



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## **Family & Consumer Ed. (Grade 8)**

### **Course Description:**

The curriculum for this course is developed from the [Wisconsin State Standards for Family and Consumer Science](#). Family and Consumer Science is an elective class that is designed to provide students with the opportunity to develop knowledge and skills related to food preparation, nutrition, design, textiles, career, and family development areas of study. Students learn how to use kitchen tools and appliances, food preparation procedures, and consumer knowledge of selecting and purchasing food. Units of study will include food sanitation, nutrition and wellness, and the social and cultural aspects of food. Students will practice these skills as they relate to careers in foods, application to independent and/or family life, and society in general. During the sewing unit students are introduced to basic sewing tools, fabric terms, sewing techniques and machine skills and apply this knowledge to complete a sewing project. Grades are determined by quizzes, tests, projects and daily work. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

### **Mastery Standards:**

Apply appropriate procedures for the care of textiles. (TFAa.c.1.m)

Demonstrate ability to use technology for fashion, apparel and textile design. (TFA1.c.2.m)

Apply basic and complex color schemes and color theory to develop and enhance visual effects. (TFA1.c.5.h)

Demonstrate skills for using equipment by constructing a single item in a class project. (TFA1.d.1.m)

Assess effects of textile characteristics on design, construction, care, use and maintenance of products. (TFA1.d.2.m)

Identify equipment and terminology used in fashion and apparel construction. (TFA1.d.3.m)

Recognize healthy food choices. (EC1.g.2.m)

Discover the functions of nutrients to meet dietary needs. (FSDN1.c.6.m)

Identify nutritional needs of individuals. (FSDN1.d.5.m)

Utilize nutrition standards and guidelines from recommended intake in analyzing safe and nutritious food for individuals and families. (CRF1.a.9.m)

Explore food borne illness and discover ways to reduce the spread of microorganisms.. (FSDN1.b.9.m)

Practice proper storage of food( FSDN1.b.14.m)

Demonstrate proper usage of common cooking tools and equipment. (FPS1.c5.m)

Use cooking tools and equipment needed to prepare a class recipe. (FPS1.c.8m)

Apply measurement skills in a class recipe. (FPS1.e.14.m)

Prepare food for presentation and assessment. (FSDN1.e.6.m)

Unit	Description of Unit and Learning Targets
<p><b>Unit: Textiles</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What sewing skills and experiences can be used for life?</li> <li>• What influences clothing choices?</li> <li>• How would I construct a basic sewing project?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can construct a simple project using a sewing machine.</li> <li>• I can demonstrate skills for using equipment by constructing a single item in a class project.</li> <li>• I can demonstrate sewing safety procedures.</li> <li>• I can apply accurate use of tools, terms, and techniques while preparing sewing projects.</li> </ul>
<p><b>Unit: Housing</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What are the factors that influence housing decisions and housing acquisitions throughout the lifespan?</li> <li>• What are the factors that have influenced the evolution of the housing industry?</li> <li>• How do we determine individual and family needs to develop appropriate housing?</li> <li>• How do we as consumers influence the housing industry?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can analyze appropriate housing for a given life stage/situation.</li> <li>• I can design floor plans and landscapes to meet individual and family needs across the lifespan.</li> <li>• I can apply the elements and principles of design when making decisions about the interior and the exterior of the home</li> </ul>
<p><b>Unit Title: Kitchen Safety, Sanitation, and Equipment</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What kitchen equipment is necessary to prepare different types of food?</li> <li>• What are the basic principles and skills of safe cooking?</li> <li>• Why is it important to have safety and sanitation knowledge in the kitchen?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can demonstrate food safety practices</li> <li>• I can demonstrate proper usage of common cooking tools and equipment.</li> <li>• I can evaluate factors that affect food safety from production through consumption.</li> <li>• I can create a product that is safe to consume using proper sanitation.</li> </ul>
<p><b>Unit: Measuring</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• Why is it essential to measure ingredients accurately when preparing a recipe?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can comprehend, identify and use simple fractions to measure food ingredients.</li> <li>• I can explain the procedure for measuring accurately, dry, solid and liquid ingredients.</li> <li>• I can identify which tool is best for measuring certain ingredients</li> <li>• I can apply basic measuring terms used in recipes and common abbreviation of each.</li> <li>• Know the measuring equivalents using liquid and dry measures and ingredients.</li> <li>• Apply measuring techniques while prepare recipes</li> </ul>
<p><b>Unit Title: Nutrition</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How can a health conscious consumer determine what products to purchase?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can critically analyze dietary habits related to health and how they may affect body weight and long term health.</li> <li>• I can evaluate the usefulness and credibility of nutrition</li> </ul>

<ul style="list-style-type: none"> <li>• How can knowledge of nutrition concepts assist students in making informed choices regarding your lifestyles.</li> </ul>	<p>information available online and in the media.</p> <ul style="list-style-type: none"> <li>• I can research healthy diets and make recommendations for healthy living.</li> </ul>
<p><b>Unit Title: Food Preparation</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• Why are food choices necessary to be a wise consumer?</li> <li>• How do nutrition and wellness practices affect food products we prepare.</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can prepare food in the lab, demonstrating organization, time management, cooperation and leadership skills.</li> <li>• I can evaluate preparation techniques</li> <li>• I can apply selections and preparation guidelines when preparing food products.</li> </ul>
<p><b>Unit Title: Career &amp; Employability Skills</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What skills are needed to make one successful in the workplace and life?</li> <li>• Why is teamwork and decision making important aspects of life?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can analyze potential career choices to determine the knowledge, skills and attitudes associated with each career.</li> <li>• I can demonstrate job seeking and job keeping skills.</li> </ul>