goal

Students will be able to care for young children and help them learn to care for themselves.

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:

- Creating a safe and healthy atmosphere for young children in a classroom or child care setting.
- Implementing strategies which promote self-care and health children.
- Recognizing the social, emotional, and physical needs of young children.

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

- Recognizing and recalling specific vocabulary, such as: Consistency, flexible rules, limits, rules, active listening, direct guidance, encouragement, guidance, ignoring, indirect guidance, listening, modeling, observation, persuading, praising,

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	<p>prompting, redirecting, suggesting, warning, auditory signals, dawdling, demonstrating, individual transition, novelty transition, routines, transition, guidance problems, I-message, overstimulate, stress, time out, AI DS, abrasion, anaphylactic shock, bacteria, burn, closed wound, communicable diseases, diabetes, epilepsy, first-degree burn, food poisoning, grand mal seizure, head lice, HIV, insulin open wound, petit mal seizure, policy, rabies, second-degree burn, third-degree burn, wound.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying symptoms of common contagious diseases.○ Implementing basic health practices.○ Identifying <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students know how to:

- Identify components of quality childcare programs.
- Predict barriers to quality.
- Maintain a safe, healthy, and developmentally appropriate environment for children.
- Examine rules and regulations for a safe child care environment.
- Compare and contrast age-appropriate toys and equipment.
- Identify symptoms of various common childhood illnesses and diseases.
- Critique appropriate technology used in the classroom
- Study nutritional needs of the young children
- Implement basic health practices and prevention procedures regarding childhood illnesses and communicable diseases.
- Analyze developmentally appropriate practices in planning for early childhood classes
- Examine child development theories and their implication on childhood programs

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- Implement strategies to teach children health, safety, and sanitation habits.

Learning Design

- Day Care Rules Worksheet
- Child Care Program Comparison Sheet
- Types of Child Care Programs
- Early Childhood Fill In Worksheet
- Common Childhood Illnesses Worksheet
- Appropriate Smart Board Websites
- Arranging appropriate snacks in the preschool
- Allergies For the Very Young Power point
- Common Communicable Diseases Power Point

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Family and Consumer Science Department

Course: Child Development II

Grade Level: 10 -12

LG 5 Lesson plans

High Priority Standards

National Standards for Family and Consumer Sciences Education

Child Development, Care and Guidance (Advanced)

4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.

4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.

Learning Goal	Proficiency Scale
<p>Students will be able to design an integrated learning plan.</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"> • Applying Bloom’s Taxonomy of cognitive development to design a learning plan that includes items such as a pre-assessment, learning goal, behavioral objectives, learning activities, and evaluation. • Apply a variety of teaching methods to meet the learning needs of the children. <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: chronological age, developmental age, consumables supplies, multicultural toys, pre-assessment, concept, behavioral objective, evaluation, assessment, behaviors, block pain, process-centered approach, direct learning experience, indirect learning experience, lesson plan, level of performance, motivation, program goals, spiral curriculum, transition. • Performing processes such as:

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- Arranging learning centers for discovery and development.
- Identifying age appropriate learning activities.

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

Learning Design

Blooms' Taxonomy worksheet
Lesson planning

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Course: Child Development II

Grade Level: 10-12

LG 6 Health

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

4.4 Demonstrate a safe and healthy learning environment for children.

4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.

4.4.3 Implement strategies to teach children health, safety, and sanitation habits.

Learning Goal	Proficiency Scale
<p>Students will be able to maintain a healthy environment for 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"> • Maintaining the physical environment to prevent accidents and disease. • Implementing strategies to teach children health, safety, and sanitation habits. • Explaining government or state rules and regulations established for child safety and health. <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: limits, rules, active listening, direct guidance, encouragement, ignoring, indirect guidance, listening, modeling, observation, persuading, praising, prompting, redirecting, suggesting, warning, auditory signals, dawdling, demonstrating, individual transition, novelty transition, routines, overstimulate, stress, time-out, abrasion, anaphylactic shock, bacteria, burn, closed wound, communicable diseases, diabetes, epilepsy, first-degree burn, food poisoning, grand mal seizure, head lice, HIV, insulin, open wound, petit mal seizure, rabies, second-degree burn, third-

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Family and Consumer Science Department

	<p>degree burn, wound.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying symptoms of various childhood illnesses and diseases.○ Identifying developmentally appropriate practices for childcare centers. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">○ Choose age appropriate toys and equipment.○ Examine child development theories and their implication on childhood programs.	

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Family and Consumer Science Department

Course: Child Development III and IV

Grade Level: 10-12

LG 1 Special Education

High Priority Standards

National Standards For Family And Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

4.5: Demonstrate techniques for positive collaborative relationships with children.

4.5.5: Analyze children's developmental progress and summarize developmental issues and concerns.

Learning Goal	Proficiency Scale
<p>Students will understand the role of special education services in an early childhood setting.</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">• Analyzing the different behaviors or actions of children which may require special education.• Creating classroom accommodations or modifications for a child with special needs. <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: acceleration, allergies, amblyopia, ambulatory, arthritis, articulation problems, asthma, cerebral palsy, chronic health needs, color deficiency, cystic fibrosis, desensitized, diabetes, enrichment, epilepsy, farsightedness, 504, giftedness, glaucoma, grand mal seizure, hemophilia, individualized education plan, learning disability, leukemia, mainstreaming, nearsightedness, petit mal seizure, prosthesis, referral, rheumatoid

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Family and Consumer Science Department

	<p>arthritis, spina bifida, stuttering, voice flexibility, play therapy.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying resources available for teachers and parents of children with special needs.○ Notating the results of a visit with parents of a child with special needs.○ Identify the different types of special education services. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Track changes in a child’s development.• Identify potential physical, social-emotional or intellectual needs.	

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Family and Consumer Science Department

Course: Child Development III and IV

Grade Level: 10-12

LG 2 Safety

High Priority Standards

National Standards For Family And Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

4.4 Demonstrate a safe and healthy learning environment for children.

4.4.2: Apply safe and healthy practices that comply with state regulations.

4.4.7: Demonstrate security and emergency procedures.

Learning Goal	Proficiency Scale
Students will be able to provide a safe early childhood environment.	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">• Developing routines and procedures to increase the safety of the early childhood environment.• Preparing children to safely respond in emergency situations including intruder drills, bomb threats, and fires.• Developing evacuation routes and assembly point procedures for emergencies or natural disasters.• Creating informational policies regarding emergencies. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: poison control, school

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Family and Consumer Science Department

	<p>resource officer, fire safety, natural disaster, choking, crisis, intruder safety, stop drop and roll, 911.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the possible dangers in an early childhood center. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
Learning Targets	
<p>Students know how to:</p> <ul style="list-style-type: none">• Make evacuation backpacks.• Identify potential poisons in the childhood center and the outdoor play area.• Rehearse a fire drill with the children.• Post evacuation routes.• Apply emergency first aid to a child who is choking.• Complete paperwork and documentation for accidents and illness. <p style="text-align: center;">Learning Design</p> <p>Observe media clips on safety in an intruder situation. Read <u>Officer Buckle and Judy</u> to preschool children and discuss the book. Reading <u>After the Alarm Rang</u> and discussing the article. Develop a power point presentation about poison control to be shared with peer teachers. Develop written material for parents to include facts on emergency notification, pick up points, and communications. Present a lesson on fire safety to the children. Investigate the possibilities of natural disasters in the area.</p>	

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Family and Consumer Science Department

Course: Child Development III and IV

Grade Level: 10-12

LG 3 Environment

High Priority Standards	
National Standards For Family And Consumer Sciences Education Comprehensive Standard Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
Learning Goal	Proficiency Scale
Students will be able to design and implement an effective teaching and learning environment.	<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">• Designing a floor plan of an existing space to include all needed areas for teaching and learning such as storage, electrical connections, traffic patterns, and learning spaces.• Creating an outdoor activity plan to encourage the use of the playground as a learning area. <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: gross motor, fine motor, floor plan, learning areas, monitoring.• Performing processes such as:<ul style="list-style-type: none">○ Discussing spatial organization.

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Family and Consumer Science Department

- Identifying toys that can help develop gross and fine motor skills.
- Identifying equipment needed for learning areas.

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

Learning Targets

Students know how to:

- Recommend materials to create a positive learning environment.
- Make bulletin boards
- Generate floor plans.
- Organize learning areas.
- Identify situations and areas that need monitoring while children are present.

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Family and Consumer Science Department

Course: Child Development III and IV

Grade Level: 10-12

LG 4 Community Relationships

High Priority Standards

National Standards For Family And Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Learning Goal

Students will be able to develop positive interaction with parents and community members.

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:

- Creating print or digital communication to illustrate school activities, announcements, learning milestones and other news.
- Explaining a child's progress to parents/families in a caring and supportive manner.

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

- Recognizing and recalling specific vocabulary, such as: assessment, journal, interaction, charts, publicity, newsletter, web site.
- Performing processes such as:
 - Identifying ways to increase communication.
 - Describing various charts and scales used to measure childhood milestones.

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

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Family and Consumer Science Department

Learning Targets

Students know how to:

- Conduct individual assessments measured by age appropriate charts to share with parents.
- Create publicity pamphlets and displays.
- Create visual displays.
- Observe and journal student activities.

WGSD Curriculum
Family and Consumer Science Department

Course: Child Development III and IV

Grade Level: 10-12

LG 5 Business Aspects

High Priority Standards	
National Standards For Family And Consumer Sciences Education Comprehensive Standard Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
Learning Goal	Proficiency Scale
Students will understand the organization of a preschool as a business.	<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">• Developing enrollment information for parents to include items such as calendars, applications, letters of acceptance/rejections, etc.• Analyzing the impact of salaries, health coverage, and professional development on the budget of a childcare center. <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: budget, salary, enrollment packet, financial aspects• Performing processes such as:<ul style="list-style-type: none">○ Identifying the personnel needed to run a childcare center.○ Identify concepts that will enhance the current preschool through digital

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Family and Consumer Science Department

resources.

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

Learning Design

Students will choose an area to be an expert in such as director, literacy, music, math, science, art, physical development and develop a plan and materials list to promote the area. Students will act within their chosen area when working with the children.

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Family and Consumer Science Department

Course: Fashion Design I

Grade Level: 9-12

LG 1 Fashion History

High priority standards

National standards for family and consumer sciences education

Area of study 16.0: Textiles, fashion, and apparel

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

Content standards:

16.2. Evaluate fiber and textile products and materials.

16.2.3: Summarize textile legislation, standards, and labeling in the global economy.

16.2.4: Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products.

Learning Goal	Proficiency Scale
<p>Students will understand how culture, history, and technology influence fashion.</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">• Analyzing the standards and labeling that affect the textile industry in today's culture.• Comparing how clothing reflects culture.• Analyzing the effect of media and technology on clothing choice. <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: labels, standards,

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Family and Consumer Science Department

	<p>textiles, fashion.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the effect of media and technology on clothing choice.○ Describing clothing customs and expectations in the United States. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Summarize factors that influence clothing choices.• Explain Maslow's Hierarchy of Needs as related to the subject.• Identify stages and time spans of fashion cycles.	

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Family and Consumer Science Department

Course: Fashion Design I

Grade level: 9-12

LG 2 Elements and Principles of Design

High priority standards

National standards for family and consumer sciences education

Area of study 16.0: Textiles, fashion, and apparel

Comprehensive standard

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

16.3: demonstrate fashion, apparel, and textile design skills.

16.3.1: explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

16.3.2: apply basic and complex color schemes and color theory to develop and enhance visual effects.

16.3.3: utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

Learning goal

Students will be able to apply the elements and principles of design to clothing choices and construction

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:

- Applying basic and complex color schemes and color theory to develop and enhance visual effects.
- Analyzing ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance.

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

- Recognizing and recalling specific vocabulary, such as: elements of design, principles of design, color terms, color schemes, color wheel, body type.
- Performing processes such as:

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Family and Consumer Science Department

- Identifying elements that enhance or detract from the visual appeal of some clothing choices.

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

Learning targets

Students know how to:

- Describe and assess colors that enhance skin tone, eye color, body type, and personality.
- Apply the elements and principles of design to enhance clothing selection.

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Family and Consumer Science Department

Course: Fashion Design I

Grade level: 9-12

LG 3 Equipment

High Priority Standards

National standards for family and consumer sciences education

Area of study 16.0: Textiles, fashion, and apparel

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

16.4: demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

16.4.1: Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.

Learning Goal	Proficiency Scale
Students will be able to utilize sewing equipment.	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">• Exhibiting proficient and accurate use, maintenance, safety and threading of sewing and serging machines. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: sewing machine, serger, hand wheel, bobbin, bobbin case, thread, needle, looper, tension disks• Performing processes such as:<ul style="list-style-type: none">○ Identifying the parts and processes associated with sewing machines and sergers.

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- Choosing the correct tools for the job at hand.
- Handling machines and sharp tools in a safe manner.

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

Learning Targets

Students know how to:

- Identify the parts of the sewing machine and serger.
- Correctly use sewing tools and equipment.
- Use stitching and cutting hand tools.

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Course: Fashion Design I

Grade level: 9-12

LG 4 Patterns

High Priority Standards

National standards for family and consumer sciences education

Area of study 16.0: Textiles, fashion, and apparel

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

16.4: demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

16.4.3: Demonstrate basic skills for producing and altering textile products and apparel.

Learning Goal	Proficiency Scale
Students will understand the function and purpose of a pattern.	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">• Exhibiting accurate use of all pattern markings, directions, and layout guidelines.• Adjusting standard patterns to fit unique body types.• Interpreting yardage and fabric type based on pattern recommendations. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: wear ease, design ease, bust, chest, waist, hips, back length, sleeve length, inseam, height, girls, misses, women's, men's, teen boy sizes, guide sheet, on the fold, notches, grain line, selvages, marking symbols, tracing wheel and paper, layouts.

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- Performing processes such as:
 - Selecting the best pattern for body type and clothing need.
 - Pinning patterns to the fabric and marking and cutting fabric as directed.
 - Identifying best fabrics for particular uses.

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

Learning Targets

Students know how to:

- Take accurate body measurements according to figure type and pattern size.
- Select a pattern based off of size.
- Adjust a pattern length.
- Find the fabric grain and biases.
- Prepare the fabric for cutting and sewing as well as marking the fabric with sewing symbols.
- Pin correctly.

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Course: Fashion Design I

Grade level: 9-12

LG 5 Construction

High priority standards

National standards for family and consumer sciences education

Area of study 16.0: Textiles, fashion, and apparel

Comprehensive standard

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

16.4: demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

16.4.3: demonstrate basic skills for producing and altering textile products and apparel.

Learning goal	Proficiency scale
<p>The student will understand how to use sewing techniques to construct projects and garments.</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">• Utilizing construction techniques such as stay-stitching, darts, interfacing, seams and seam finishes, hems, and casing. <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: guide sheet, trimming, seam finish, matching seams, elastic, casing, hem, bodkin• Performing processes such as:<ul style="list-style-type: none">○ Identifying the best techniques to use with a given pattern.○ Pressing fabric during garment construction.○ Finishing a project as indicated by the pattern.

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	Level 1: student demonstrates a limited understanding or skill with the learning goal.
<p style="text-align: center;">Learning targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use proper pressing techniques• Demonstrate proper basic construction techniques.	

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Family and Consumer Science Department

Course: Fashion Design II

Grade Level: 9-12

LG 6 Portfolio

High Priority Standards

National standards for family and consumer sciences education

Area of study 16.0: Textiles, fashion, and apparel

Comprehensive standard

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

16.3: Demonstrate fashion, apparel, and textile design skills.

16.3.2: Apply basic and complex color schemes and color theory to develop and enhance visual effects.

16.3.3: Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

Learning Goal

Students will understand how to use complex sewing techniques to construct projects and garments.

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:

- Developing a sample portfolio of completed projects using specific sewing machine and hand-sewing techniques, and specific embroidery designs.
- Demonstrating pressing as a technique used in sewing complex garments and other products.

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

- Recognizing and recalling specific vocabulary, such as: pressing, applique, hemming, seam tape, bias tape, zipper foot, buttonhole, pin tucks, machine

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	<p>embroidery, lining.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying the steps needed to complete a garment with complex shaping.○ Pinning and cutting patterns with a working knowledge of bias, grain line, selvedge, and pattern marking. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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WGSD Curriculum
Family and Consumer Science Department

Course: Fashion II

Grade Level: 9-12

LG 7 Careers

High Priority Standards

National standards for family and consumer sciences education

Area of study 16.0: Textiles, fashion, and apparel

Comprehensive standard

Integrate knowledge, skills, and practices required for careers in textiles and apparels.

16.1: Analyze career paths within textile apparel and design industries.

16.1.1: Explain the roles and functions of individuals engaged in textiles and apparel careers.

Learning Goal	Proficiency Scale
Students will be able to evaluate career paths within the textile and apparel design industries.	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">• Assessing personal characteristics and professional requirements for occupations related to fashion.• Analyzing how career clusters and pathways help in making a career plan.• Analyzing how to use sources of career information. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: career path, career cluster, professional requirements.• Performing processes such as:

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Family and Consumer Science Department

- Identifying a range of possible careers in the textile and design industries.

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

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Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 1 Housing Needs

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.

11.2.2: Analyze the psychological impact that the principles and elements of design have on the individual.

11.2.3: Analyze the effects that the principles and elements of design have on aesthetics and function.

Learning Goal	Proficiency Scale
Students will understand how internal and external conditions influence choices of housing.	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">• Comparing factors that affect housing choices; including personal values, space, economics, lifestyle roles, and needs.• Analyzing reasons for why lifestyles sometimes change over a person's life. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: housing, microenvironment, needs, esteem, self-actualization, values, living unit,

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human ecology.

- Performing processes such as:
 - Describing different types of housing.
 - Discussing how people choose a place to live.

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

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Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 2 Housing Choice

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.

11.2.2: Analyze the psychological impact that the principles and elements of design have on the individual.

11.2.3: Analyze the effects that the principles and elements of design have on aesthetics and function.

Learning Goal	Proficiency Scale
Students will understand that priorities affect living conditions.	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">• Evaluating the role that region, community, and neighborhoods play when people consider housing.• Analyzing factors that may influence a person's choice when determining a place to live such as type of home, universal design, landscaping, region, and budget. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: region, community,

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Family and Consumer Science Department

neighborhood, site, landscaping, public zone, home, condominium, cooperative, modular home, pre-cut house, kit house, universal design, fair housing act.

- Performing processes such as:
 - Describing different types of housing.
 - Identifying which type of housing best meets the needs of people with special needs.

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

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Course: Housing and Interior Design

Grade Level: 9-12

LG 3 Evolution of Housing Styles

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.5: Analyze design and development of architecture, interiors, and furnishing through the ages.

11.5.2: Explain societal and technological trends on periods of architecture and interior design through the ages.

11.5.3: Illustrate the development of architectural styles through throughout history.

Learning Goal	Proficiency Scale
Students will understand how architecture has evolved over time.	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">Analyzing the impact of technology, environment, historical events, culture and societal on architecture including homes. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">Recognizing and recalling specific vocabulary, such as: stucco, gable roof, Dutch colonial, gambrel roof, pent roof, mansard roof, French provincial, Cape Cod, saltbox, garrison, Georgian, hip roof, balustrade, Federal, Portico, pediment, Greek revival, southern colonial, belvedere.

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- Performing processes such as:
 - Identifying housing styles, including modern, traditional, and contemporary.
 - Identifying societal trends and life cycle changes that affect housing.
 - Identifying how housing helps to satisfy needs and personal priorities.
 - Explaining the importance of historical preservation of older homes.

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

Learning Design

Create a historical housing infographic.
Evaluate floor plans with a check list.
Create a furniture style guide.

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Course: Housing and Interior Design

Grade Level: 9-12

LG 4 Construction Plans

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.4: Demonstrate design, construction document reading, and space planning skills required for the housing, interior design, and furnishings industries.

11.4.1: Interpret information provided on construction documents.

11.4.2: Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical and mechanical systems.

Learning Goal	Proficiency Scale
<p>Students will be able to design a house.</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"> • Interpreting architectural drawings. • Applying knowledge of plans and blueprints to create a unique design. <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: architectural drawings, specifications, print, alphabet of lines, symbols, plan view, floor plan, work triangle, alcove, traffic pattern, foundation, footing, sill plate, joist, girder,

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	<p>subflooring, header, rafter, ridge.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Describing how to use a scale floor plan to arrange furniture.○ Explaining the symbols and specifications on architectural drawings.○ Identifying traffic patterns.○ Using digital tools to read and design floor plans.○ Describing storage needs and space. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Use software to design a floor plan.• Organize living space by function.• Plan safe and convenient traffic patterns.	

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Course: Housing and Interior Design

Grade Level: 9-12

LG 5 Elements and Principles of Design

High Priority Standards	
National Standards for Family and Consumer Sciences Education Comprehensive Standard Integrate knowledge, skills, and practices required for careers in housing and interior design. Content Standard	
Learning Goal	Proficiency Scale
Students will be able to apply the elements and principles of design in a home setting.	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">• Applying the golden rectangle, golden mean and golden section to achieve proportion in design.• Analyzing how perception of space is influenced by principles such as repetition, mass, balance, and unity.• Comparing the effects the elements and principles of design have on aesthetics. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: design, function,

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aesthetics, horizontal line, vertical line, diagonal line, curved line, form, space, mass, texture, : proportion, golden rectangle, golden mean, golden section, scale, visual weight, balance, formal balance, informal balance, emphasis, rhythm, repetition, gradation, radiation, opposition, transition, harmony, unity, sensory design.

- Performing processes such as:
 - Identifying the goals of creating a balanced design.
 - Identifying the elements of good design.

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

Learning Targets

Students know how to:

- Identify all the elements of design.
- Describe proportion.

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Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 6 Color

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

Learning Goal	Proficiency Scale
Students will understand the role of color in living spaces.	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">• Analyzing how color affects human behavior.• Creating examples of color harmonies that are balanced and aesthetically pleasing. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: color spectrum, color wheel, primary color, secondary color, intermediate colors, hue, value, tint, shade, intensity, complement, pigment, monochromatic, analogous, complementary, triadic, neutral.• Performing processes such as:

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- Identifying factors to consider when planning a color scheme.
- Describing the effect of light on the color used in a home.
- Explaining the relationships between colors on the color wheel.

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

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 7 Surface Materials

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Apply housing and interior design knowledge, skills and processes to meet specific design needs.

Learning Goal	Proficiency Scale
Students will understand how to create interiors using a variety of materials and 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">• Applying knowledge of traffic patterns, family needs, color preferences, harmony and balance to choices of hard surfaces in the home. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: textile, fiber, resiliency, trade name, yarn, blend, combination, weaving, warp, weft, wale, float, flooring materials, floor covering, acoustical.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the characteristics of textiles used in homes.○ Distinguishing between man-made and natural materials.

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- Comparing cost and care for floor treatments.
- Identifying countertop materials for kitchens and baths.
- Explaining the characteristics and benefits of soft surfaces in the home.
- Examining textile laws and their benefit to the homeowner.

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

Learning Targets

Students know how to:

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Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 8 Furniture

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Apply housing and interior design knowledge, skills and processes to meet specific design needs.

Learning Goal	Proficiency Scale
Students will be able to select furniture based on need, space, cost, and construction materials.	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">• Evaluating different furniture styles for specific settings.• Comparing materials and construction to determine quality of furnishings. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: antiques, collectibles, wood grain, box springs, water bed, bonded wood, veneered wood, scale floor plan, template, restore, eclectic.• Performing processes such as:<ul style="list-style-type: none">○ Describing comfortable furniture arrangements for various life styles.○ Identifying government regulations that apply to consumer health and safety

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	<p>in the home.</p> <ul style="list-style-type: none">○ Explaining the use of scaled floor plans to select and arrange furniture. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 9 Lighting

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Apply housing and interior design knowledge, skills and processes to meet specific design needs.

Learning Goal	Proficiency Scale
Students will understand how window treatments and lighting can enhance a home.	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">• Creating a lighting plan for a home.• Evaluating different types of artificial light sources. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: draperies, curtains, shades, shutters, blinds, incandescent light, halogen light, fluorescent light, direct light, footcandle.• Performing processes such as:<ul style="list-style-type: none">○ Identifying types of window coverings and the benefits/drawbacks of each.

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- Describing the properties of light artificial and natural light.
- Describing structural and nonstructural lighting.
- Explaining structural and non-structural lighting.

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

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 10 Appliances

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.3: Apply housing and interior design knowledge, skills and processes to meet specific design needs.

Learning Goal

Students will be able to select appliance and electronics for a home.

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:

- Evaluating available information for selecting appliances and electronics such as Consumer Reports, owner reviews, and advertisement.
- Analyzing appliances used to meet the unique needs of people including those with special needs.

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

- Recognizing and recalling specific vocabulary, such as: appliances, warranty, energy guide labels, induction cooktop, self-cleaning oven, convection oven, dehumidifier, humidifier.
- Performing processes such as:

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Family and Consumer Science Department

- Identifying good choices of appliances for various needs.
- Identifying choices in styles and features of various appliances such as kitchen, laundry, and climate control items.

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

WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 11 Maintenance

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.4: Demonstrate design, construction document reading, and space planning skills required for the housing, interior design, and furnishings industries.

11.4.5: Apply building codes, universal guidelines, and regulations in space planning and furniture arrangement.

Learning Goal

Students will understand the need to create a safe and attractive environment.

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:

- Comparing techniques of preventative maintenance to keep a home secure and retain its value.
- Evaluating the methods that can be used to protect a home from dangers such as carbon monoxide, fire, and intruders.

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

- Recognizing and recalling specific vocabulary, such as: landscape, xeriscape, soil

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Family and Consumer Science Department

	<p>conservation, sunroom, precautions, electrical shock, toxic, radon, smoke detector, escape plan, alarm system.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying ways that will make a home more secure for people with special needs.○ Describing available resources for home maintenance and care.○ Explaining the goals of landscaping. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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WGSD Curriculum
Family and Consumer Science Department

Course: Housing and Interior Design

Grade Level: 9-12

LG 12 Careers

High Priority Standards

National Standards for Family and Consumer Sciences Education

Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in housing and interior design.

Content Standard

11.1 Analyze career paths within the housing, interior design, and furnishings industries.

11.1.1 Explain the roles and functions of individuals engaged in housing and interior design careers.

11.1.3 Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design.

Learning Goal	Proficiency Scale
Students will understand what careers paths exist in interior design and housing.	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">• Determining what skills are needed to promote oneself in a career search.• Assessing the services provided by professional trade organizations.• Establishing career goals. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: career cluster, job description, apprentice, cooperative education, entrepreneurs, career ladder, career

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Family and Consumer Science Department

	<p>lattice, leadership, multiple roles, dual-career families.</p> <ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Identifying factors to consider when choosing a career.○ Identifying personal strengths.○ Identifying requirements for professional certifications.○ Describing the steps in the hiring process, such as interview, follow-ups, acceptance or rejection.○ Explaining the relationship between education and potential income.○ Examining personal characteristics to determine interests, skills and knowledge related to career choices. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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WGSD Curriculum
Family and Consumer Science Department

Course: Family and Consumer Science: Foods I

Grade Level: 9-12

LG 1 Lab Preparation

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

- 14.4 Evaluate factors that affect food safety from production through consumption.
- 14.4.1 Analyze conditions and practices that promote safe food handling.
 - 14.4.2 Analyze safety and sanitation practices throughout the food chain.

Missouri Learning Standards

Craft and Structure 9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (food measurement terminology, food-preparation terminology, kitchen equipment terminology.)

Learning Goal	Proficiency Scale
Students will understand how preparation and organization contribute to cooking food.	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">• Developing a cooking plan to include obtaining ingredients and deciding on techniques to use.• Balancing flavor and nutrition.• Implementing and following proper safety and sanitation procedures.• Evaluating the results of the cooking experience.

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	<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: specific cooking and ingredient terms, wet and dry measurements, ingredient names listed in a recipe, food related abbreviations, equivalents.• Performing processes such as:<ul style="list-style-type: none">○ Reading recipes ahead of time.○ Organizing t to prepare for cooking.○ Identifying safety and sanitation concerns. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Implement a food lab plan.• Evaluate the food lab plan.• Create a quality food product using proper ingredients and technique.• Implement effective safety and sanitation procedures.• Reflect on and evaluate the lab experience.	

WGSD Curriculum
Family and Consumer Science Department

Course: Family and Consumer Science: Foods I

Grade Level: 9-12

LG 2 Nutrition

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

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

14.2.2 Analyze the effect of nutrients on health, appearance, and peak performance.

14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.

14.2.3 Analyze sources of food and nutrition information, including food labels, related to health and wellness.

Learning Goal	Proficiency Scale
Students will be able to analyze the affect nutrition has on human health.	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">• Analyzing the effect on the human body of nutrients in foods.• Evaluating and choosing foods by the types of nutrition they provide.• Explaining how the process of digestion is affected by food choice. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: nutrients, vitamins, minerals, proteins, fats, carbohydrates, water.• Performing processes such as:<ul style="list-style-type: none">○ Identifying and describing different nutrients.○ Identifying which foods contain specific nutrients.

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Family and Consumer Science Department

- Choosing foods based on nutritional value.

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

Learning Targets

Students know how to:

- Identify nutrients needed by humans.
- Analyze properties of various nutrients.
- Describe how nutrients are used by the body.
- Evaluate and choose foods by the types of nutrition they provide.
- Analyze and explain how the process of digestion is affected by food choice.

WGSD Curriculum
Family and Consumer Science Department

Course: Family and Consumer Science: Foods I

Grade Level: 9-12

LG 3 Food Choice

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

14.1: Analyze factors that influence nutrition and wellness practices across the lifespan.

14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.

14.1.4 Analyze the effects of global and local events and conditions on food choices and practices.

14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

Learning Goal	Proficiency Scale
Students will understand the impact of outside influences on personal food choice.	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">• Evaluating how food choice is affected by outside influences such as media, fads, and myths.• Analyzing how food choices and traditions are influenced by family and culture.• Comparing how global and local events affect food choice and practices, and impact personal choice. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: genetically altered foods, fad, fallacy, hunger, appetite, wellness, fasting, functional food.• Performing processes such as:

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Family and Consumer Science Department

- Identifying all the factors that affect food choice.

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

Learning Targets

Students know how to:

- Research and evaluate how food choice is affected by outside influences such as media bias, fads, and myths.
- Analyze and explain how food choice and food traditions are affected by family and culture.
- Recognize and research global and local events that affect food choice and practices.
- Analyze how global and local events impact their own choices.

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Family and Consumer Science Department

Course: Family and Consumer Science: Foods I

Grade Level: 9-12

LG 4 Wellness

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

9.4 Apply basic concepts of nutrition in a variety of settings.

9.4.1 Analyze nutritional needs of individuals.

Learning Goal	Proficiency Scale
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">• Planning and following a personal healthy food intake. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: Recommended Daily Allowance, calorie, Body Mass Index, Dietary Reference Intake, Dietary Guidelines for Americans, calorie balance, nutrient dense, MyPlate, processed food.• Performing processes such as:<ul style="list-style-type: none">○ Identifying foods that help maintain good health.○ Describing components of wellness. Level 1: Student demonstrates a limited understanding or skill with the learning goal.

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Learning Targets

Students know how to:

- Determine what foods and how much food is needed to maintain good health.
- Use My Plate or similar resource to find information on food choices.

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Course: Family and Consumer Science: Foods I

Grade Level: 9-12

LG 5 Baked Goods

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Learning Goal	Proficiency Scale
Students will be able to create baked goods.	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">• Measuring and following precise steps in food preparation• Choosing best practice cooking techniques and timing for baked goods. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: leavening agent, oven spring, batter, dough, gluten, yeast, fermentation.• Performing processes such as:<ul style="list-style-type: none">○ Reading and following a recipe.

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- Identifying a variety of baked goods and their properties.

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

Learning Targets

Students know how to:

- Apply basic science, mathematics and time management principles in food preparation.
- Use proper measuring equipment and techniques.
- Identify various forms of baked goods such as quick breads, yeast breads, cakes, etc.
- Create quality baked goods.

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Course: Family and Consumer Science: Foods I

Grade Level: 9-12

LG 6 Fruits and Vegetables

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.

- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Learning Goal	Proficiency Scale
Students will be able to prepare quality fruit and vegetable products.	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">• Measuring and following precise steps in food preparation.• Choosing best practice cooking techniques or raw preparations for fruits and vegetables.• Applying safe handling practices with tools such as knives and graters. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: Slice, dice, rinse, scrub, pare, peel, steam, parboil, produce, drupes, pomes, melons, enzymatic browning.• Performing processes such as:

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- Identifying various fruits and vegetables and their qualities and uses.
- Identifying different ways to prepare fruits and vegetables.

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

Learning Targets

Students know how to:

- Identify types of produce and their qualities and uses.
- Use proper measuring equipment and techniques by applying science and math concepts.
- Choose appropriate cooking techniques for fruits and vegetables if needed.
- Safely and accurately use knives to prepare foods.
- Demonstrate safe and sanitary food preparation practices.
- Successfully prepare quality fruit and vegetable food products.

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Course: Family and Consumer Science: Foods I

Grade Level: 9-12

LG 7 Soups, Salads, Appetizers, and Proteins

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life-span.

- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Learning Goal	Proficiency Scale
<p>Students will be able to prepare quality soup, salad, appetizer and protein source dishes.</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">● Measuring and following precise steps in food preparation.● Choosing best practice cooking techniques for proteins.● Creating a finished product that follows an exact recipe.● Applying safe handling practices with tools, such as knives and electronic equipment. <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p>

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- Recognizing and recalling specific vocabulary, such as: sauté, sweat, steam, blanch, dice, slice, protein sources, emulsion, stock soup, bouillon, consommé.
- Performing processes such as:
 - Reading and following a recipe.
 - Identifying various soups, salads, and appetizers.
 - Identifying types of proteins and their sources.

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

Learning Targets

Students know how to:

- Use proper measuring equipment and techniques by applying science and math concepts.
- Choose appropriate cooking techniques for proteins.
- Prepare soups, salads, and appetizers including at least one incorporating a protein.
- Read and understand a recipe.
- Demonstrate safe knife skills.
- Demonstrate safe and sanitary food preparation practices.

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Course: Family and Consumer Science: Foods I

Grade Level: 9-12

LG 8 Meal Planning

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Learning Goal	Proficiency Scale
Students will understand how to plan and implement healthy meals.	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">• Demonstrating how to analyze food labels and food facts to develop criteria for purchasing foods for a meal.• Planning for and cooking a complete and nutritionally-balanced meal. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: meal planning, food preparation, grocery shopping.• Performing processes such as:

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- Identifying resources used in planning meals and food preparation.
- Creating a balanced grocery list.

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

Learning Targets

Students know how to:

- Read labels on food packages and determine calorie and nutrient content.
- Use nutritional facts to evaluate food that is not labeled.
- Plan a meal and create a grocery list for the meal.

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Family and Consumer Science Department

Course: Family and Consumer Science: Foods I

Grade Level: 9-12

LG 9 Careers

High Priority Standards

National Standards for Family and Consumer Sciences: Food Services

- 8.1 Analyze career paths within the food production and food services industries.
- 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.
 - 8.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
 - 8.1.3 Summarize education and training requirements and opportunities for career paths in food production and services.
 - 8.1.4 Analyze the effects of food production and services occupations on local, state, national, and global economies.
 - 8.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities.
 - 8.1.6 Analyze the role of professional organizations in food production and services.

Learning Goal	Proficiency Scale
Students will understand the importance of planning for a future career.	<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"> • Analyzing various career opportunities in the food industry. • Creating a research-based career plan. <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: career, occupation, transferable skill, networking, and entrepreneur.

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Family and Consumer Science Department

- Performing processes such as:
 - Looking for and consolidating information on careers in the food industry.
 - Identifying training needed for various careers.

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

Learning Targets

Students know how to:

- Examine and analyze various careers in the industry.
- Format a well-researched and realistic career plan.

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Family and Consumer Science Department

Course: Family and Consumer Science: Foods II

Grade Level: 10-12

LG 10 Eggs, Egg Dishes, and Custards

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Learning Goal

Students will be able to create a variety of egg based dishes.

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:

- Measuring and following precise steps in food preparation
- Choosing best practice cooking techniques and timing for egg dishes.
- Creating a finished product that follows an exact recipe.

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

- Recognizing and recalling specific vocabulary, such as: as candling, emulsion, coagulum, omelet, soufflé, meringue, weeping, beading, custard.
- Performing processes such as:
 - Reading and following a recipe.

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Family and Consumer Science Department

- Identifying a variety of egg dishes and their properties.
- Identifying how to properly store egg products.

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

Learning Targets

Students know how to:

- Select and store eggs and egg dishes.
- Describe the principles and methods of cooking eggs.
- Prepare eggs and egg dishes.

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Family and Consumer Science Department

Course: Family and Consumer Science: Foods II

Grade Level: 10-12

LG 11 Dairy Dishes

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Learning Goal

Students will be able to create a variety of dairy based dishes.

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:

- Measuring and following precise steps in food preparation.
- Choosing best practice cooking and preparation techniques for dairy dishes.
- Creating a finished product that follows an exact recipe.

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

- Recognizing and recalling specific vocabulary, such as: Pasteurization, Ultra-high temperature processing, homogenization, milk fat, coagulate, curd, whey, processed cheese, scum, curdling, scorching, white sauce, roux, slurry, bisque, chowder.

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Family and Consumer Science Department

- Performing processes such as:
 - Identifying food science principle of dairy products.
 - Reading and following a recipe.
 - Identifying how to properly store dairy items.

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

Learning Targets

Students know how to:

- List factors affecting the selection of dairy products.
- Describe the guidelines for preventing adverse reactions when cooking with dairy products.
- Prepare a variety of dishes using milk, cream, cheese, and other dairy products.

WGSD Curriculum
Family and Consumer Science Department

Course: Family and Consumer Science: Foods II

Grade Level: 10-12

LG 12 Meat Dishes

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Learning Goal	Proficiency Scale
Students will be able to create a variety of meat dishes.	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">● Measuring and following precise steps in food preparation.● Choosing best practice cooking and preparation techniques for meat dishes.● Creating meat dishes using both dry and moist cooking methods. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: variety meats, wholesale cuts, retail cuts, veal, pork, lamb, marbling, elastin, collagen, cooking losses.• Performing processes such as:<ul style="list-style-type: none">○ Identifying the differences between retail and wholesale cuts.

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Family and Consumer Science Department

- Reading and following a recipe.
- Identifying how to properly store meats.

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

Learning Targets

Students know how to:

- List factors affecting the selection of meats.
- Describe how to properly store meats.
- Describe the principles and methods of cooking meat.
- Prepare meats using moist and dry cooking methods.

WGSD Curriculum
Family and Consumer Science Department

Course: Regional and International Foods

Grade Level: 10-12

LG 1 World Cuisine

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

Learning Goal

Students will understand the culinary contributions of many different countries.

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:

- Demonstrating the use of specific tools necessary to create each countries cuisine.
- Applying techniques to prepare food from a variety of cultures.

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

- Recognizing and recalling specific vocabulary, such as: cockeles, fish and chips, pudding basin, haggis, colcannon, haute cuisine, provincial cuisine, nouvelle cuisine, fines herbes, hors d'oeuvres, croissant, crepe, truffles, escargot, quiche, braten, kartoffelpuffer, sauerkraut, spätzle, strudel, crayfish, smorrebrod, lutefisk, smorgasbord, husmanskost, lingonberry, sauna.

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Family and Consumer Science Department

	<ul style="list-style-type: none">• Performing processes such as:<ul style="list-style-type: none">○ Locating specific countries on a map.○ Identifying how culture, climate, and geography affected the development of local cuisines. <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
<p style="text-align: center;">Learning Targets</p> <p>Students know how to:</p> <ul style="list-style-type: none">• Recognize the influence of climate and geography on food habits of different cultures.• Locate countries studied and major bodies of water on a world map.• Apply appropriate cooking techniques in preparation of typical foods for each country.• Prepare foods native to specific countries.	

Course: Regional and International Foods

WGSD Curriculum
Family and Consumer Science Department

Grade Level: 9-12

LG 2 Lab Preparation

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

- 14.4 Evaluate factors that affect food safety from production through consumption.
- 14.4.1 Analyze conditions and practices that promote safe food handling.
 - 14.4.3 Analyze safety and sanitation practices throughout the food chain.

Missouri Learning Standards

Craft and Structure 9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (food measurement terminology, food-preparation terminology, kitchen equipment terminology.)

Learning Goal	Proficiency Scale
Students will understand how preparation and organization contribute to cooking good food.	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">• Developing a cooking plan to include obtaining ingredients and deciding on techniques to use.• Balancing flavor and nutrition.• Implementing and following proper safety and sanitation procedures.• Evaluating the results of the cooking experience. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: specific cooking and

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Family and Consumer Science Department

ingredient terms, wet and dry measurements, ingredient names listed in a recipe, food related abbreviations, equivalents.

- Performing processes such as:
 - Reading recipes ahead of time.
 - Organizing to prepare for cooking.
 - Identifying safety and sanitation concerns.

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

Learning Targets

Students know how to:

- Implement a food lab plan.
- Evaluate the food lab plan.
- Create a quality food product using proper ingredients and technique.
- Implement effective safety and sanitation procedures.
- Reflect on and evaluate the lab experience.

WGSD Curriculum
Family and Consumer Science Department

Course: Regional and International Foods

Grade Level: 9-12

LG 3 Food Choice

High Priority Standards

National Standards for Family and Consumer Sciences: Nutrition and Wellness

14.1: Analyze factors that influence nutrition and wellness practices across the lifespan.

14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.

14.1.4 Analyze the effects of global and local events and conditions on food choices and practices.

14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

Learning Goal	Proficiency Scale
Students will understand the impact of outside influences on personal 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">• Evaluating how food choice is affected by outside influences such as media, fads, and myths.• Comparing how food choices and traditions are influenced by family and culture.• Describing how global and local events affect food choice and practices, and impact personal choice. Level 2: Student demonstrates he/she is nearing proficiency by: <ul style="list-style-type: none">• Recognizing and recalling specific vocabulary, such as: genetically altered foods, fad, fallacy, hunger, appetite, wellness, fasting, functional food.

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Family and Consumer Science Department

- Performing processes such as:
 - Identifying all the factors that affect food choice.

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

Learning Targets

Students know how to:

- Research and evaluate how food choice is affected by outside influences such as media bias, fads, and myths.
- Analyze and explain how food choice and food traditions are affected by family and culture.
- Recognize and research global and local events that affect food choice and practices.
- Analyze how global and local events impact their own choices.