

**FAMILY AND CONSUMER SCIENCES
COURSE OF STUDY
2006**



CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS
400 East Washington Street
Chagrin Falls, Ohio 44022

**THE FAMILY AND CONSUMER SCIENCES
COURSE OF STUDY**

has been approved

by the

Chagrin Falls Board of Education

on

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ACKNOWLEDGEMENTS

The development of the Family and Consumer Sciences Course of Study reflects the efforts of the Chagrin Falls' Schools teaching professionals and a parent. Developing and revising this Course of Study entailed a commitment of time and cooperation of all members. Our Course of Study review process entailed researching national and state standards, studying best practices in family and consumer sciences education, developing a scope and sequence of knowledge and skills required at each level, and writing and revising this Course of Study. The dedication of the members of this review team is deeply appreciated. Special thanks are given to the following:

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PHILOSOPHY OF THE CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS

Education is a lifelong process. We, the Chagrin Falls Board of Education, as the elected body being legally responsible for the public school portion of that education, subscribe to the following philosophy:

We recognize an obligation to organize and administer the educational program in a manner compatible with a democratic society. We recognize that the unique responsibility of the schools is to pass along a fund of knowledge; and in order to meet this goal, to provide enriched conditions which foster academic excellence and individual growth. We recognize that all persons in our school community have rights and responsibilities that are inherent within that society. We believe that our school system should educate toward responsibility and responsiveness.

We recognize that students differ in their physical, intellectual, emotional, and social growth and in the way they develop these aspects. We believe that the school must play a primary role in the students' education and that educational goals grow out of the needs of individuals.

We believe that students bring together different abilities, talents, and backgrounds. Intellectual growth will flourish in an environment of trust, respect, and teamwork. The school should strive to heighten the students' appreciation of the cultural and individual diversity within the human family.

We believe that students need the freedom to question and should be encouraged to use independent, reflective, and critical thinking. They should have the opportunity to exercise independent judgment by making decisions about their education in addition to following standardized requirements.

We believe that students should understand their relationship to the community, the country, and to the world. Our schools should provide meaningful opportunities for students to become familiar with, and react to, a segment of society outside of their own community.

We believe the education received in Chagrin Falls should fit the students' needs for supporting themselves in the future by preparing for further academic study and vocational opportunities.

We believe objectives and procedures of all educational programs are dynamic rather than static and must change to meet new conditions in an ever-changing world. We should consider changes in the educational program because of their demonstrated worth.

CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS DISTRICT GOALS

The Chagrin Falls Board of Education is committed to quality education as its top priority. The mission of the Chagrin Falls Schools is to provide a comprehensive range of learning opportunities through which students, staff and community, in partnership, can develop each student's knowledge, confidence and responsibility leading to individual success and lifelong learning.

The Board defines a quality education as one that prepares the student to compete effectively in any chosen endeavor. Consideration will be given to the academic, social, cultural, physical, practical and emotional development of students in an integrated effort to equip them with a set of functional life skills.

The Chagrin Falls Board of Education will establish district goals, set policy, monitor progress, and prioritize its instructional, human, and financial resources to ensure accomplishment of its educational mission and defines the following goals:

- ◆ Establish standards for student achievement in the areas of:
 - ◆ Achievement relative to ability;
 - ◆ Identification and achievement of personal goals and feelings of positive self-worth in each student;
 - ◆ Development of an understanding of the world, its people and the student's role and responsibilities toward others;
 - ◆ Development of well-rounded individuals;
 - ◆ Development and implementation of marketing strategies to assure district competitiveness in the areas of college acceptance and other post-secondary options;
 - ◆ Academic and social behaviors that support student achievement;
 - ◆ Technology.

- ◆ Establish standards of teacher effectiveness in the areas of:
 - ◆ Professional and personal growth;
 - ◆ Development and implementation of stimulating lessons;
 - ◆ Development and use of articulate and correct language in all phases of student and employee communication;
 - ◆ Instruction encompassing higher-level thinking and problem-solving skills for all students;
 - ◆ Integration of curricula;
 - ◆ Identification of individual learning styles and adaptation of teaching methods in order to reach all students.

- ◆ Establish a plan and allocate sufficient resources to provide support services for the educational mission, including:
 - ◆ A safe environment;
 - ◆ An efficient transportation system;
 - ◆ Healthy and appetizing food service;
 - ◆ Professional development of classified employees;
 - ◆ Up-to-date instructional equipment and supplies;
 - ◆ Specialized services to meet individual student requirements.

- ◆ Establish a long-term facility plan to ensure:
 - ◆ Facilities that will enhance the educational program;
 - ◆ Maintenance and preservation of the community's investment in district facilities, grounds and equipment.

- ◆ Establish working relationships and communication networks within the community to ensure:
 - ◆ Identification of citizen, Board, parent, and student educational goals;
 - ◆ Commitment of citizens, Board, parents and students to ongoing support of the educational mission of the schools.

- ◆ Establish standards for administrator effectiveness in the areas of:
 - ◆ Fiscal management;
 - ◆ Personnel recruitment and development;
 - ◆ Policy development;
 - ◆ Curriculum development and coordination;
 - ◆ Implementation of district goals;
 - ◆ Appropriate educational offerings for all students;
 - ◆ Effective communications with all sectors of the school community.

ORGANIZATION OF THE FAMILY AND CONSUMER SCIENCES COURSE OF STUDY

The Family and Consumer Sciences Course of Study is divided into Courses, each a semester in length. Students may elect to take these courses from seventh through twelfth grade. Each Course is organized into Benchmarks, Indicators, Reference Code, Clarifications, and Resources/Suggestions.

The **Benchmarks** column is the big idea or major concept that students should understand. The **Indicators** delineate the understandings students need to build the major concept (Benchmark). The Family and Consumer Sciences Course of Study is grounded in the National Standards for Family and Consumer Sciences (1998). These standards are the most current and applicable to our school district at this time. The national standards are listed on pages 8 – 10 in this document.

The connection of the Benchmarks and Indicators with the National Standards is noted with symbols in the Reference (**REF.**) column. The numeral before the decimal point refers to the general standard topic. The number after the decimal point refers to a specific concept that students will learn related to that topic.

The Indicators marked with an **asterisk** (*) are ones that lend themselves well to differentiation. These Indicators allow more student choice, creativity, and deeper and more complex understandings. Even though only some of the Indicators have an *, the teacher may develop varied levels of content, activities and modes of student production with any Indicator, as student needs dictate.

The **Clarifications** column provides information related to its adjoining Indicator. The clarification explains what students will do when they understand a particular concept. The clarifications provided in the Family and Consumer Sciences Course of Study are based on the Utah Family and Consumer Sciences curriculum, considered to be one of the best in the U.S., and closely aligned to the philosophy and goals of the Chagrin Falls Schools' Family and Consumer Sciences program.

The contents of the **Resources/Suggestions** column, also developed by Committee members, provide ideas for teaching the related Indicator. Ideas may include: guest speaker, textbook pages, web site addresses, project ideas, and student activities. These are suggestions only. The teacher enacting the curriculum with students must decide what resources to use with his/her students.

PHILOSOPHY OF FAMILY AND CONSUMER SCIENCES EDUCATION

The philosophy of the Family and Consumer Science program is that students must be prepared to take an active role in their future. The program offers many experiences to develop various parts of an individual's personality: physical, social, emotional and intellectual. The development of this maturing process is accomplished through the following five areas: 1) child development, 2) clothing and textiles, 3) foods and nutrition, 4) housing and interior design, and 5) single survival.

The Family and Consumer Sciences program uses problem-based instruction designed to enable and inspire students to plan and take actions for the well-being of self and others in the home, workplace, community and world. This focus is essential in helping individuals and families deal with present and future realities of today and tomorrow, and is based on the following beliefs that guide teaching and learning in the program.

- Students are viewed as independent thinkers who bring prior knowledge and skills to their learning experiences.
- Learning is a process of constructing knowledge through which one's current understanding of the world is continually reconstructed through further learning and experiences.
- Teachers facilitate the construction of knowledge by providing a learning environment that requires students to search for meaning, to experience and appreciate uncertainty and to inquire responsibly. To facilitate learning, teachers strive to incorporate the following strategies:
 1. Pose problems of emerging relevance to students.
 2. Structure learning around "big idea" or primary concepts.
 3. Seek and value students' points of view.
 4. Adapt curriculum to address students' suppositions.
 5. Assess student learning in the context of teaching.
- Teachers encourage students to generate, demonstrate and exhibit – not to replicate or repeat. The goal is deep understanding of knowledge – not imitative behavior.

GOALS OF FAMILY AND CONSUMER SCIENCES EDUCATION

The goals of the Family and Consumer Science program are to prepare students for family life, work life and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span,
- Becoming responsible citizens and leaders in family, community, and work settings,
- Promoting optimal nutrition and wellness across the life span,
- Managing resources to meet the material needs of individuals and families,
- Balancing personal, home, family, and work lives,
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments,
- Successful life management, employment, and career development,
- Functioning as providers and consumers of goods and services,
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION¹

1. **CAREER, COMMUNITY AND FAMILY CONNECTIONS (Integrate multiple life roles and responsibilities in family, career and community roles and responsibilities)**
2. **CONSUMER AND FAMILY RESOURCES) (Evaluate management practices related to the human, economic, and environmental resources)**
3. **CONSUMER SERVICES (Integrate knowledge, skills, and practices required for careers in consumer services)**

4. **EARLY CHILDHOOD, EDUCATION AND SERVICES (Integrate knowledge, skills, and practices required for careers in early childhood, education, and services)**

Analyze career paths within early childhood, education and services.

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

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

Demonstrate a safe and healthy learning environment for children.

Demonstrate techniques for positive collaborative relationships with children.

Demonstrate professional practices and standards related to working with children.

5. **FACILITIES MANAGEMENT AND MAINTENANCE (Integrate knowledge, skills, and practices required for careers in facilities management and maintenance)**

Analyze career paths within facilities management and maintenance areas.

Demonstrate planning, organizing, and maintaining an efficient housekeeping operation.

Demonstrate sanitation procedures for a clean and safe environment.

Apply hazardous materials and waste management procedures.

Demonstrate a work environment that provides safety and security

Demonstrate appropriate laundering processes.

Demonstrate facilities management functions.

6. **FAMILY (Evaluate the significance of family and its impact on the well-being of individuals and society)**

7. **FAMILY AND COMMUNITY SERVICES (Integrate knowledge, skills, and practices required for careers in family and community services)**

¹ National Standards for Family and Consumer Sciences Education; National Association of State Administrators for Family and Consumer Sciences (NASAFACS) in partnership with Vocational-Technical Education Consortium of States (VTECS); Southern Association of Colleges & Schools; Decatur, Georgia (1998)

8. FOOD PRODUCTION AND SERVICES (Integrate knowledge, skills, and practices required for careers in food production and services)

- 8.1 Analyze career paths within the food production and food services industries.
- 8.2 Demonstrate food safety and sanitation procedures.
- 8.3 Demonstrate selecting, using, and maintaining food production equipment.
- 8.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.
- 8.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.
- 8.6 Demonstrate implementation of food service management functions.
- 8.7 Demonstrate the concept of internal and external customer service.

9. FOOD SCIENCE, DIETETICS, AND NUTRITION (Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition)

- 9.1 Analyze career paths within the food science, dietetics, and nutrition industries.
- 9.2 Apply risk management procedures to food safety, food testing, and sanitation.
- 9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- 9.4 Demonstrate basic concepts of nutritional therapy.
- 9.5 Demonstrate use of current technology in food product development and marketing.
- 9.6 Demonstrate food science, dietetic, and nutrition management principles and practices.

10. HOSPITALITY, TOURISM, AND RECREATION (Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation)

11. HOUSING, INTERIORS AND FURNISHINGS (Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings)

- 11.1 Analyze career paths within the housing, interiors, and furnishings industry.
- 11.2 Evaluate housing decisions in relation to available resources and options.
- 11.3 Evaluate the use of housing and interior furnishing and products in meeting specific design needs.
- 11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.
- 11.5 Analyze influences on architectural and furniture design and development.
- 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.
- 11.7 Demonstrate design ideas through visual presentation.
- 11.8 Demonstrate general procedures for business profitability and career success.

12. HUMAN DEVELOPMENT (Analyze factors that impact human growth and development)

- 12.1 Analyze principles of human growth and development across the life span.
- 12.2 Analyze conditions that influence human growth and development
- 12.3 Analyze strategies that promote growth and development across the life span.

13. INTERPERSONAL RELATIONSHIPS (Demonstrate respectful and caring relationships in the family, workplace, and community)

14. NUTRITION AND WELLNESS (Demonstrate nutrition and wellness practices that enhance individual and family well-being)

- 14.1 Analyze factors that influence nutrition and wellness practices across the life span.
- 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 14.4 Evaluate factors that affect food safety, from production through consumption.
- 14.5 Evaluate the impact of science and technology on food composition, safety, and other issues.

15. PARENTING (Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families)

- 15.1 Analyze roles and responsibilities of parenting.
- 15.2 Evaluate parenting practices that maximize human growth and development.
- 15.3 Evaluate external support systems that provide services for parents.
- 15.4 Analyze physical and emotional factors related to beginning the parenting process.

16. TEXTILES AND APPAREL (Integrate knowledge, skills, and practices required for careers in textiles and apparel)

- 16.1 Analyze career paths within the textiles and apparel design industry.
- 16.2 Evaluate fiber and textiles materials.
- 16.3 Demonstrate apparel and textiles design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.
- 16.5 Evaluate elements of textiles and apparel merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

CONSUMER SCIENCE GRADE 7

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 7

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will discuss and participate in hands-on activities related to textile technology.	*1. Learn basic sewing techniques constructing a sewing project: seam allowances, backstitch, hemming stitch, basting, seam finishes, top stitch, attach a button, hook and eye, snap and pressing/ironing techniques.	16.4	<ul style="list-style-type: none"> • Identify common sewing equipment • Demonstrate a working knowledge of basic sewing terms and techniques • Demonstrate knowledge and skill with pressing equipment • Construct a hand sewing project • Demonstrate an understanding for basic mending techniques 	Handouts on different techniques
Students will identify and discuss the importance of food and nutrition through class activities and lab experiences.	2. Students will discuss and analyze basic nutrition information.	14.3	<ul style="list-style-type: none"> • Review the six basic nutrients for function • Identify food sources for the six basic nutrients • Discuss the RDA 	Chapter 2, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
Students will explore the facets of food production.	*3. Identify characteristics of foods containing dairy products, cheese, eggs and prepare and present food products using dairy and/or egg products.	8.5	<ul style="list-style-type: none"> • Demonstrate various preparations and uses for the egg • Compare nutritional values of eggs versus egg substitutes • Demonstrate how to heat milk and cheese 	Chapter 20 and 22, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: whole egg vs. egg substitute omelets
"	*4. Identify characteristics of quality breakfast foods then prepare and present breakfast foods.	8.5	<ul style="list-style-type: none"> • Demonstrate preparing various healthy breakfast foods • Identify breakfast food variety and how it pertains to a healthy diet 	Handouts Breakfast foods Suggested labs: fruit smoothies, yogurt and granola parfaits, waffles, pancakes
"	*5. Identify characteristics of fruits and vegetables and appropriate storage and cooking methods.	8.5	<ul style="list-style-type: none"> • Demonstrate preparing fruits in different ways • Demonstrate preparing dishes with fresh, frozen and canned vegetables for comparison 	Chapters 15 and 16, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: applesauce, peach cobbler

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 7

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will explore the facets of food production. (cont.)	6. Identify terminology, types and preparation methods of salads and dressings, then prepare and present a salad with the appropriate dressing.	8.5	<ul style="list-style-type: none"> Name the types of salads Identify parts of a salad Explain how to prepare salad ingredients and assemble a salad 	Chapter 17, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: Caesar salad, pasta salad, layered salad
Students will identify food service costs by applying their knowledge of equivalents, recipe adjustment, and calculating the costs for serving and menu requirements.	7. Review basic math skills of fractions, decimals, and percent.	8.4	<ul style="list-style-type: none"> Create and use a food shopping plan Make shopping decisions using unit pricing, nutrition labels, and open dating 	Chapter 12, Chapter 10 pg 236-243, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) labeling
Students will discuss the role of potatoes and grains in the food service industry.	*8. Identify and describe different types of potatoes, grain, legumes, and pasta.	8.5	<ul style="list-style-type: none"> Identify different potatoes and practice new ways of using them Describe varieties of grains available and ways to prepare them Describe how to buy, store and prepare legumes 	Handout on grains Chap 22 pg 516-522, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) potatoes Suggested labs: twice baked potatoes, hash browns, fiesta rice
"	9. Prepare and present quality potato, pasta, legume, grain (other than rice) and rice items.	8.5	<ul style="list-style-type: none"> The student will demonstrate different ways to prepare potatoes, pasta, legumes and grains 	
Students will discuss and prepare desserts and baked goods.	10. Identify and describe the types and roles of ingredients in baking.	8.5	<ul style="list-style-type: none"> Interpret directions and terminology for the preparation of cakes, cookies and pies 	Chapter 23, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
"	11. Differentiate between types of doughs, batters, pastries, cookies, cakes and tortes.	8.5	<ul style="list-style-type: none"> Describe the types of cakes, cookies and pies Prepare and evaluate 	Chapter 23, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 7

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will discuss and prepare desserts and baked goods. (cont.)	*12. Prepare lean and rich yeast bread, muffins, cake or torte, an iced item, a pie, puff pastry item, cookie, chocolate item, cream anglaise item, and demonstrate quality presentation and plating.	8.5	<ul style="list-style-type: none"> • Describe and interpret directions and terminology used in baking • Demonstrated food preparation techniques used in baking • Demonstrate knowledge of the ingredients used in baked products and their functions 	Chapter 23, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: cupcakes, coffee cake, refrigerator, drop, bar, molded, rolled cookies
Students will apply the skills of kitchen equipment and management.	13. Identify and explain the appropriate use and care of selected kitchen equipment.	8.3	<ul style="list-style-type: none"> • Locate food preparation equipment in the laboratory • Identify various types of kitchen equipment • Select appropriate equipment for specific product preparation • Use various types of food preparation equipment • Demonstrate the proper use and care of equipment • Employ standard safety procedures when using equipment 	Chapter 7, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
"	14. Explain the basic principles of cooking in a microwave.	8.3	<ul style="list-style-type: none"> • Identify that microwaves are attracted to fat, sugar, and water molecules • Explain basic microwave cooking rules • Identify how microwaves cook food • Identify appropriate cooking containers • Discuss cooking time, standing time and ways to increase even cooking • Discuss prevention of burns and exploding or splattering of food 	Chapter 6, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
"	15. Identify appropriate abbreviations, food-measurement terminology, techniques, equivalents, and calculate recipe-size adjustments and demonstrate proper measuring techniques.	8.4	<ul style="list-style-type: none"> • Identify abbreviations • Compute equivalents • Identify measuring techniques and utensils • Double and cut recipe size in half • Consistently demonstrate proper measuring and preparation techniques 	Chapter 5 and 10, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 7

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will apply the skills of kitchen equipment and management. (cont.)	16. Explain basic food-preparation terminology.	8.4	<ul style="list-style-type: none"> Identify terms to include: chop, cream, cut in, dice, flour, fold in, grate, knead, mince, peel, sauté, simmer, steam and whip 	Chapter 10, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
Students will consistently demonstrate kitchen safety procedures and sanitation techniques.	17. Apply established safety rules and guidelines to maintain a safe working environment.	14.4	<ul style="list-style-type: none"> Identify safety practices for using electric appliances Explain how to extinguish a grease fire Explain why cleaning supplies should be stored away from foods Discuss ways to prevent burns, fires, falls and electrical safety Demonstrate appropriate lifting techniques 	Chapter 8, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
"	18. Identify proper first-aid procedures for cuts, burns, and electrical shock.	14.4	<ul style="list-style-type: none"> Identify ways to present poisoning and chemical contamination Identify basic first-aid for cuts, burns Identify proper first-aid procedures for electrical shock 	Chapter 8, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
"	19. Identify and apply sanitation rules and guidelines.	14.4	<ul style="list-style-type: none"> Identify proper hand washing and dishwashing techniques Discuss disinfecting of work surfaces Discuss appropriate use of gloves Identify appropriate clothing and hair coverings 	Chapter 9, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
Students will identify the sources and function of carbohydrates and fiber and apply appropriate food preparation techniques.	20. Apply food selection and preparation guidelines related to quick breads, rice, grains, and pasta.	14.3	<ul style="list-style-type: none"> Identify basic cooking techniques related to rice, grains, and pasta Identify examples of quick breads: muffins, pancakes, waffles, biscuits, corn bread, nut/fruit bread, popovers Identify the role of each ingredient contained in quick breads Actively participate in the preparation of quality complex carbohydrate food product(s) 	Chapter 19, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: muffins, drop and rolled biscuits, corn bread

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 7

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will identify the sources and functions of proteins and fats and apply appropriate food preparation techniques.	*21. Apply food selection and preparation guidelines related to egg products.	14.2	<ul style="list-style-type: none"> • Identify functions of eggs: binder, thickener, coating, leavening agent, emulsifier • Identify egg cooking temperatures, techniques/methods: hard cooked, soft cooked, scrambled, fried, and poached • Identify stages of beaten egg whites: foam, soft peaks, and stiff peaks • Identify appropriate storage of eggs • Prepare a protein food product 	Chapter 22, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) eggs Suggested labs: toad in the hole eggs, omelets, mousse
Students will identify the sources, function of vitamins, minerals and water and apply appropriate food preparation techniques	22. Apply food selection and preparation guidelines related to fruits and vegetables.	14.2	<ul style="list-style-type: none"> • Identify the nutrients provided by vegetables • Identify how to preserve nutrients in the food preparation process • Discuss how air, heat and water destroy nutrients • Identify common preparation methods for vegetables: micro cooking, bake, steam, stir fry, simmer, sauté • Identify how to select fresh fruits and vegetables • Identify appropriate storage for fruits and vegetables • Identify serving sizes of fruits and vegetables • Discuss how to prevent oxidation of fresh fruits • Identify fruits and vegetables that are low in fat and sodium and high in fiber • Prepare vegetable and fruit food product(s) 	Chapters 15 and 16, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
Students will identify basic pressing equipment.	23. Identify parts and functions of irons.	16.4	<ul style="list-style-type: none"> • Identify temperature settings • Explain safety procedures • Explain the maintenance of an iron 	

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 7

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will complete construction techniques at the introductory level.	24. Identify and practice basic construction techniques: basting, clean finish, clipping, edge stitching, facing, fold line, grading/layering, grainline (lengthwise, crosswise, bias), interfacing, notches, one-way directional patterns/prints, reinforce stitching, seam allowance, seam finishes, selvage, stay stitching, stitching line, stitch in the ditch, top stitching.	16.4	<ul style="list-style-type: none"> • Identify and demonstrate slip stitch, hemming stitch, basting stitch 	sewing stitches
"	25. Compare and select correct needles.	16.4	<ul style="list-style-type: none"> • Identify needle types: universal, sharp and ball point • Needle sizes: the bigger the number the bigger the needle • Lengthwise groove on the needle carries the thread 	Handout on needles and sewing stitches needles
Students will implement the various, basic construction techniques.	26. Secure a button by hand or machine.	16.4	<ul style="list-style-type: none"> • Demonstrate proficiency at securing a shank button, 4 and 2 hole button, snap, hook and eye 	Handout on closures
"	27. Complete one or more of the following hand stitches: blind stitch, hemstitch, slipstitch, whipstitch, or ladder stitch.	16.4	<ul style="list-style-type: none"> • Demonstrate proficiency in basting stitch, slip stitch, hemming stitch, blanket stitch 	Handout on needles and sewing stitches

CONSUMER SCIENCE GRADE 8

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 8

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will explore the facets of food production.	*1. Identify characteristics of foods containing dairy products, cheese, eggs and prepare and present food products using dairy and/or egg products.	8.5	<ul style="list-style-type: none"> • Demonstrate various preparations and uses for the egg • Demonstrate preparing various foods using dairy and egg products 	Chapter 20 and 22, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: mini quiche, crepes
"	*2. Identify characteristics of quality breakfast foods then prepare and present breakfast foods.	8.5	<ul style="list-style-type: none"> • Demonstrate preparing various healthy breakfast foods • Identify breakfast food variety and how it pertains to a healthy diet 	Chapter 20 and 22, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: breakfast wraps, fruit and yogurt smoothies
"	*3. Identify characteristics of fruits and vegetables and appropriate storage and cooking methods.	8.5	<ul style="list-style-type: none"> • Demonstrate preparing fruits in different ways • Demonstrate preparing dishes with fresh, frozen, and canned vegetables or fruits for comparison 	Chapter 15 and 16, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: baked apples, fruit compotes, broccoli casserole
"	*4. Identify terminology, types and preparation methods of salads and dressings, then prepare and present a salad with the appropriate dressing.	8.5	<ul style="list-style-type: none"> • Identify the different greens that make a salad • Identify different types of salads • Assemble different types of salads 	Chapter 17, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: tossed salad, jello salad, pasta salad
Students will discuss the history of food service.	5. Identify various cuisines of the world.	8.5	<ul style="list-style-type: none"> • Define culture, custom, cuisine, and tradition • Identify and explain factors that influence a country or region's cuisine • Plan and prepare a traditional dish from an assigned country 	Chapter 1, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: tacos, quesadillas, potato pancakes, crepes
Students will discuss the role of potatoes, grains in the food service industry.	6. Identify and describe different types of potatoes, grain and pasta.	14.3	<ul style="list-style-type: none"> • Identify different potatoes and prepare new ways of using them • Describe varieties of grains available and ways to prepare them 	Chapter 18, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: red skin potato salad, twice baked potatoes
"	7. Prepare and present quality potato, pasta, legume, grain (other than rice) and rice items.	8.5	<ul style="list-style-type: none"> • The student will demonstrate different ways to prepare potatoes, pasta, legumes and grains 	Chapter 18, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 8

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will discuss and prepare desserts and baked goods.	8. Identify and describe the types and roles of ingredients in baking.	8.5	<ul style="list-style-type: none"> • Interpret directions and terminology for the preparation of cakes, cookies and pies 	Chapter 23, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
"	*9. Differentiate between types of doughs, batters, pastries, cookies, cakes and tortes.	8.5	<ul style="list-style-type: none"> • Describe the types of cakes, cookies and pies • Prepare and evaluate 	Chapter 23, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: angel food cake, cupcakes, tarts, bar, rolled, refrigerator, molded cookies
"	10. Prepare lean and rich yeast bread, muffins, cake or torte, an iced item, a pie, puff pastry item, cookie, chocolate item, cream anglaise item, and demonstrate quality presentation and plating.	8.5	<ul style="list-style-type: none"> • Describe and interpret directions and terminology used in baking • Demonstrate food preparation techniques used in baking • Demonstrate knowledge of the ingredients used in baked product and their functions 	Chapter 23, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
Students will consistently demonstrate kitchen safety procedures and sanitation techniques.	*11. Identify methods that prevent food-borne illnesses and contamination.	9.2	<ul style="list-style-type: none"> • Identify food-borne illness • Identify types of food-borne illness and their symptoms: botulism, e-coli, hepatitis, salmonella, staphylococci • Explain prevention techniques • Identify temperature zones and the importance of cooking to proper temperatures • Identify temperature zones and the importance of cooling and reheating foods to the correct temperature • Explain how to correctly thaw foods 	Chapter 9, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 8

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will apply the skills of kitchen management, safety and sanitation.	12. Identify and explain the appropriate use and care of basic kitchen equipment.	8.3	<ul style="list-style-type: none"> • Locate food preparation equipment in the laboratory • Identify various types of kitchen equipment • Select appropriate equipment for specific product preparation • Use various types of food preparation equipment • Demonstrate the proper use and care of equipment • Employ standard safety procedures when using equipment 	Chapter 7, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
"	13. Identify the basic principles of microwave cooking.	8.3	<ul style="list-style-type: none"> • Identify that microwaves are attracted to fat, sugar, and water molecules • Explain basic microwave cooking rules • Identify how microwaves cook food • Identify appropriate cooking containers • Discuss cooking time, standing time and ways to increase even cooking • Discuss prevention of burns and exploding or splattering of food 	Chapter 6, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
"	14. Identify appropriate abbreviations, food-measurement terminology, techniques, equivalents, calculate recipe-size adjustments, and demonstrate proper measuring techniques.	8.4	<ul style="list-style-type: none"> • Identify abbreviations • Compute equivalents • Identify measuring techniques and utensils • Double and cut recipe size in half • Consistently demonstrate proper measuring and preparation techniques 	Chapter 5 and 10, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
"	15. Explain basic food-preparation terminology.	8.4	<ul style="list-style-type: none"> • Identify terms to include: chop, cream, cut in, dice, flour, fold in, grate, knead, mince, peel, sauté, simmer, steam, whip 	Chapter 10, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 8

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will apply the skills of kitchen management, safety and sanitation. (cont.)	16. Apply established safety rules and guidelines to maintain a safe working environment.	14.4 5.5	<ul style="list-style-type: none"> • Identify safety practices for using electric appliances • Explain how to extinguish a grease fire • Explain why cleaning supplies should be stored away from foods • Discuss ways to prevent burns, fires, falls and electrical safety • Demonstrate appropriate lifting techniques 	Chapter 8, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
"	17. Identify proper first-aid procedures for cuts, burns, and electrical shock.	14.4	<ul style="list-style-type: none"> • Identify ways to present poisoning and chemical contamination • Identify basic first-aid for cuts and burns • Identify proper first-aid procedures for electrical shock 	Chapter 8, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
"	18. Identify food sanitation rules and guidelines.	14.4	<ul style="list-style-type: none"> • Identify proper hand washing and dishwashing techniques • Discuss disinfecting of work surfaces • Discuss appropriate use of gloves • Identify appropriate clothing and hair coverings 	Chapter 9, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)
Students will identify and practice skills associated with meal service.	19. Practice table-setting techniques.	5.2	<ul style="list-style-type: none"> • Identify how table setting influences the appearance of the food, sets the tone/feeling of the meal, and makes people feel important • Identify a cover—arrangement of a place setting for one person • Identify and practice flatware, salad plate and bread and butter plate, napkin and water glass placement and arrangement 	tablesetting
"	20. Practice correct etiquette while dining.			

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 8

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Demonstrate food preparation techniques of salads, soups, casseroles, breads, meats, poultry and pastries.	*21. Identify and perform salad preparation skills.	14.3	<ul style="list-style-type: none"> • Identify types of salads—appetizer, accompaniment, main dish • Identify the nutrients found in salads - determined by foods used to make them; fresh fruits and vegetables are important sources of vitamins, minerals and fiber; meat, cheese, and eggs provide protein; potatoes and pasta provide carbohydrates • Practice salad making principles: freshness, nutrient value, colorfulness, attractiveness, ingredients should be well drained, cut into convenient eating size, prepared right before serving • Prepare fruit salads • Prepare vegetable salads 	Chapter 17, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: fruit salad, ratatouille, vegetable bakes
"	*22. Identify and prepare casseroles.	14.3	<ul style="list-style-type: none"> • Define casseroles and define the qualities of casseroles: easy, time saver, complete meal in a dish, economical, large variety can be made ahead and stored in refrigerator/freezer, require little supervision during baking; served in same dish baked in; leftovers easy to use • Identify foods and their functions in casseroles: <ul style="list-style-type: none"> • Protein may function as the main ingredient; meat, fish, egg, dried beans, cheese • Carbohydrate/starch adds substance/body; used as an extender; adds energy through carbohydrates • Undercook rice and pastas so they can continue to cook during the baking process • Vegetables - add contrast in color, texture and adds nutrition • The binder is the sauce, which hold ingredients together • Casserole toppings are used for color, variety in texture; protects protein ingredients and identify common toppings 	Chapter 14, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: macaroni and cheese, ziti bake

FAMILY & CONSUMER SCIENCE

CONSUMER SCIENCE 8

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Demonstrate food preparation techniques of salads, soups, casseroles, breads, meats, poultry and pastries. (cont.)	23. Identify and prepare yeast breads.	14.3	<ul style="list-style-type: none"> • Identify the classes of breads: rolls, loaves, deep-fat fried • Identify ingredients in yeast breads and their functions: flour, yeast, liquid, salt, sugar, fat and eggs • Identify the purpose and function of proofing/rising time 	Chapter 19, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.) Suggested labs: pizza
Students will discuss the basis of food chemistry.	24. Discuss leavening agents and baked goods.	14.3	<ul style="list-style-type: none"> • Describe the purpose of leavening agents in baked goods • List the four major leavening agents • Explain why baking soda is used with an acid in baked goods • Identify the types of doughs and batters used in making quick breads • List the ingredients in baking powder • Discuss how air and steam act as leavening agents • Identify the purposes of the ingredients used in making yeast breads 	Chapter 19, <i>Adventures in Food and Nutrition</i> (Goodheart-Willcox Company, Inc.)

FOODS & NUTRITION 1

FAMILY & CONSUMER SCIENCE

FOODS & NUTRITION 1

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
<p>Students will apply the skills of kitchen equipment and management.</p>	<p>1. Identify and explain the appropriate use and care of selected kitchen equipment.</p> <p>2. Identify appropriate abbreviations, food-measurement terminology, techniques, equivalents, and calculate recipe-size adjustments and demonstrate proper measuring techniques.</p> <p>3. Explain basic food-preparation terminology.</p> <p>4. Explain the basic principles of cooking in a microwave.</p>	<p>8.2 8.3</p>	<ul style="list-style-type: none"> • Identify various types of kitchen equipment • Select appropriate equipment for specific product preparation • Demonstrate the proper use and care of equipment • Employ standard safety procedures when using equipment • Identify abbreviations • Compute equivalents • Identify measuring techniques and utensils • Double and cut recipe size in half • Consistently demonstrate proper measuring and preparation techniques • Identify terms to include: chop, cream cut in, dice, flour, fold in, grate, knead, mince, peel, sauté, simmer, steam and whip • Explain basic microwave cooking rules • Explain how microwaves cook food • Identify appropriate cooking containers • Discuss cooking time, standing time and ways to increase even cooking • Discuss prevention of burns and exploding or splattering of food 	<p><i>Creative Living</i> text Ch 48 (Cooking Techniques) Ch 43 (Kitchen Principles) Ch 46 (Measuring Basics) Ch 45 (Getting Ready to Cook) Ch 49 (Microwave Cooking)</p> <p>Kitchen tools handout.</p> <p>Video: Kitchen Fundamentals</p> <p>USDA Microwave</p> <p>Curriculum Connection: Math – measurement conversions</p>
<p>Students will consistently demonstrate kitchen safety procedures and sanitation techniques.</p>	<p>5. Apply established safety rules and guidelines to maintain a safe working environment.</p> <p>6. Identify and apply sanitation rules and guidelines.</p>	<p>8.2</p>	<ul style="list-style-type: none"> • Discuss ways to prevent burns, fires, falls and electrical safety • Explain why cleaning supplies should be stored away from foods • Explain how to extinguish a grease fire • Identify proper hand washing and dishwashing techniques 	<p>Nutrition and Wellness Binder, P 247-8, 255-9</p> <p>Resource Management Binder, P 267</p> <p>Sanitation – Partnership for food safety education (4 fact sheets)</p> <p>USDA SANITATION</p>

FAMILY & CONSUMER SCIENCE

FOODS & NUTRITION 1

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will explore the dietary guidelines and food guide pyramid.	7. List the recommended dietary guidelines and explain their function and implementation 8. Demonstrate knowledge of servings, serving size, and food sources related to the food guide pyramid.	14.2	<ul style="list-style-type: none"> • Identify the nutrients provided by each group • Identify the recommended number of daily servings from each food group 	My pyramid <i>Ch 37 Creative Living (Nutrients)</i> Weekly lab planning Personal dietary intake evaluation
Students will identify the sources and function of carbohydrates and fiber and apply appropriate food preparation techniques.	9. Apply food selection and preparation guidelines related to quick breads, yeast breads, rice, grains, and pasta	14.3	<ul style="list-style-type: none"> • Identify basic cooking techniques related rice, grains, and pasta • Identify examples of quick breads and yeast breads • Identify the role of each ingredient contained in quick breads 	<i>Ch 50 Creative Living (Breads, Cereals, Rice, Pasta)</i> Yeast Suggested labs: muffins, pizza, pepperoni bread
Students will identify the sources and functions of proteins and fats and apply appropriate food preparation techniques.	10. Identify proteins (complete and incomplete), their sources, and functions in the body. 11. Apply food selection and preparation guidelines related to egg products. 12. Apply food selections and preparation guidelines related to milk and milk products. 13. Identify fats, their sources, function, and related health concerns.	14.3	<ul style="list-style-type: none"> • Identify examples of complete and incomplete proteins • Identify functions of eggs • Identify egg cooking temperatures, techniques/methods • Identify appropriate storage of eggs • Define pasteurization and homogenization • Identify methods of lowering fat in recipes by using a lower fat content milk or milk product • Create a white sauce • Identify the functions of fats 	Egg Board – Egg Basics <i>Ch 53 Creative Living (Meat, Poultry, Fish, Dry Beans, Eggs, Nuts)</i> <i>Ch 52 Creative Living (Milk, Yogurt, and Cheese)</i> Suggested labs: omelets, French toast, crepes, macaroni and cheese, ice cream, lasagna

FAMILY & CONSUMER SCIENCE

FOODS & NUTRITION 1

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will identify the sources, function of vitamins, minerals and water and apply appropriate food preparation techniques	14. Identify vitamins, their sources, functions, and deficiencies in the body 15. Identify minerals, their sources, functions, and deficiencies in the body. 16. Identify the functions of water in the body. 17. Apply food selection and preparation guidelines related to fruits and vegetables.	14.3	<ul style="list-style-type: none"> • Identify the body processes that are regulated by vitamins and tell how the body responds to deficiencies or over amounts • Identify water and fat-soluble vitamins • Discuss macro minerals, electrolytes, and trace minerals • Identify the functions of water • Identify common preparation methods for fruits and vegetables • Identify how to select fresh fruits and vegetables • Identify appropriate storage for fruits and vegetables. • Prepare vegetable and fruit food product(s) 	Ch 51 <i>Creative Living</i> (Fruits and Vegetables) Suggested labs: vegetable soups, baked potatoes, salads
Students will practice consumerism skills related to food.	18. Read and interpret food labels 19. Apply budgeting and shopping strategies 20. Discuss the purpose of additives	9.3	<ul style="list-style-type: none"> • Define label definitions/terms • Practice unit pricing/cost per serving • Discuss use of coupons and national brands versus store brands • Discuss the purposes for using food additives • Explain the difference between natural and artificial additives • Identify agencies involved in regulating food additives 	Resource Management Binder, P 243-4, 254, 256
Demonstrate food preparation techniques of meats	21. Identify and prepare meats and/or poultry product(s).	14.3	<ul style="list-style-type: none"> • Identify basic information about meats and poultry • Discuss inspection and grading of meat and poultry • Prepare poultry and beef 	USDA Information packet Ch 53 <i>Creative Living</i> (Meat, Poultry, Fish, Dry Beans, Eggs, Nuts) USDA Meat Preparation USDA Poultry Preparation Suggested labs: beef tacos, chicken quesadillas, spaghetti sauce

FAMILY & CONSUMER SCIENCE FOODS & NUTRITION 1

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will explore the use of recipes	22. Identify the information found in a recipe 23. Define cooking terms used in recipes	9.3	<ul style="list-style-type: none"> • Identify the types of recipes • Identify the parts of a recipe 	Ch 8 <i>Food for Today</i> Recipe book assignment

FOODS & NUTRITION 2

FAMILY & CONSUMER SCIENCE FOODS & NUTRITION 2

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will consistently demonstrate kitchen safety procedures and sanitation techniques.	<ol style="list-style-type: none"> 1. Apply established safety rules and guidelines to maintain a safe working environment. 2. Identify methods that prevent food-borne illnesses and contamination. 	8.2	<ul style="list-style-type: none"> • Identify types of food-borne illness and their symptoms • Explain prevention techniques • Identify temperature zones and the importance of cooking to proper temperatures • Explain how to correctly thaw foods 	Ch 44 <i>Creative Living</i> (Safety and Sanitation) Handout: washing dishes USDA Foodborne Illness Bacteria lab
Students will apply skills for meal planning and management.	<ol style="list-style-type: none"> 3. Identify quality meal planning elements. 4. Apply meal management resource skills 5. Plan, prepare and evaluate aesthetically pleasing meals 	14.4	<ul style="list-style-type: none"> • Identify time resource management strategies • Incorporate aesthetic guidelines 	Ch 41 <i>Creative Living</i> (Planning Meals at Home) Weekly meal planning
Students will identify and practice skills associated with meal service.	<ol style="list-style-type: none"> 6. Practice table-setting techniques. 7. Identify the four types of meal service 8. List the responsibilities of someone hosting a meal 	14.3	<ul style="list-style-type: none"> • Identify how table setting influences the appearance of the food, sets the tone/feeling of the meal, and makes people feel important • Identify a cover—arrangement of a place setting for one person 	Ch 54 <i>Creative Living</i> (Enjoying Mealtime) Ch 18 <i>Skills for Personal and Family Living</i> (Serving Food and Dining Out) Resource Management Binder, P 257-59 Nutrition and Wellness Binder, P 196-9, 207-9 Table setting project
Demonstrate food preparation techniques of salads, soups, casseroles, breads, and pastries.	<ol style="list-style-type: none"> 9. Identify and perform salad preparation skills. 10. Identify and perform soup-making skills. 11. Identify and prepare casseroles. 12. Identify and prepare pastries 	14.4	<ul style="list-style-type: none"> • Identify types of salads • Identify the two basic types of soup • Define casseroles and define the qualities of casseroles • Identify foods and their functions in casseroles • Prepare pastries 	Ch 48 <i>Creative Living</i> (Cooking Techniques) Resource Management Binder, P 261-62 Suggested labs: casseroles, soups, napoleons

FAMILY & CONSUMER SCIENCE FOODS & NUTRITION 2

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will identify careers related to food	13. Identify career opportunities related to food	8.1	<ul style="list-style-type: none"> • Identify career areas that are open to people with college degrees in food science and technology • Identify careers available to people with college degrees in Family and Consumer Sciences or a related field. 	Ch 55 <i>Creative Living</i> (Careers in Food and Nutrition) Career project. Communication Oral and Visual - C9.4
Students will identify the characteristics of dining out	14. Describe several types of restaurants 15. Select nutritious foods when eating out	14.4	<ul style="list-style-type: none"> • Identify how to make healthful food choices • Identify menu terms • Identify customs 	Ch 54 <i>Creative Living</i> (Enjoying Mealtimes) CH 40 <i>Creative Living</i> Healthful Food Choices Menu comparison project
Students will identify foods of the U.S.	16. Identify cultural and climate influences on foods	14.4	<ul style="list-style-type: none"> • List foods common to the various regions of the US • Understand how regional customs developed • Recognize that food choices, availability, and preferences are influenced by ethnic, historic, and geographic factors. • Prepare foods from various regions • Identify recipes that represent each area of the USA 	A Taste of America Resource Binder Suggested labs: cherry tarts, sausage gravy/biscuits, Philly cheese steaks, funnel cakes

FAMILY & CONSUMER SCIENCE FOODS & NUTRITION 2

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will identify foods of the world	17. Describe food choices available in the various countries of the world	14.4	<ul style="list-style-type: none"> • Discuss world food problems • Identify cultural influences on food • Recognize and prepare typical foods served in different parts of the world 	Global Food Binder Meal planning and preparation of foods from various areas around the world Nutrition and Wellness Binder, P 172-3, 181-2 Meal preparation from various countries Suggested labs: Shepard's pie, bean soup, baklava, couscous Regional Foods Lesson Plan
Students will identify special topics in nutrition	18. Identify the varying nutritional needs for each stage of the lifespan 19. Managing health conditions 20. Eating Disorders	14.1 14.2 14.3	<ul style="list-style-type: none"> • Prepare foods for each area of the life span • Explain the relationship between stress and nutrition • Identify the positive and negative effects of supplements • Identify the characteristics of the various eating disorders • Describe the effects of eating disorders on health • Explain the types of help available to people with eating disorders 	Menu planner Nutrition Ch 39 <i>Creative Living</i> (Fitness and Weight Management) Resource Management Binder, P 251-252 Nutrition and Wellness Binder, P 184-5 Fad diet project

CLOTHING & TEXTILES

FAMILY & CONSUMER SCIENCE CLOTHING & TEXTILES

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will identify basic sewing equipment.	1. Identify sewing machine parts and their function, safety, and maintenance.	16.4	<ul style="list-style-type: none"> Identify sewing safety precautions and procedures Demonstrate how to replace a needle and how to turn the hand wheel when sewing. Identify the needle stitch plate, feed dogs/system, presser foot, bobbin case, spool pin, upper thread tension, presser foot lever/lifter, thread take-up lever, foot pedal, handwheel, stitch length control, and stitch width control. 	<i>Basics of Hand and Machine Sewing</i> (Coats and Clark) Ch 63 <i>Creative Living</i> (Sewing Equipment)
"	2. Identify sewing equipment, function, and safety procedures	16.4	<ul style="list-style-type: none"> Identify a seam ripper, dressmaker pins, shear/scissors, pinking shears, seam gauge, and tape measure. 	<i>Basics of Hand and Machine Sewing</i> (Coats and Clark) Ch 63 <i>Creative Living</i> (Sewing Equipment)
Students will identify basic pressing equipment.	3. Identify parts and functions of irons. 4. Identify basic pressing equipment, functions, safety procedures and maintenance.	16.4	<ul style="list-style-type: none"> Explain the maintenance of an iron. Explain safety procedures. Identify temperature settings. Complete pressing/ironing techniques. Demonstrate the use of fusables. 	Ch 13 <i>Clothing and Appearance</i> Pressing techniques lab
Students will identify the characteristics and care of specific textiles. Students will review and identify types of fabric construction.	5. Identify basic fibers, the characteristics, use and care of each textile. 6. Identify basic fibers. 7. Identify various types of fabric construction.	16.2	<ul style="list-style-type: none"> Identify natural and synthetic fibers. Identify blended yarns/threads. Identify basic weaves (plain, basket, twill, satin). Identify knits. Identify non-woven fabrics. Explain the purpose of fabric finish. 	Ch 61 <i>Creative Living</i> Fiber identification lab
Students will follow the pattern envelope and guide sheet to compete the pre-construction skills at the introductory level.	8. Identify the information found on and in the pattern envelope.	16.3	<ul style="list-style-type: none"> Identify important information on the pattern envelope: appropriate size, fabric type, notions, and yardage. Identify important information found on the guide sheet, select pattern pieces, layout and construction steps 	Fitting guide Ch 64 <i>Creative Living</i> Create a garment using a pattern

FAMILY & CONSUMER SCIENCE CLOTHING & TEXTILES

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will follow the pattern envelope and guide sheet to compete the pre-construction skills at the introductory level. (cont.)	9. Complete pattern preparation.	16.3	<ul style="list-style-type: none"> • Identify pattern tissue terminology/symbols: grainline, arrows, notches, small dots, square, triangles, buttons and buttonholes, cutting line, stitching line, fold lines. 	Create machine samples
Students will complete construction techniques at the introductory level.	10. Identify and practice basic construction techniques	16.3	<ul style="list-style-type: none"> • Basting, clipping, facing, fold line, grainline (lengthwise, crosswise, bias), interfacing, notches, one-way directional patterns/prints, reinforce stitching, seam allowance, seam finishes, selvage, stay stitching, stitching line, top stitching. 	Ch 65 <i>Creative Living</i> Sew a garment or quilt
"	11. Identify and construct standard seam widths and markings.	16.3	<ul style="list-style-type: none"> • Always check guide sheet/instructions for correct seam width. 	
"	12. Press garment correctly.	16.4	<ul style="list-style-type: none"> • Identify direction seam allowance should be pressed. • Press as you sew. • Use correct temperature for fabric. • Use steam/moisture if appropriate. • Use pressing cloth to prevent scorching and/or shine marks. 	
Students will complete pre-construction techniques at the intermediate level.	13. Apply appropriate fabric and pattern preparation, layout, cutting and marking techniques.	16.4	<ul style="list-style-type: none"> • Review pattern layout and placement. • Discuss one-way directional/nap layout. • Review applying/inserting trims, ruffles, lace, piping, decorative stitching, gripper snaps, machine embroidery or appliques. 	Complete decorative samples
Students will implement the various, basic construction techniques.	14. Identify types and complete correct application of hems.	16.4	<ul style="list-style-type: none"> • Complete one of the following hemming techniques: hand stitched hems, double fold hem, machine blind hem, rolled hem or other hemming techniques. • Identify types of hems: machine blind him, double fold hem, rolled hem, double needle, or blind hemming stitches. 	Complete doll project Complete hem samples

FAMILY & CONSUMER SCIENCE CLOTHING & TEXTILES

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will implement the various, basic construction techniques. (cont.)	15. Practice correct cutting and marking techniques. 16. Construct techniques for darts, tucks, pleats, or gathering.	16.4	<ul style="list-style-type: none"> Practice correct application techniques. 	
"	17. Learn correct application techniques for a trim or other decorative technique.	16.4	<ul style="list-style-type: none"> Review applying/inserting trims, ruffles, lace, piping, decorative stitching, gripper snaps, machine embroidery or appliqués. 	
"	18. Use commercially prepared intermediate directions/guide sheets throughout the project construction.	16.3	<ul style="list-style-type: none"> Complete a commercially prepared pattern. 	
Students will identify basic specialty sewing skills.	19. Identify and practice basic construction techniques.	16.3	<ul style="list-style-type: none"> Complete one of the following: embroidery, cross stitch, or chicken scratch. 	Hand sewing mini project
Students will discuss alterations, remodeling, repairs, and recycling of clothing.	20. Perform basic sewing alterations.	16.4	<ul style="list-style-type: none"> Basic techniques: increase or decrease the size, raise or lower a hemline, replace a zipper, remove a collar, etc. Identify creative ways to recycle clothing and/or fabric. 	Ch 67 <i>Creative Living</i> Recycle Project
Students will access current fashions.	21. Discuss fashion as related to apparel.	16.5	<ul style="list-style-type: none"> Discuss current lines, design, and colors. 	Fashion evaluation project
"	22. Discuss fashion as related to apparel accessories.	16.5	<ul style="list-style-type: none"> Discuss current lines, design, and colors. Complete an accessory item. 	Wardrobe self evaluation
Explore clothing and textile technology.	23. Students will know how to sort and wash various laundry items.	16.4	<ul style="list-style-type: none"> Review the basic laundry process including sorting techniques. 	Ch 13 <i>Clothes and Your Appearance</i>

HOUSING & INTERIOR DESIGN

FAMILY & CONSUMER SCIENCE HOUSING & INTERIOR DESIGN

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will explain how basic needs of life can be met by housing and factors affecting housing decisions.	1. Explain how the basic needs of life can be met by housing conditions. 2. List the stages of the family life cycle and their effects on housing needs including physical disabilities 3. Explain how individual and family needs influence housing decisions and options.	11.2	<ul style="list-style-type: none"> • Discuss types of multifamily housing (duplex, apartment, condo) • Discuss single-family housing (pre-fabricated, track, custom, manufactured/mobile) • Discuss the pros and cons of renting versus buying • Discuss the importance of location, climate, environmental issues, and cost 	Resource Management Binder, P 145-6, 152, 159-62 Dream House project
Students will practice various methods of interior design presentation.	4. Demonstrate professional lettering and labeling 5. Use professional mounting techniques. 6. Students will communicate design ideas through visual presentations. 7. Prepare and present an accurate oral or written description of the presentation board.	11.7	<ul style="list-style-type: none"> • Design a presentation board for one or more rooms • Select samples that illustrate the textiles used • Label with neat, evenly spaced lettering • Arrange an effective overall design of the visuals and samples • Create complete, neat and accurate keys/legends • Neatly mount selected visuals and samples 	Create presentation boards for various projects <i>Ch 25 Residential Housing</i>

FAMILY & CONSUMER SCIENCE

HOUSING & INTERIOR DESIGN

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will identify and explain the basic elements and principles of design.	8. Identify the elements and principles that appear in an illustration of a room and explain each concept in writing.	11.3	<ul style="list-style-type: none"> • Identify and create examples of line • Identify and explain the difference between shape and form • Identify and explain the use of space • Identify and explain the effect of texture as used in interior design • Identify and explain the use of color • Explain how scale/proportion relate to design • Explain how balance is use • Identify examples of repetition, gradation, radiation, opposition, and transition • Explain how emphasis is used • Explain how harmony is achieved when unity and variety are effectively combined 	Elements and Principles PowerPoint Color project <i>Ch 71 Creative Living</i> <i>Ch 6 and Ch 7 Residential Housing</i>
Students will explain the design and function of interior space.	9. Compare the characteristics of floor plans and zoning to family activities/needs.	11.2	<ul style="list-style-type: none"> • Identify common floor plan symbols • Discuss and identify traffic and circulation patterns • Label a floor plan with the three appropriate basic living zones 	Floor plan evaluations <i>Ch 2 and Ch 5 Residential Housing</i>
Students will discuss architectural history and identify selected architectural styles and features.	10. Explain basic terms and identify illustrations of architectural features and styles. 11. Explain the contributions of early architects. 12. Identify the American adaptations of housing styles	11.5	<ul style="list-style-type: none"> • Identify illustrations of roofs • Explain the function of a window and identify illustrations of various windows • Identify illustrations and examples of doors • Explain basic terms and identify illustrations of architectural features 	Housing Styles PowerPoint Video: <i>American Housing Styles</i>

FAMILY & CONSUMER SCIENCE HOUSING & INTERIOR DESIGN

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will discuss distinguishing features of selected furniture styles and characteristics of quality furniture.	13. Identify selected furniture styles and common characteristics of each 14. Identify illustrations of furniture types. 15. Discuss construction techniques used in upholstered furniture and case goods.	11.5	<ul style="list-style-type: none"> • Identify decorative features, chair backs, examples of feet, examples of and legs • Identify examples of chairs, tables, upholstered pieces, and case goods. 	Video: <i>American Furniture</i> Furniture poster project Ch 11 <i>Residential Housing</i>
Students will evaluate the design and function of interior space.	16. Identify the basic components of and symbols used in a set of blueprints. 17. Arrange a room to scale in a practical and aesthetic manner using furniture templates or other techniques. 18. Evaluate basic kitchen designs. 19. Draw, draft or trace a home floor plan.	11.3	<ul style="list-style-type: none"> • Identify elevation drawings, floor plans, foundation/basement plan, electrical systems, plot plan, scale, detail drawing, and electrical plans • Identify the three main work centers in a kitchen • Evaluate various types of arrangements of the work triangle • Use good line quality in ¼ inch scale 	Residential design project Dorm project Kitchen and bathroom styles project Ch 5 <i>Residential Housing</i>
Students will identify and explain various interior surface treatments, backgrounds and lighting.	20. Identify various textiles and factors that lead to the selection of specific textiles. 21. Identify floor treatments and factors that lead to their selection. 22. Identify ceiling and wall treatments and factors that lead to their selection. 23. Identify window treatments and factors that lead to their selection.	11.3	<ul style="list-style-type: none"> • Discuss and identify natural and synthetic textiles • Discuss and identify basic weaves and finishes • Discuss the types and finishes available for floors and walls • Discuss types of window treatments • Explain the function and purpose of window treatments 	Fabric examination lab Ch 61 <i>Creative Living</i>

FAMILY & CONSUMER SCIENCE HOUSING & INTERIOR DESIGN

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will be introduced to careers in housing and interior design.	24. Identify careers related to housing and interior design.	11.1	<ul style="list-style-type: none"> • Identify the steps to finding a job in the housing field • Identify the skills, behaviors, and attitudes important for maintaining and attaining success 	Guest speaker: local designer <i>Video: An Introduction to Interior Design</i> <i>Ch 27 Residential Housing</i> <i>Ch 75 Creative Living</i>

CHILD DEVELOPMENT

FAMILY & CONSUMER SCIENCE CHILD DEVELOPMENT

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will identify growth, development and developmental theories.	1. Identify generalizations of growth and development. 2. Identify the characteristics of selected developmental theories	12.2	<ul style="list-style-type: none"> • Identify and define the basic concepts of growth and development • Define and identify physical, cognitive, social, emotional and moral development • Identify and discuss the ways we can benefit from studying children 	Ch 1 <i>The Developing Child</i> Theories of development project (PowerPoint)
Students will identify characteristics of prenatal development and childbirth.	3. Chart heredity and environmental factors influencing birth defects. 4. Explain the characteristics of pregnancy. 5. Explain the processes occurring during prenatal development	12.1 12.3	<ul style="list-style-type: none"> • Identify types and causes of birth defects and their characteristics • Identify the early signs and symptoms of pregnancy • Outline the stages occurring during prenatal development • Define and discuss prenatal terminology • Identify the prenatal development occurring during each trimester 	Ch 4 <i>The Developing Child</i> Birth defects project
Students will explain the growth and development of the neonate and infant.	6. Describe the growth and development of the neonate. 7. Describe the growth and development of the infant.	12.1 12.3	<ul style="list-style-type: none"> • Identify the physical characteristics and needs of the neonate • Identify the Apgar test and scale • Identify neonatal reflexes • Review the bonding process and the importance of the bonding process after delivery • Identify the sequence of physical development of the infant • Describe the emotional and social development of the infant • Examine the reasons for infant crying and how to meet those needs • Examine shaken baby syndrome and its ramifications • Describe sudden infant death syndrome (SIDS) and prevention strategies 	Ch 7, 8, 9 <i>The Developing Child</i> Developmental Milestones Nature/Nurture debate News story writing assignment p 219

FAMILY & CONSUMER SCIENCE CHILD DEVELOPMENT

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will explain the growth and development of toddlers and preschoolers.	8. Describe the growth and development of the toddler. 9. Describe the growth and development of the preschooler.	12.1 12.3	<ul style="list-style-type: none"> • Describe the physical characteristics and skills of toddlers and preschoolers • Describe the social and emotional characteristics • Describe play and its role in development • Discuss the moral development 	Writing activity Website/magazine article evaluation of parenting information Motor skill activity Toy evaluation activity
Students will identify age-appropriate positive guidance techniques and strategies for coping with challenging situations.	10. Analyze appropriate positive discipline/guidance techniques. 11. Describe challenging situations and the skills needed to cope.	15.2	<ul style="list-style-type: none"> • Define discipline, punishment and guidance • Compare the democratic, permissive and authoritative styles of parenting • Identify common needs and reasons for children’s inappropriate behaviors • Create positive statements • Discuss reasons and guidelines for setting limits • Compare natural and logical consequences • Identify and discuss challenging situations for children • Discuss childhood fears and strategies to deal with fears • List and define the types of abuse • Discuss physical and emotional neglect • Discuss abuse and neglect reporting procedures • Identify local resources available for parent and/or child assistance 	Guest speaker: police officer (child abuse/neglect) Role play Poster project Case studies
Students will examine issues related to the health and wellness of children.	12. Identify health and wellness considerations for infants through preschoolers	12.2 4.4	<ul style="list-style-type: none"> • List common childhood illnesses/diseases • Identify signs and symptoms of childhood illnesses • Describe common childhood immunizations • Identify common first aid practices for burns, convulsions, bleeding, bee stings, insect bites and poisons 	Guest speaker: pediatric nurse

FAMILY & CONSUMER SCIENCE CHILD DEVELOPMENT

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS
Students will explain the growth and development of school age children	13. Identify the physical development of school-age children.	12.1 12.3	<ul style="list-style-type: none"> • Describe the physical characteristics and skills of school age children • Describe the social and emotional characteristics • Describe play and its role in development • Discuss the moral development 	Role play Fictional stories Multiple intelligence activity/ intelligence tests
Students will discuss activities regarding child related careers.	14. Identify child related careers.	4.1	<ul style="list-style-type: none"> • Identify the steps to finding a job • Identify the skills, behaviors, and attitudes important for maintaining and attaining success 	Ch 23 <i>The Developing Child</i> (Career Evaluation Activity)
Students will discuss children with developmental differences	15. Discuss the effects of learning disabilities and giftedness on school experiences	12.2 15.3	<ul style="list-style-type: none"> • Outline steps people can take to help children with special needs 	Ch 21 <i>The Developing Child</i> Guest speaker
Students will evaluate parenting roles and responsibilities.	16. Recognize the characteristics and responsibilities of parenting	15.1	<ul style="list-style-type: none"> • Evaluate the rights of children and parents • Recognize that early childhood experiences impact individuals as adults • Discuss how parenting/caregiver skills are learned • Evaluate the demands and rewards of parenting • Discuss the importance of nurturing and its positive implications 	Ch 2, 3, 21 <i>The Developing Child</i> Family structure Family values skits

Evaluation of Student Learning in Family and Consumer Sciences

Evaluation is an integral part of the instruction and curricular process due to the fact that it measures student learning in relation to the indicators within this document.

Teachers use both formative and summative evaluations on a regular basis to assess student progress and to guide their instruction. Student performance in family and consumer sciences will be assessed in a variety of manners including but not limited to the following:

- Teacher Observations
- Quizzes
- Tests
- Products Evaluations
- Checklists
- Journals
- Project Evaluations
- Performance Rubrics

Students also assess their own performance to help them develop a clear understanding of their knowledge and skills and areas requiring improvement.

Chagrin Falls Exempted Village Schools will continually evaluate the Family and Consumer Sciences program to ensure student success, relevance and alignment with district goals.

CURRICULUM STUDY CYCLE 2005 - 2010

Content Area	2005 - 2006	2006 – 2007	2007 – 2008	2008 - 2009	2009 - 2010
English Language Arts	4	5	1	2	3
Music	4	5	1	2	3
Foreign Language	3	4	5	1	2
Family/Consumer Science	3	4	5	1	2
Science	2	3	4	5	1
Gifted & Talented	2	3	4	5	1
Guidance	2	3	4	5	1
Art	2	3	4	5	1
Social Studies	1	2	3	4	5
Technology	1	2	3	4	5
Business	1	2	3	4	5
Library	1	2	3	4	5
Mathematics	5	1	2	3	4
Health	5	1	2	3	4
Physical Education	5	1	2	3	4

KEY

- 1 - **Study Group** – Research best practices, study state and national standards and post secondary
- 2 – **Action Research** – Evaluate current instructional practices in light of research based practices
- 3 – **Curriculum Writing** – Develop the course of study and grade level assessment calendar
- 4 – **Lesson Study** – Implement and evaluate curriculum and newly adopted materials, develop / establish assessments
- 5 – **Lesson Study** – Implement and evaluate curriculum and newly adopted materials, develop / refine assessments