



**School
District of the
City of St.
Charles**

7-8 Family Consumer Science(FACS)

Approved by the Board of Education
July 15, 2021



**Family and Consumer Science (FACS)
Curriculum Committee**

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

FAMILY AND CONSUMER SCIENCES PHILOSOPHY

Family and Consumer Sciences education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work and their interrelationships.

Students in today's society need a variety of life skills that Family and Consumer Sciences courses provide. The City of St. Charles School District's Family and Consumer Sciences curriculum provides the bridges needed by students to deal with societal issues such as work, family, child care, global economics, and technology usage. Our courses give students a strong foundation of the knowledge and skills needed for successfully living and working in a global society.

The core values of Family and Consumer Sciences professionals include the following:

- *Believe in the family as a fundamental unit of society.*
- *Embrace diversity and value all people.*
- *Support life-long learning and diverse scholarship.*
- *Exemplify integrity and ethical behavior.*
- *Seek new ideas and initiatives and embrace change.*
- *Promote an integrative and holistic approach, aligned with the FCS body of knowledge, to support professionals who work with individuals, families, and communities.*

Our curriculum abides by the core values and mission of the American Association of Family and Consumer Sciences Association.

FAMILY AND CONSUMER SCIENCES RATIONALE

Family & Consumer Sciences courses introduce students to possible careers, develop practical skills for employment and life, and understand the importance of personal and family wellbeing. Through these courses students develop and fine tune leadership, teamwork, and time management skills which allows them to become critical thinkers who can solve personal, family, career, and community issues they will encounter throughout their lives.

Students are introduced to technologies, equipment, and tools that help bring the curriculum to life, while also helping prepare them for future endeavors. Through hands-on learning opportunities Family and Consumer Sciences classes allow all students to build practical skills, while providing students the chance to be creative and express themselves. These courses also provide a place for students of all ability levels to be successful and explore new concepts, while learning to be accepting of peers who are different from them.

Family and Consumer Sciences courses teach students how to be effective members of the community. They learn to become friends, respectful children, siblings, parents, employees, managers, business owners, teachers, and caregivers. From the St. Charles School District alone, students who have completed our Family

and Consumer Sciences courses have gone on to become teachers, paraprofessionals, dieticians, food scientists, interior designers, doctors, nurses, and even a fashion designer on Project Runway among others!

FAMILY AND CONSUMER SCIENCES PROGRAM GOALS

This curriculum was developed with the understanding that all students can be successful and learn skills that are essential for everyday life. Our Family and Consumer Sciences department aligns our curriculum with the City of St. Charles School District's Mission of REACH, TEACH, and EMPOWER. Students will collaborate with peers to encourage leadership, teamwork, critical thinking, and time management skills that will be used in their future life and career. Through the various courses that we teach, students will:

Use critical thinking, flexibility, and creative thinking skills to strengthen the well-being of individuals, families, and communities throughout their lives.

Become responsible citizens and leaders in their families, communities, and work settings, while respecting other feelings and views.

Provide students the opportunity to make connections to core academic skills through cross curricular content.

Allow students the opportunity to learn and grow through authentic, hands on, community service learning activities.

Teach students to evaluate choices and consequences when encountering practical problems related to:

- Building healthy lifestyles
- Caring for and guiding children
- Training and searching for a career
- Building healthy relationships
- Setting future goals and plans
- Demonstrating smart consumer strategies

Family and Consumer Sciences (FACS) Enduring Understandings/Essential Learning Outcomes

7TH GRADE FAMILY AND CONSUMER SCIENCES

- Strengthening the well-being of individuals and families across the life span.
- Basic cooking preparation.
- Strengthening time management and communication skills.
- Demonstrate basic hand sewing abilities.

8TH GRADE FAMILY AND CONSUMER SCIENCES

- Strengthening the well-being of individuals and families across the life span.
- Promoting optimal nutrition and wellness across the life span.
- Demonstrate sewing abilities on a sewing machine.
- Evaluate factors that make someone a unique individual.

7-12 FACS Scope and Sequence																		
I = Introduce R = Review/Develop E = Expand/Advance	Standard Reference #	7th Grade Family and Consumer Sciences	8th Grade Family and Consumer Sciences	Child Development 1	Child Development 2	Career Pathways for the Teaching Profession 1	Career Pathways for the Teaching Profession 2	Fashion Design and Construction 1	Fashion Design and Construction 2	Fashion Design and Construction Studio	Fashion Design and Merchandising	Food Fundamentals	Advanced Foods: Baking and Pastry Arts	Advanced Foods: Regional and International Foods	Advanced Foods: Introduction into the Foodservice Industry	Housing and Interior Design	Human Relations	
Caring For Children		I		IR	RE	RE	RE											
Hand Sewing		I						IR	R/E	E	E							
Food and Kitchen Safety		I	IR									IR	R	R	E			
Food Preparation		I	IR									IR	R	R	E			
Focus on You			I															I, R, E
Machine Sewing			I					IR	R/E	R/E	E							
Food and Kitchen Safety		I	IR									IR	R	R	E			
Kitchen Management		I	IR									IR	R	R	E			
Healthy Food Preparation		I	I									IR	R/E	R/E	E			
Parenting and Family Roles	12.2, 12.3, 15.1, 15.2, 15.4	I		IR	RE													
Guidance and Discipline Through Infancy and Toddlerhood	12.1, 12.2, 12.3, 15.1, 15.2, 15.4	I		I	R/E	R/E	R/E											
Pregnancy and Prenatal Care	12.1, 12.2, 15.1, 15.2, 15.3, 15.4			IR/E														
Childbirth	12.1, 12.2, 12.3, 15.1, 15.2, 15.4			IR/E														
Developmental Stages of Young Children, Ages Birth Through One Year	4.2, 4.4, 12.1, 12.2, 12.3, 15.1, 15.22, 15.3			I	R/E	R/E	E											
Developmental Stages of Young Children, Ages One Through Three Years	4.2, 4.4, 12.1, 12.2, 12.3, 15.1, 15.22, 15.3			I	R/E	R/E	E											
Guidance and Discipline Techniques in Child Care Programs	4.2, 12.1, 12.3, 15.2, 15.3			I	R/E	R/E	E											
Theories and Their Theories	4.2			I	R	R/E	R/E											
Health and Safety of Young Children	4.2, 4.4, 12.1, 12.2, 12.3, 15.1, 15.2, 15.3			I	R	R/E	R/E											
Developing Children's Activities	4.2, 4.3, 4.4			I	IR	R/E	R/E											
Observing Young Children	4.2, 4.5			I	IR	E	E											
Maintaining Relationships in the Classroom	4.1, 4.2, 4.3, 4.4, 4.5, 4.6				IR	R/E	E											
Instructing and Working with Young Children	4.1, 4.2, 4.3, 4.4, 4.5			I	IR	R/E	E											
The Teaching Profession	4.1, 4.6					IR	R/E											
Learning Environments	4.2, 4.3, 4.4					IR	R/E											
Classroom Management and Diverse Learners	4.2, 4.3, 12.1, 12.2, 12.3				I	R	E											
Historical and Contemporary Views on Education	4.2, 4.3					I	R/E											
Classroom Experiences (CPTEP 1 and 2)	4.2, 4.3, 4.4					I	R/E											
Educational Policy	4.1, 4.6						I											
Educational Systems	4.1, 4.6						IR											
Teaching Strategies	4.2, 4.3, 4.4				I	R/E	E											
Assessment Strategies	4.2, 4.3, 4.4, 4.5				I	R	E											
Understanding Fashion	16.3, 16.5, 16.7							I	R	E	IR							
Elements and Principles of Design (FDC 1 and Studio)	16.3	I	I					I	R	IR/E								


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Equipment Management and Maintenance (FDC 1, 2 and Studio)	16.4	I	I					I	R	E							
Skills Portfolio (FDC 1, 2 and Studio)	16.1, 16.2, 16.3, 16.4							I	R	E							
Tailoring: Measuring and Fitting (FDC 1, 2 and Studio)	16.2, 16.3, 16.4							I	R	E							
Pattern Skills: Layout and Cutting (FDC 1, 2 and Studio)	16.2, 16.3, 16.4							I	R	E							
Basics of Fashion Construction Skills	16.1, 16.2, 16.3, 16.4							I	R	E	I						
Influences on the Fashion World	16.3, 16.5, 16.7							I	R		IRE						
Fiber to Fabric	16.2, 16.3								I	RE	IR						
Advanced Fashion Construction Skills (FDC 1 and Studio)	16.1, 16.2, 16.3, 16.4							I	IR	E							
Textile, Fashion and Apparel Industry	16.2, 16.4							I	R	E	IRE						
Entrepreneurship, Marketing and Merchandising	16.1, 16.5, 16.6, 16.7										IRE						
The Business of Fashion	16.5, 16.6, 16.7										IRE						
Fashion History, Designers and Impact of Culture	16.3								I		IRE						
The Design Process	16.2, 16.3, 16.4										IRE						
Fashion Promotion and Marketing	16.5										IRE						
Food Fundamentals																	
Safety and Sanitation (FF, B&P, R&F, and FS)	6.2, 9.3, 9.2, 14.4	I	I									IR	R	R	E		
Kitchen Management (FF, B&P, R&F, and FS)	6.3, 9.5, 14.3	I	I									IR	R	R	E		
Nutrition and Your Body	6.3, 9.3, 9.4, 14.2, 14.3, 14.4	I	I									IR	R	R			
Fruits	6.5, 9.3, 9.5, 14.3											IR					
Vegetables	6.5, 9.3, 14.3											IR			R	R	
Protein	6.5, 9.3, 14.3											IR			R	R	
Grains	6.5, 9.3, 14.3											IR			R	R	
Dairy	6.5, 9.3, 14.4											IR				R/E	
Meal Planning	9.3, 14.5											IR					
Quick Breads	6.5, 9.5											IR	R			E	
Yeast Breads	9.5												I, R			E	
Pies, Tarts and Fillings	6.5, 9.5, 9.6												IR			E	
Cake, Icing and Cake Assembly	6.5, 9.5, 9.6												IR			E	
Cookies	9.5											IR	IR			E	
Specialty Desserts	8.5												IR			E	
Making Healthy Choices	6.4, 8.5, 9.3, 9.4, 14.3											IR	IR	R		E	
Regional Foods	6.2, 8.3, 8.5, 14.3, 14.4											IR			RE		
Central and South America	6.2, 8.3, 8.5, 14.3, 14.5														IRE		
Middle East and Africa	6.2, 8.3, 8.5, 14.3, 14.6														IRE		
Europe and the Mediterranean	6.2, 8.3, 8.5, 14.3, 14.7														IRE		

7-12 FACS Scope and Sequence																	
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Asia	8.2, 8.3, 8.5, 14.3, 14.6																
Discovering Our World	8.1, 9.1														IRE		
Introducing the Foodservice Industry	8.1, 8.2, 8.7															IR	
Culinary Tools and Knife Safety	8.3, 8.4, 8.5											IR	R	R	RE		
Principles of Cooking	8.5											IR	R	R	RE		
Ingredient Preparation and Presentation	8.5	I	I									IR	R	R	RE		
Meal Set-up and Service	8.4														IRE		
Housing Wants and Needs	11.5, 11.6																IRE
Buying, Renting and Selling	11.1, 11.3																IRE
Housing Styles and Exteriors	11.5, 11.7																IRE
Floor Planning	11.3, 11.4, 11.7																IRE
Design Fundamentals and Aesthetics	11.2																IRE
Designing Interiors	11.3, 11.4, 11.5																IRE
Maintenance and Utilities	11.3, 11.8																IRE
You and Your Potential	12.1, 12.2, 12.3, 13.5		I														IRE
You and Your Family and Friends	6.1, 6.2, 31.1, 13.2, 13.3, 13.4		I														IRE
You and Your Mature Relationships	13.1, 13.2, 13.3, 13.4																IRE
You and Your Decisions	1.1, 1.2, 13.3		I														IRE
You and Your Community	13.5, 13.6																IRE
You and Your World	2.1, 2.5, 2.6																IRE
Careers (included in all classes)	4.1, 16.1, 11.1, 11.7			I	R	E	E	I	R	RE	IRE	I	R	R	E	IRE	IRE

7th Grade Family and Consumer Science Course Overview

Grade level: 7th Grade	
Course Rationale:	Course Description:
The rationale for the teaching of Family and Consumer Sciences is to prepare individuals for roles within the family, the workplace, the community, and the world. These skills provide a platform for individuals to improve conditions in the home, workplace, and their local and global communities.	The seventh grade FACS program is an exploratory life skills semester course in which students examine units in caring for children, hand sewing, food and kitchen safety, and food preparation. The caring for children unit is designed to establish the knowledge to become an effective caregiver. Hand sewing skills will be learned and practiced during the construction of a hand sewing project. In the food and kitchen safety unit students will learn skills required for safe food production while in a lab setting. Cooperation, problem solving, time management and evaluation skills will be enhanced while working to prepare and serve simple foods during the food production unit.
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● Strengthening the well-being of individuals and families across the life span. ● Basic cooking preparation. ● Strengthening time management and communication skills. ● Demonstrate basic hand sewing abilities. ● Establish knowledge to become an effective caregiver. 	
Priority Missouri Learning Standards/National Standards	
<p>8.2 Demonstrate food safety and sanitation procedures.</p> <p>8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</p> <p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p> <p>9.2 Apply risk management procedures to food safety, food testing, and sanitation.</p> <p>14.4 Evaluate factors that affect food safety from production through consumption.</p>	

- 14.3 Demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the lifespan.
- 15.1 Analyze roles and responsibilities of parenting.
- 15.2 Evaluate parenting practices that maximize human growth and development.
- 16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.

 Unit 1: Caring for Children Desired Results		
Standards	Transfer Goal(s) /Big Ideas	
15.1.2 15.1.4 15.1.5 15.2.1 15.2.2 15.2.3 15.2.5	<ul style="list-style-type: none"> ● The caring for children unit is designed to help students learn skills needed to keep children safe and establish the knowledge to become an effective caregiver. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will understand that children have basic physical and emotional needs that need to be met by their caregiver. ● Students will understand the variety of resources that can be utilized when caring for children to ensure their safety and well being. 	<ul style="list-style-type: none"> ● What are the basic needs that need to be met when caring for children? ● What resources are needed to care for a child?
Learning Targets		

Students will...

- Distinguish the different needs of children of various ages.
- Explain how to avoid situations that might threaten a child's safety.
- Identify resources that can be used when caring for children.

Unit Duration:

4 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Children's basic needs scenarios
- Homemade playdough lab
- Babysitting kit project



Unit 2: Hand Sewing

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.4.1 16.4.5	<ul style="list-style-type: none">● Demonstrate basic hand sewing techniques.● Complete the construction of a hand sewing project.● Apply hand sewing skills to repair, replace, or add clothing parts and embellishments.	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none">● Students will understand that hand sewing is a skill that can be used throughout one's life, to repair and create clothing and textiles.● Students will understand how to care and repair clothing which allows individuals to make the most of their resources.	<ul style="list-style-type: none">● How can the skill of hand sewing be useful in your life?● What is the purpose of clothing care and repair?
Learning Targets		
Students will... <ul style="list-style-type: none">● Identify and operate sewing tools and equipment safely.● Read and interpret sewing project instructions.● Construct a sewing project by applying proper sewing techniques.		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> ● Sewing tools identification activity ● Felt monster hand sewing project ● Button and stitching practice



Unit 3: Food and Kitchen Safety Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.2.1 14.4.1 8.2.5 14.4.2 8.2.6 14.4.5 8.2.7 14.4.6 9.2.1	<ul style="list-style-type: none"> ● Integrate knowledge, skills and practices required for food safety and sanitation. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> ● Students will demonstrate their understanding of food and kitchen safety during food labs. ● Students will understand the importance of food and kitchen safety. 	<ul style="list-style-type: none"> ● In what ways can you provide a safe cooking environment? ● Why is kitchen safety an important aspect of cooking?

Learning Targets

Students will...

- Describe and demonstrate safe and sanitary food handling techniques.
- Identify causes of food borne illness.
- Apply concepts of the four safety guidelines – clean, separate, cook, and chill.
- Demonstrate proper use and care of kitchen tools and equipment.
- Describe how to prevent kitchen accidents.

Unit Duration:

4 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- 4 C's of food safety foldable
- Kitchen safety scenarios



Unit 4: Food Preparation Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.3.5 8.3.6 8.5.1 14.3.3	<ul style="list-style-type: none">● Integrate effective and proper meal management skills in a lab experience to create and serve a food product.	
	Enduring Understandings <ul style="list-style-type: none">● Students will understand that there will be an appropriate final product when choosing the correct kitchen equipment.● Students will understand the importance of proper procedures and time management during a food lab.	Essential Questions <ul style="list-style-type: none">● How will using the proper tool or piece of equipment make preparing a recipe easier and measurements more accurate?● How can we ensure that procedures are clearly understood by everyone involved in food production?● How is time management effectively utilized during food labs?
Learning Targets		
Students will... <ul style="list-style-type: none">● Interpret how to read and use recipes and recipe terminology.● Demonstrate proper measuring techniques.● Describe and demonstrate proper food preparation techniques.● Demonstrate effective time management skills in a group setting during lab experiences.		
Unit Duration:		

6 weeks



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none">• Cooking labs• Lab reflection forms



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4 weeks	Unit 1: Caring for Children		<ul style="list-style-type: none"> ● Distinguish the different needs of children of various ages. ● Explain how to avoid situations that might threaten a child's safety. ● Identify resources that can be used when caring for children. 	<ul style="list-style-type: none"> ● Children's basic needs scenarios ● Homemade playdough lab ● Babysitting kit project
3 weeks	Unit 2: Hand Sewing		<ul style="list-style-type: none"> ● Identify and operate sewing tools and equipment safely. ● Read and interpret sewing project instructions. ● Construct a sewing project by applying proper sewing techniques. 	<ul style="list-style-type: none"> ● Sewing tools identification activity ● Felt monster hand sewing project ● Button and stitching practice
4 weeks	Unit 3: Food and Kitchen Safety		<ul style="list-style-type: none"> ● Describe and demonstrate safe and sanitary food handling techniques. ● Identify causes of food borne illness. ● Apply concepts of the four safety guidelines– clean, separate, cook, and chill. ● Demonstrate proper use and care of kitchen tools and equipment. ● Describe how to prevent kitchen accidents. 	<ul style="list-style-type: none"> ● 4 C's of food safety foldable ● Kitchen safety scenarios
6 weeks	Unit 4: Food Preparation		<ul style="list-style-type: none"> ● Interpret how to read and use recipes and recipe terminology. ● Demonstrate proper measuring techniques. ● Describe and demonstrate proper food preparation techniques. ● Demonstrate effective time management skills in a group setting during lab experiences. 	<ul style="list-style-type: none"> ● Cooking labs ● Lab reflection forms

Unit 1: Caring for Children		
Grade: 7		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> Analyze various needs of children at selected ages in a research report. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	

Score 3.0	The student: <ul style="list-style-type: none"> • Distinguish the different needs of children of various ages. • Identify resources that can be used when caring for children. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ parenting, guidance, discipline, etc. • Performs basic processes, such as: <ul style="list-style-type: none"> ○ explain how to avoid situations that might threaten a child’s safety. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 2: Hand Sewing		
Grade: 7		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> • Conduct research on 4 different hand sewing seams and write a report. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> • Identify and operate sewing tools and equipment safely. 	

	<ul style="list-style-type: none"> • Read and interpret sewing project instructions. • Construct a sewing project by applying proper sewing techniques <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls terminology such as: <ul style="list-style-type: none"> ○ sewing, grain, tools, shears, seam ripper, sewing gauge, seam gauge, etc <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 3: Food and Kitchen Safety		
Grade: 7		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> • Create a poster to display how to avoid foodborne illnesses. 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • Describe and demonstrate safe and sanitary food handling techniques. 	

	<ul style="list-style-type: none"> Apply concepts of the four safety guidelines – clean, separate, cook, and chill. Demonstrate proper use and care of kitchen tools and equipment. <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Recognizes or recalls terminology such as <ul style="list-style-type: none"> cook, clean, chill, cross contamination, pathogen, food borne illness, etc. Identify causes of food borne illness. Describe how to prevent kitchen accidents. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 4: Food Preparation		
Grade: 7		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> Create a PowerPoint presentation including all food they prepared in class with recipes and pictures for each item. 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.

Score 3.0	The student: <ul style="list-style-type: none"> • Demonstrate proper measuring techniques. • Describe and demonstrate proper food preparation techniques. • Demonstrate effective time management skills in a group setting during lab experiences. The student exhibits no major errors or omissions.		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Recall specific terminology such as <ul style="list-style-type: none"> ○ measuring, recipe, yield, ingredients, directions, etc. • Interpret how to read and use recipes and recipe terminology. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

8th Grade Family and Consumer Science Course Overview

Grade level: 8th Grade	
Course Rationale	Course Description
The rationale for the teaching of Family and Consumer Sciences is to prepare individuals for roles within the family, the workplace, the community, and the world. These skills provide a platform for individuals to improve conditions in the home, workplace, and their local and global communities.	The eighth grade FACS program is an exploratory life skills semester course in which students examine five units; Focus on You, Machine Sewing, Food and Kitchen Safety, Kitchen Management, and Healthy Food Preparation. During the Focus on You unit, students will examine the different factors that make them a unique individual and recognize the influences of peer pressure. In the machine sewing unit, students will learn how to operate a sewing machine through the completion of a sewing project. The food and kitchen safety unit will teach students how to safely operate in a kitchen setting. Students will practice cooking and implement lab procedures in the kitchen management unit. The healthy food preparation unit will allow students to practice cooking nutritious foods and give them baseline knowledge on nutrition.
Transfer Goals/Big Ideas	
<ul style="list-style-type: none"> ● Strengthening the well-being of individuals and families across the life span. ● Promoting optimal nutrition and wellness across the life span. ● Demonstrate sewing abilities on a sewing machine. ● Evaluate factors that make someone a unique individual. 	
Priority Missouri Learning Standards/National Standards	
<p>8.2 Demonstrate food safety and sanitation procedures.</p> <p>8.3 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</p> <p>8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</p> <p>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</p> <p>9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.</p> <p>12.2 Analyze conditions that influence human growth and development.</p> <p>12.3 Analyze strategies that promote growth and development across the lifespan.</p> <p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.</p>	

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

16.4 Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.



Unit 1: Focus on You Desired Results

Standards	Transfer Goal(s) /Big Ideas	
12.2.1 12.2.4 12.3.1 12.3.2	<ul style="list-style-type: none"> Evaluate factors that make someone a unique individual. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> Students will understand every person has an abundance of factors that influence who they are and make them a unique individual. 	<ul style="list-style-type: none"> How does your environment shape you? What makes an individual unique?
Learning Targets		
Students will... <ul style="list-style-type: none"> Identify the characteristics that make themselves a unique individual. Differentiate between positive and negative peer pressure. 		
Unit Duration:		
4 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Peer pressure scenarios • All about my project



Unit 2: Machine Sewing Desired Results

Standards	Transfer Goal(s) /Big Ideas	
16.4.1 16.4.2 16.4.3 16.4.5	<ul style="list-style-type: none"> • Identify and operate sewing tools and equipment safely. • Read and interpret sewing project instructions. • Construct a machine sewing project by applying proper sewing techniques. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will understand that machine sewing is a skill that can be used throughout one's life, to repair and create clothing and textiles. • Students will understand that machine sewing is an effective way to repair or create clothing and textiles. 	<ul style="list-style-type: none"> • How can the skill of machine sewing be useful in your life? • What is the purpose of clothing care and repair?
Learning Targets		

Students will...

- Demonstrate proper use of a sewing machine.
- Construct a project using a sewing machine.
- Identify the parts of a sewing machine.

Unit Duration:

4 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Sewing tools identification activity
- Felt monster hand sewing project
- Button and stitching practice



Unit 3: Food and Kitchen Safety


Desired Results

Standards	Transfer Goal(s) /Big Ideas	
8.2.1	<ul style="list-style-type: none"> Integrate knowledge, skills and practices required for food safety and sanitation. 	
8.2.2	<p style="text-align: center;">Enduring Understandings</p> <ul style="list-style-type: none"> Students will demonstrate their understanding of food and kitchen safety during food labs. Students will understand the importance of food and kitchen safety. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> In what ways can you provide a safe cooking environment? Why is kitchen safety an important aspect of cooking
8.2.3		
8.2.5		
8.2.7		
8.2.8		
Learning Targets		
<p>Students will...</p> <ul style="list-style-type: none"> Describe and demonstrate safe and sanitary food handling techniques. Identify causes of food borne illness. Apply concepts of the four safety guidelines– clean, separate, cook, and chill. Demonstrate proper use and care of kitchen tools and equipment. Describe how to prevent kitchen accidents and what to do if those occur. 		
Unit Duration:		
3 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Food safety scenarios • Kitchen safety poster

 Unit 4: Kitchen Management Desired Results		
Standards	Transfer Goal(s) /Big Ideas	
8.3.6 8.3.5 8.5.1 14.3.3	<ul style="list-style-type: none"> • Integrate effective and proper meal management skills in a lab experience to create and serve a food product. 	
	Enduring Understandings	Essential Questions
	<ul style="list-style-type: none"> • Students will demonstrate understanding of proper use of kitchen tools and equipment. • Students will understand the purpose behind the kitchen utensils that they are using. • Students will understand how to communicate effectively with others. 	<ul style="list-style-type: none"> • How will using the proper tool or piece of equipment make preparing a recipe easier and measurements more accurate? • How can we ensure that procedures are clearly understood by everyone involved in food production and time management is utilized effectively during food labs?
Learning Targets		

Students will...

- Interpret how to read and use recipes and recipe terminology.
- Demonstrate proper measuring techniques.
- Describe and demonstrate food preparation techniques.
- Demonstrate effective time management skills in a group setting during lab experiences.

Unit Duration:

4 weeks



Assessment Evidence

Rubric/Scoring

Assessment

- Parts of a recipe assignment
- Lab planning sheets
- Kitchen tools scavenger hunt



Unit 5: Healthy Food Preparation

Desired Results

Standards	Transfer Goal(s) /Big Ideas	
9.3.1	<ul style="list-style-type: none"> Integrate nutrition and wellness practices in food preparation 	
9.3.2	Enduring Understandings	Essential Questions
9.3.6		
9.4.1	<ul style="list-style-type: none"> Students will understand the importance of your daily caloric intake, your physical activity level, and your daily food group needs to live a healthy life. Students will understand how to read food nutrition labels. Students will understand how they benefit in making wise food choices to fit your needs. 	<ul style="list-style-type: none"> What do you need to do to maintain a healthy lifestyle? How do you make healthy nutritional decisions throughout your life?
14.2.4		
14.2.3		
Learning Targets		
Students will... <ul style="list-style-type: none"> Identify the 5 food groups in the foods that they prepare. Read and interpret nutrition labels. Identify aspects of a nutritious meal. 		
Unit Duration:		
4 weeks		



Assessment Evidence

Rubric/Scoring	Assessment
	<ul style="list-style-type: none"> • Nutrition label webquest • Food groups meal plan • Food groups collage



Learning Plan

Week(s)	Topic	Resources/Texts	Learning Targets	Assessment
4 weeks	Unit 1: Focus on You		<ul style="list-style-type: none"> • Identify the characteristics that make themselves a unique individual. • Differentiate between positive and negative peer pressure. 	<ul style="list-style-type: none"> • Peer pressure scenarios • All about my project
4 weeks	Unit 2: Machine Sewing		<ul style="list-style-type: none"> • Demonstrate proper use of a sewing machine. • Construct a project using a sewing machine. • Identify the parts of a sewing machine. 	<ul style="list-style-type: none"> • Sewing tools identification activity • Felt monster hand sewing project • Button and stitching practice
3 weeks	Unit 3: Food and Kitchen Safety		<ul style="list-style-type: none"> • Describe and demonstrate safe and sanitary food handling techniques. • Identify causes of food borne illness. • Apply concepts of the four safety guidelines– clean, separate, cook, and chill. 	<ul style="list-style-type: none"> • Food safety scenarios • Kitchen safety poster

			<ul style="list-style-type: none"> ● Demonstrate proper use and care of kitchen tools and equipment. ● Describe how to prevent kitchen accidents and what to do if those occur. 	
4 weeks	Kitchen Management		<ul style="list-style-type: none"> ● Interpret how to read and use recipes and recipe terminology. ● Demonstrate proper measuring techniques. ● Describe and demonstrate food preparation techniques. ● Demonstrate effective time management skills in a group setting during lab experiences. 	<ul style="list-style-type: none"> ● Parts of a recipe assignment ● Lab planning sheets ● Kitchen tools scavenger hunt
4 weeks	Unit 5: Healthy Food Preparation		<ul style="list-style-type: none"> ● Identify the 5 food groups in the foods that they prepare. ● Read and interpret nutrition labels. ● Identify aspects of a nutritious meal. 	<ul style="list-style-type: none"> ● Nutrition label webquest ● Food groups meal plan ● Food groups collage

Unit 1: Focus on You		
Grade: 8		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	<ul style="list-style-type: none"> Research topics around peer pressure and create a Google Slides presentation to show students how to avoid peer pressure. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Identify examples of positive and negative peer pressure. Identify traits that make themselves a unique individual. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> peer pressure, family, characteristics However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 2: Machine Sewing

Grade: 8

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> • Create a sewing portfolio with pictures and descriptions of all projects and seam samples done in class. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • Demonstrate proper use of a sewing machine. • Construct a project using a sewing machine. • Identify the parts of a sewing machine. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Recognizes or recalls terminology such as: <ul style="list-style-type: none"> ○ bobbin, hand wheel, presser foot, etc. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 3: Food and Kitchen Safety

Grade: 8

		Sample Activities
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Research how to prevent five types of kitchen accidents and create a guideline for use in personal kitchens. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Describe and demonstrate safe and sanitary food handling techniques. ● Identify causes of food borne illness. ● Apply concepts of the four safety guidelines – clean, separate, cook, and chill. ● Demonstrate proper use and care of kitchen tools and equipment. ● Describe how to prevent kitchen accidents and what to do if those occur. <p>The student exhibits no major errors or omissions.</p>	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls terminology such as: <ul style="list-style-type: none"> ○ cook, clean, chill, cross contamination, etc. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Unit 4: Food Preparation		
Grade: 8		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	<ul style="list-style-type: none"> • Create a skills portfolio with pictures and recipes of all food prepared in class. 	
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> • Interpret how to read and use recipes and recipe terminology. • Demonstrate proper measuring techniques. • Describe and demonstrate food preparation techniques. • Demonstrate effective time management skills in a group setting during lab experiences. The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • Recognizes or recalls terminology such as <ul style="list-style-type: none"> ○ recipe, yield, ingredients, directions, measuring, etc. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Unit 5: Healthy Food Preparation

Grade: 8

Score 4.0		In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	●	Research nutritious meals to be served at a specific event and create a poster project.	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0		<p>The student:</p> <ul style="list-style-type: none"> ● Identify the 5 food groups in the foods that they prepare. ● Read and interpret nutrition labels. ● Identify aspects of a nutritious meal. <p>The student exhibits no major errors or omissions.</p>	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognizes or recalls terminology such as: <ul style="list-style-type: none"> ○ nutrition Label, food group, nutrient, etc. ● Identify the five food groups. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0		Even with help, no understanding or skill demonstrated.	