

Family and Consumer Science

Grade 8

Units of Credit: One Quarter (Elective)

Prerequisites: None

Course Description:

In 8th grade Family and Consumer Science, students continue to build their knowledge and skills in textiles, the culinary arts, career exploration, and financial literacy.

Topics:

- Clothing care
- Textiles
- Culinary
- Food and nutrition
- Life skills
- Career Exploration
- Financial literacy
- Measurements
- 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,S*)
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)
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. (P)

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 explain the usefulness of sergers in sewing and operate a serger machine. (R)
2. I can construct and finish a sewing project. (P)

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 explain the differences of a debit card, credit card, and an ATM card and a gift card. (K)
3. I can reconcile a checkbook. (S)
4. I can describe safety guidelines for microwave cooking. (K)
5. 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 identify and explain the use of small sewing equipment. (K)
2. I can Identify kitchen utensils and cookware and apply their use. (K)
3. I can identify use and care of small and large appliances. (K)
4. I can measure ingredients accurately. (S)
5. 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 write a check, a deposit slip. (S)

Benchmark 5:

Apply technical information to a variety of sources.

Learning Targets (Type):

1. I can explain and define banking term vocabulary. (K)
2. I can take measurements to determine pattern size. (R)
3. I can select and interpret a recipe. (K)
4. I can identify abbreviations and equivalents. (K)
5. I can prepare a simple meal and set the table. (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. (S)
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). (S)

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)