

Portales Municipal Schools
Family and Consumer Science Curriculum Map-2018
Grades 7th & 8th

ESSENTIAL QUESTIONS: How can I integrate multiple life roles and responsibilities to be successful?					
Standard: Integrate multiple life roles and responsibilities in family work and community settings.					
STRAND: Career, Community and Family Connections			BENCHMARK: Job-seeking, communication, teamwork, leadership and work ethic skills.		
	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1st	1.2.3 Apply Communication skills in school, community, and workplace setting	Career/Communication Communication skills in school, community, and workplace settings.	Identify individual, interest, skills and abilities by discussing, defining and taking an inventory of their personal interest and skills and aptitudes Create and present a brown bag description of themselves demonstrating skill in oral communicating as well as listening	Personality and Learning style Assessment Rubrics for oral presentation skills and Organization of the project	Personality quiz Skills for Life textbook: Chapter 1 "The one and only you" Brown paper sack, markers, scissors - 7 th Who am I page – 8th
Nine	1.2.4 Demonstrate teamwork skills in school, community, and workplace settings	Career/Communication Communication in school, community, and workplace settings.	Demonstrate teamwork and working together by a balloon demonstration	Students will write and reflect what happens when one person from the team is off task and not doing what they are supposed to do	Balloons, trash bags, paper
Weeks	1.2.6 Demonstrate leadership skills and abilities in school, workplace, and community settings	Career/Communication Leadership skills and abilities in school, workplace and community settings	The video "You Never Get a Chance to Make a First Impression" depicts students in various scenarios and allows students to compare and contrast the elements present in making a positive impression.	Student activity page from the video. Role playing by students using the elements of the first impressions	Video and First Impressions handout Dress up clothes for good first impression and bad first impression
	1.2.8 Demonstrate work ethics and	Career/Communication Learning good work ethic	Students will observe a scenario of inappropriate dress and body language	Appropriate dress and professionalism page	Handout on professional dress, "Dress for Success"

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	professionalism	and professionalism in a career		to put in design portfolio Introduce: Plickers Formative Assessment	from FCCLA
	1.2.2 Demonstrate job-seeking and job-keeping skills	Career/Communication Identify and understand skills for job seeking and job keeping	Students will obtain job-seeking skills and job keeping skills through different scenarios. The video "Make a Difference" will allow students to compare and contrast real life situations and the way others react to courtesy or the absence of.	Student Activity page from video	Video and "Courtesy Counts" handout

ESSENTIAL QUESTIONS: What makes you, you? How can I communicate more effectively?					
Standard: Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. Demonstrate respectful and caring relationships in the family, workplace and community.					
STRAND: Education and Early childhood/Interpersonal Relationships			BENCHMARK: Basic knowledge of safe environments, appropriate behavior, communication, listening and problem solving.		
	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
F I R S T	4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity	Human Development Apply safe and healthy practices that comply with state regulations	Describe and evaluate the importance of managing physical space at home and in a work environment: <ul style="list-style-type: none"> Organization Cleanliness Safety 	Plickers Formative Assessment	Handout
N i n	4.5.1 Apply Developmentally appropriate guidelines	Human Development Abilities and needs of children and their effects	Timeline of human development, including age appropriate activities and meals. Read and discuss "How Children Grow"	Handout on the five areas of development Rubric for Timeline	Legal size paper Ruler Markers

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e	for behavior	on growth and development	<ul style="list-style-type: none"> Describe the 5 areas of development Summarize the stages of development Explain the types of play and their importance to healthy development 		
W e e k s	13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication	Human Development Basic knowledge for identifying nonverbal behaviors	Students will obtain job-seeking skills and job keeping skills by being able: to maintain a learning environment that is safe and healthy and encourages physical activity, use nonverbal and verbal communication, and use effective listening and feedback techniques	Observation of Listening skills using the game Telephone Scenarios of verbal and non verbal communication Pickers Formative Assessment	Observation and discussion Skills for Life textbook: Chapter 8 “Communicating effectively”
	13.3.3 Demonstrate effective listening and feedback techniques	Human Development Basic knowledge for identifying effective listening skills	Students will participate in a communication game to see if they listen effectively and what feedback they give	Scenarios of verbal and non verbal communication Pickers Formative Assessment	Game Skills for Life textbook: Chapter 8 “Communicating effectively” Page 101 on Effective Listening
	13.3.7 Analyze the roles and functions of communication in family, work, and community settings	Human Development Basic knowledge of roles and functions of communication at home, work and in the community	Students will be able to identify and analyze functions of communication at home in the community or at work	Watch a variety of communication videos and scenarios related to communication	Video
	13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict	Human Development Basic knowledge of decision making and problem solving	Students will be able to problem solve and make decisions based on a variety of scenarios	Problem solving handout Pickers Formative Assessment	Handout and Rubric Skills for Life textbook: Chapter 3 “Decision Making and Problem Solving”

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ESSENTIAL QUESTIONS: How can I make better clothing choices based on knowledge of textiles and design characteristics? How can I repair and alter my own clothing? How can I construct clothing and decorating projects?					
STANDARD: Integrate knowledge and skills and practices required for careers in textiles and apparels. Integrate knowledge, skills, and practices required for careers in housing and interior design.					
STRAND: Textiles, Fashion, and Apparel/Housing and Interior Design			BENCHMARK: Evaluate fiber, textile products, design elements, materials and tools used in construction of fashion apparel and design. Demonstrate design elements in fashion apparel and textile design skills.		
	PEFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
S e c o n d	16..4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair	Textile and Design Effects of textile characteristics on design, construction, care, use and maintenance of production	Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products after defining and examining samples of various textiles. Cleaning information from the text and discussion of Natural and manufactured fibers and the construction of fabrics from them. Identify tools and equipment needed to make repairs, construction and alteration of material.	Fabric construction and finishes <ul style="list-style-type: none"> Pin Cushion Sewing Sampler Seam Sampler Apron Plickers Formative Assessment	Skills for Life textbook: Chapter 30 "Selecting Personal Clothing" Student hand outs Fabric samples Sewing tools Patterns Fabric
N i n e W e	16.4.5 Demonstrate basic skills for producing and altering textile products and apparel	Textile and Design Basic skills for producing and altering textile products and apparel Basic skills for producing and altering textile	Demonstrate basic skills for producing and altering textile products and apparel as they apply skills in identifying parts of and operating the sewing machine to sew straight lines, turn corners, and sew curves on a printed page. They will also identify and use small sewing	Student activity sheet for labeling parts of the machine Sewing tools and equipment identification student	Patterns Equipment Fabric sewing machines

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e k s		<p>products and apparel</p> <p>Basic skills for producing and altering textile products and apparel</p>	<p>equipment and tools from information in the text book and teacher demonstrations.</p> <p>The video SEW COOL introduces and reinforces the skills, equipment and procedures they will be demonstrating as they create projects. Created projects will include skills in the following:</p> <ul style="list-style-type: none"> • Pinning patterns on fabric and cutting out project. • Sewing straight lines and turning corners • Clipping corners and turning right side out • Stuffing project and closing opening by hand. 	<p>activity sheet</p> <p>Lab participation rubric</p> <p>Project evaluation by student and teacher rubric.</p> <p>Plickers Formative Assessment</p>	
	<p>11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function</p>	<p>Textile and Design</p> <p>Effects of design elements on aesthetics and function for fashion and interiors</p>	<p>Analyze all elements of design: Color, Lines, Texture, Shape and what fibers are made out of</p>	<p>Design Portfolio</p> <p>Plickers Formative Assessment</p> <p>Chrome book</p>	<p>Skills for Life textbook: Chapter 30 "Selecting Personal Clothing" pages 390-395</p> <p>Skills for Life textbook: Chapter 34 "Your Personal Space" Design elements pages 459-461</p> <p>Skills for Life Textbook Handouts for Design Portfolio</p> <p>Swatches of fabric for color and texture</p>

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ESSENTIAL QUESTIONS: How can I prevent injuries in the kitchen? How can I assure working conditions are sanitary in the food preparation area?					
STANDARD: Integrate knowledge, skills, and practices required for careers in food production and services					
STRAND: Food production and Services			BENCHMARK: Promoting good personal hygiene, sanitation and practicing conditions of handling food safe. Demonstrate food safety and sanitation procedures		
	PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
	8.2 Demonstrate food safety and sanitation procedures	Foods Fundamentals of time, temperature and cooking methods to cooking, cooling, and holding a variety of foods	Kitchen safety and rules Kitchen scenarios of unsafe practices for students to explain a safer kitchen practice	Scenarios of Kitchen safety You tube video on grease fire	Kitchen safety posters Laptop
3 r d N i n e	8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness	Foods Good personal hygiene/health procedures, including, dental health, weight mgt and reporting symptoms of illness	Demonstrate good personal hygiene/health procedures by observing and practicing correct: *Hand Washing * Hair issues * Clean surfaces * proper cleaning of equipment Compare and contrast scenarios of personal cleanliness	Observe procedures of students in the foods lab Rubric for cooking lab	Lab Evaluation of skills practiced. <ul style="list-style-type: none"> • Ingredients • Equipment • Recipe 7 th - Grilled Cheese Sandwich Lab 8 th – Grilled ham and Cheese Sandwich Lab
	8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous	Foods Good Sanitation procedures as well as personal hygiene to prevent symptoms of illness	Students will observe cross contamination through potato experiment. Students will participate in an experiment with bread to see the bacteria growth from	Plickers formative assessments	Potato & Red food coloring

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<p>foods, between raw and ready-to-eat foods and between animal and fish sources and other food products</p> <p>14.4.1 Analyze conditions and practices that promote safe food handling</p>	<p>Nutrition Good Sanitation procedures as well as personal hygiene to prevent symptoms of illness and promote safe food handling</p>	<p>different surfaces</p> <p>Students will participate in an activity with glitter to see the spread of germs and bacteria. Students will then participate in a hand washing video. School nurse presentation on cleanliness, acceptable hand washing, surface cleaning, and equipment usage and cleansing.</p>	<p>Mold growth chart</p> <p>Observation of hand washing</p>	<p>Bread, Ziploc bags and water</p> <p>Glitter Soap and Water</p> <p>Guest speaker, school nurse (When available)</p>
<p>8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods, involved in outbreaks, and methods of prevention</p>	<p>Foods Food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention</p>	<p>Identify characteristics of major food borne pathogens, their role in causing illnesses, food involved in outbreaks and methods of prevention.</p>	<p>PowerPoint notes handout on the different food borne illnesses</p> <p>Rubric for cooking lab</p>	<p>Power point Handout Articles from news of current food borne pathogen outbreaks</p> <p>Lab Evaluation of skills practiced.</p> <ul style="list-style-type: none"> • Ingredients • Equipment • Recipe <p>7th – Eggs cooking Lab 8th -Breakfast Burritos cooking Lab</p>
<p>8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware</p>	<p>Foods Safe handling of kitchen tools and equipment</p>	<p>Introduce kitchen equipment and what they are used for. Proper storing of foods Identify and demonstrate skills in: *Reading and evaluating a recipe *Measuring accurately * Defining recipe terms</p>	<p>Kitchen equipment worksheet</p> <p>Observation of cooking lab</p>	<p>Kitchen equipment worksheet</p> <p>Following directions worksheet</p> <p>Lab Evaluation of skills</p>

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	9.3.5 Analyze recipe/formula proportions and modifications for food production	Nutrition Fundamentals of recipe proportions and modifications	*Calculate the yield of a recipe * Explaining how to make healthful substitutions. Reading a recipe and analyzing correct measurements	Following directions Recipe reading Rubric for cooking lab	practiced. <ul style="list-style-type: none"> Ingredients Equipment Recipe 7 th - Pancake Lab cooking Lab 8 th – French Toast cooking Lab
	8.4.7 Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology and menu planning	Foods Fundamentals of measurement, conversions, budgeting and creating a menu	Understand correct measurements Convert measurements Plan a menu Make a budget	Measurement lab with flour and water Converting measurements Creating a menu following the food pyramid to fit in a given budget Rubric for cooking lab	Worksheets, flour, measuring cups and measuring spoons Lab Evaluation of skills practiced. <ul style="list-style-type: none"> Ingredients Equipment Recipe 7 th – Snicker doodles Cookie Lab 8 th – Chocolate Chip Cookie Lab

ESSENTIAL QUESTIONS: What do I need to eat to be healthy? What factors influence my food choices? How do I recognize accurate nutritional information?					
STANDARD: Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition. Demonstrate nutrition and wellness practices that enhance individual and family well-being.					
STRAND: Food Science, Dietetics, and Nutrition/Nutrition Wellness			BENCHMARK: Demonstrate nutrition and wellness practices that enhance individual and family well being.		
PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)		ASSESSMENTS	STUDENT MATERIALS AND RESOURCES

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		R=Review and Extend M=Master	The student will be able to:		
4 t h	9.3.2 Analyze nutritional data	Nutrition Understanding nutrition and how to analyze the data given to us on food and ingredient labels	Students will analyze nutrition labels on food items. They will look at and understand calories, fat, fat from calories, sugars and the essential nutrients.	Student handout on analyzing food labels Rubric for cooking lab	Food labels Lab Evaluation of skills practiced. <ul style="list-style-type: none"> • Ingredients • Equipment • Recipe 7 th - Monkey bread Lab 8 th – Cupcake lab
N i n e	8.3.6 Identify a variety of types of equipment for food processing, cooking, holding, storing, and serving, including hand tools and small ware	Foods Safe handling of knives, tools and equipment	Identify and practice safe handling of knives, accurate use of measuring equipment and use of other tools after watching a video, discussing information in the text, and observing demonstrating and practicing the skills	Student handout on knives Proper way to hold and use a knife Rubric for cooking lab	Handout Lab Evaluation of skills practiced. <ul style="list-style-type: none"> • Ingredients • Equipment • Recipe 7 th & 8 th –Salsa Lab
W e e k s	9.3.6 Critique the selection of foods to promote a healthy lifestyle	Nutrition Understanding the guidelines for healthy eating throughout the lifespan	Analyze the Food Pyramid. Understand the importance of eating healthy and where most of our calories should come from and why.	Food Pyramid Rubric for cooking lab	Lab Evaluation of skills practiced. <ul style="list-style-type: none"> • Ingredients • Equipment • Recipe 7 th & 8 th -Taco Lab
	14.2.1 Analyze the effect of nutrients on health, appearance and peak performance	Nutrition Effects of nutrients on health, appearance, and peak performance	Summarize the recommendations of the Dietary Guidelines for Americans based on: * My Pyramid. Gov * answering questions from the video * Creating and coloring a model of the Pyramid	Work sheet on My Pyramid Rubric for evaluating poster	Video “My Pyramid.gov” Skills for Life Textbook Chapter 22 “Nutrition for a Healthy Body” Nutrients and their function on page 271

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			*Work in small groups to create a poster of pictures of foods from their assigned food section, and adding the benefits of those foods and recommended daily servings		Pyramid color sheet Poster paper, food magazines, art supplies.
14.2.2. Analyze the relationship of nutrition and wellness to individual and family health throughout the life span	Nutrition Relationship of nutrition and wellness to individual and family health throughout the life span	Explain factors that influence individual food choices by brainstorming and discussion about why we eat what we eat and completing the exercise in Factors that influence food choices Demonstrate using My Pyramid to plan daily meals. Based on Planning daily meals using My Pyramid.	Student hand out Student hand out	MyPyramid.gov Student hand out	
14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs	Nutrition My Pyramid, the dietary guideline for planning to meet nutrition and wellness needs	Using the food Pyramid the students will design strategies that meet the health requirements of individuals and families with special needs in addition to the txt activity on Finding allergy information.	Demonstration pp 376 examine labels for low sodium diets Chart on allergies and consumer protection	Skills for Life textbook: Chapter 23 “Making Healthy Food Choices” Lab Evaluation of skills practiced. <ul style="list-style-type: none">• Ingredients• Equipment• Recipe 7 th – Spaghetti Lab 8 th – Macaroni and Cheese Lab	
14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness	Nutrition Sources of food and nutrition information, including food labels, related to health and wellness Select, Store, prepare and	Analyze sources of food and nutrition information, including food labels, related to nutrition and wellness. Students are given examples of ingredients in food labels and packages and comparing them to nutritional guidelines. By identifying labeling information from discussion and questioning and examination of actual labels.	Student daily food logs. Worksheet on label information	Text Applying Life Skills Activity p385 *Life Style Changes *Healthy eating Activity *Menu Choice Activity	

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		serve nutritious and aesthetically pleasing foods	Identify food product dating and sell by dates on packaging and explain difference in them. Create a collage of labels from foods with product dating on the packaging		
14.2.3	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness	Nutrition To be able identify eating disorders and what we can do to help someone who has an eating disorder. Students will be able to identify symptoms and the effects on the body.	Students will be assigned to an eating disorder to research. Once students identify questions for the eating disorder they will be placed in groups to begin a power point presentation. Students will present their eating disorder to the classroom	Eating Disorder questions Rubric Eating Disorder article from Choices, discussion Rubric for cooking lab	Chrome Books Eating Disorder questions Choices magazine Skills for Life textbook: "Eating Disorders" pages 272-273 Lab Evaluation of skills practiced. <ul style="list-style-type: none"> • Ingredients • Equipment • Recipe 7 th – Quick Bread Pizza Lab 8 th –Yeast Bread Pizza Lab