

Family and Consumer Science

Grade 7

Units of Credit: One Quarter (Elective)

Prerequisites: None

Course Description:

In 7th grade Family and Consumer Science, students expand on their knowledge and skills involving textiles and the culinary arts. They continue the exploration of career possibilities and are introduced to family management skills.

Topics:

- Clothing care
- Textiles
- Culinary
- Food and nutrition
- Life skills
- Career exploration
- Stress and crisis management
- Lifecycles and options
- Safety and sanitation

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

STANDARD 1: Students experience various career opportunities and assess personal career pathways.

Benchmark 1:

Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.

Learning Targets (Type):

1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. (S)
2. I can formulate tentative career goals. (R)
3. I can evaluate approaches for meeting my goals. (R)

Benchmark 2:

Utilize local resources to research career plans.

Learning Targets (Type):

1. I can identify local resources to develop career plans. (K)
2. I can contact my school career counselor or teacher to pursue career pathways. (S)

Benchmark 3:

Recognize the interrelationships of family, community, career, and leisure roles.

Learning Targets (Type):

1. I can describe the importance of balance between family and community in regards to career and leisure activities. (*K*)
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. (*R*)

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management).

Benchmark 1:

Prepare a budget and keep financial records.

Learning Targets (Type):

1. I can research and report cost of materials and time. (*R,S*)
2. I can document financial inputs and outputs. (*S*)
3. I can identify the necessity to maintain accurate financial records. (*K*)
4. I can stay within a fixed budget. (*S,P*)

Benchmark 2:

Prioritize, allocate time, prepare and follow schedules to complete a project.

Learning Targets (Type):

1. I can estimate the required time to complete a project. (*R*)
2. I can prioritize resources, equipment and tasks. (*R*)
3. I can reflect upon completion. (*K*)

Benchmark 3:

Apply appropriate time to task.

Learning Targets (Type):

1. I can implement a time schedule for task completion. (*S*)

Benchmark 4:

Use physical resources wisely to accomplish a goal.

Learning Targets (Type):

1. I can identify the resources necessary to accomplish the task. (*K*)
2. I can maintain the tools of the trade. (*S*)
3. I can maximize the use of my resources. (*S*)

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:

Demonstrate active leadership skills by participation in group activities and projects.

Learning Targets (Type):

1. I can investigate various leadership styles. (*R*)
2. I can apply leadership styles in group activities and projects. (*R*)

Benchmark 2:

Demonstrate positive personal and work ethics.

Learning Targets (Type):

1. I can show up for class and work on time. (*S*)
2. I can develop personal and work related goals. (*K,P*)
3. I can describe ethical behavior in the workplace. (*K*)

Benchmark 3:

Demonstrate skills to be a productive citizen.

Learning Targets (Type):

1. I can develop professional relationships with community members. (S)
2. I can contribute to my community in a positive manner. (S,P)

Benchmark 4:

Apply self-esteem building practices.

Learning Targets (Type):

1. I can define and provide evidence of my strengths in my career interest areas. (K,S)
2. I can persevere through set backs and stay focused on my goals. (S)

Benchmark 5:

Demonstrate appreciation for diverse perspective needs and characteristics.

Learning Targets (Type):

1. I can develop a working relationship with diverse populations. (K,S)
2. I can demonstrate communication skills that contribute to positive relationships. (S)
3. I can work to understand diverse points of view. (R)

Benchmark 6:

Practice several methods of effective communication.

Learning Targets (Type):

1. I can demonstrate good listening skills. (S)
2. I can effectively communicate verbally through collaborative projects. (S,P)
3. I can develop quality written professional communications. (S)

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.

Benchmark 1:

Practice technical skills and procedures required for an occupation.

Learning Targets (Type):

1. I can take measurements to determine pattern size.(S)

Benchmark 2:

Practice safe and appropriate use of technology.

Learning Targets (Type):

1. I can thread and operate a sewing machine. (S)
2. I can describe resources available to families who need help. (K)
3. I can describe safety guidelines for microwave cooking. (K)
4. I can demonstrate safety and sanitation procedures for working with food. (S)

Benchmark 3:

Select the appropriate tools, equipment, and procedures for the task.

Learning Targets (Type):

1. I can take measurements to determine pattern size.(S)
2. I can explain the usefulness of sergers in sewing and operate a serger machine. (R)
3. I can construct and finish a sewing project. (P)
4. I can identify and explain the use of small sewing equipment. (K)
5. I can Identify simple kitchen utensils and cookware and describe their use. (K)
6. I can identify use and care of small and large appliances. (K)
7. I can measure dry and liquid ingredients accurately. (S)
8. I can apply appropriate manners and behavior when eating at home or in a restaurant. (K)

Benchmark 4:

Manage and maintain technological tools and follow troubleshooting protocol.

Learning Targets (Type):

1. I can thread and operate a sewing machine. (S)

Benchmark 5:

Apply technical information to a variety of sources.

Learning Targets (Type):

1. I can identify and explain the use of small sewing equipment. (K)
2. I can identify various family forms. (K)
3. I can explain the family life cycle and how roles affect family's. (K)
4. I can describe factors that make a family unique. (K)
5. I can describe ways families can handle life challenges. (K)
6. I can select and interpret a recipe. (K)
7. I can identify abbreviations and equivalents. (K)
8. I can set a table correctly. (S)
9. I can define appropriate manners and behavior when eating at home or in a restaurant. (K)
10. I can make a simple meal. (S)

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.

Benchmark 1:

Practice and demonstrate academic and technical skills to a workplace setting.

Learning Targets (Type):

1. I can practice, and demonstrate my technical workplace skills in my school lab. (S)
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. (R,S,P)

Benchmark 2:

Apply the concepts of entrepreneurship.

Learning Targets (Type):

1. I can explain the concepts of entrepreneurship. (K)
2. I can demonstrate the concepts of entrepreneurship through a unique project. (R,S)
3. I can present my unique project to an authentic audience. (S,P)

Benchmark 3:

Identify possible outcomes and consequences of decisions.

Learning Targets (Type):

1. I can identify possible consequences of carelessness and horseplay. (K)
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). (R)

Benchmark 4:

Use acceptable industry standard equipment in a school setting.

Learning Targets (Type):

1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. (S,R,P)