

Wallingford Public Schools - MIDDLE SCHOOL COURSE OUTLINE

Course Title: Middle School Family Consumer Science	Course Number: N/A
Department: Family and Consumer Sciences	Grade(s): 6, 7 & 8
Level(s): All	Credit: N/A
<p>Course Description</p> <p>The Family Consumer Science program of studies targets several learning strands that will provide students insight into the expectations, complexities, and challenges that every individual experiences during a lifetime. These strands include a sequential study (6-7-8) in Individual and Family Development, a sequential study (6-7-8) in Nutrition and Wellness, and in Grade 8, a strand titled Design Your Space, an investigation of the principles of design applied to textiles, housing, interiors, and furniture.</p> <p>The Family Consumer Science program at the middle schools addresses critical life skills that endure over the lifespan. Students will develop transferable leadership skills, explore multiple careers related to these strands, and identify the responsibilities and accountability everyone experiences as an individual, as a family member, and as members of the global community.</p>	
<p>Required Instructional Materials</p> <ul style="list-style-type: none"> • <i>Young Living, Glencoe McGraw Hill, 2000</i> • <i>Today's Teens, Glencoe McGraw Hill, 2000</i> 	<p>Completion/Revision Date</p> <p>Approved by Board of Education on November 19, 2007.</p>

Mission Statement of the Curriculum Management Team

The mission of the Career and Technical Education Curriculum Management Team is to ensure that students, as a result of their experiences in K-12, will demonstrate transferable skills, knowledge, and attributes for successful life management, employment, career development, post-secondary educational opportunities, and life long learning.

Enduring Understandings for the Course

- Life long learners are able to apply and refine skills as they prepare for their future endeavors.
- Transferable skills, content knowledge, and positive attributes help prepare students for employment and educational opportunities.
- The 21st century worker must be able to work independently and in team settings.
- Proper work habits in food preparation are vital to health, safety, and sanitation.
- Informed selection of a variety of foods provides a basis for life long healthy choices
- Successful product outcomes depend on accurate interpretation of recipes.
- Food preparation tools and equipment have specific uses.
- Fostering positive development of children provides a solid foundation for life.

<ul style="list-style-type: none"> • Infants require different care than toddlers and pre-school children.
<ul style="list-style-type: none"> • Babysitting is an important job that requires responsibility and planning.
<ul style="list-style-type: none"> • Child safety is one of a caregiver's main concerns.
<ul style="list-style-type: none"> • Eating nutritious foods can help you look and feel your best.
<ul style="list-style-type: none"> • Clothing apparel expresses your unique personality and influences the impression you make on people.
<ul style="list-style-type: none"> • Basic textile care and repair skills will extend the life of your wardrobe.
<ul style="list-style-type: none"> • Technological advances will impact consumer decisions across the lifespan.
<ul style="list-style-type: none"> • A balanced diet is necessary to provide your body with the nutrients you need.
<ul style="list-style-type: none"> • Eating healthy snacks can be part of your daily meal plan.
<ul style="list-style-type: none"> • Financial decisions are based on personal goals.
<ul style="list-style-type: none"> • A budget is a plan for spending and saving the money you have available.
<ul style="list-style-type: none"> • Good money management means not spending more than you can afford.
<ul style="list-style-type: none"> • Poor money management can lead to a lifetime of money problems.
<ul style="list-style-type: none"> • Your credit past is your credit future.
<ul style="list-style-type: none"> • Consumers have certain rights and responsibilities that are protected by law.
<ul style="list-style-type: none"> • Parenting is the process of caring for children and helping them grow and learn.
<ul style="list-style-type: none"> • Age-appropriate toys for children are important for their development as well as their safety.
<ul style="list-style-type: none"> • Playing helps children develop their minds, bodies, and social skills.
<ul style="list-style-type: none"> • Planning and preparation of meals and menus should be based on USDA Dietary Guidelines.
<ul style="list-style-type: none"> • Ethnicity, religious, and cultural influences determine food choices and eating habits.
<ul style="list-style-type: none"> • Stages of child development include physical, intellectual, emotional, social, and moral development.
<ul style="list-style-type: none"> • Heredity and environment influence children's growth and development.
<ul style="list-style-type: none"> • Federal, state, and local agencies provide resources and support services for children and families.
<ul style="list-style-type: none"> • Parenting requires responsibility and lifelong commitment.
<ul style="list-style-type: none"> • A variety of disadvantaging conditions affect individuals and families.
<ul style="list-style-type: none"> • Multiple career opportunities exist within the field of human growth and development across the lifespan.
<ul style="list-style-type: none"> • Parenting requires multiple techniques for positive relationships with children.
<ul style="list-style-type: none"> • The principles of design (color, line, shape, form, and texture) apply to textiles, housing, interiors, and furniture.
<ul style="list-style-type: none"> • Many career pathways exist within the textile, housing, and interior design industries.
<ul style="list-style-type: none"> • Individuals with special needs often require design modifications.
<ul style="list-style-type: none"> • Needs, goals, and resources must be considered when creating design plans.
<ul style="list-style-type: none"> • Fiber and textile materials have unique characteristics with specific qualities.

LEARNING STRAND

1.0 Transferable Skills

Note: This learning strand should be taught through the integration of the other learning strands. This learning strand is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

- Life long learners are able to apply and refine skills as they prepare for their future endeavors.
- Transferable skills, content knowledge, and positive attributes help prepare students for employment and educational opportunities.
- The 21st century worker must be able to work independently and in team settings.

ESSENTIAL QUESTION(S)

- What safety precautions do I have to follow?
- What are the characteristics of an organized person? What do I need to do to be more organized?
- What is a leader?
- What is work ethic?
- How does what I am doing in the classroom relate to the “real world” and future careers?
- How have/do technological developments affected careers and society?
- What is the best way to communicate my ideas clearly and succinctly?
- How does technology make work more efficient, effective and/or productive?
- How does technology affect society? (cultural, social, economic, and political)

LEARNING OBJECTIVES The student will:

- 1.1 Identify and apply the highest standards of safe practices as is required in the world of work.
- 1.2 Describe how technological development affects careers and occupations.
- 1.3 Discuss how technological systems have been used to solve problems.
- 1.4 Explore career opportunities to determine occupational and educational choices.
- 1.5 Develop leadership skills and positive self image.
- 1.6 Define the concept of “work ethic”.
- 1.7 Compare and contrast expectations in the workplace and the classroom as they pertain to efficiency, effectiveness and productivity.
- 1.8 Work cooperatively in small and large group activities.
- 1.9 Develop, test and modify a design idea through experimentation.

INSTRUCTIONAL SUPPORT MATERIALS

- See other learning strands for integration.

SUGGESTED INSTRUCTIONAL STRATEGIES

- See other learning strands for integration

SUGGESTED ASSESSMENT METHODS

- See other learning strands for integration

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| <ul style="list-style-type: none">1.10 Communicate in writing about a topic using different formats applying relevant vocabulary, supporting evidence and clear logic.1.11 Identify and use the appropriate tools and equipment safely.1.12 Apply problem solving skills to critically approach a situation and work through the steps to solve the problem.1.13 Apply research skills to collect information, summarize the findings and to cite the sources used.1.14 Apply computer-based tools such as PowerPoint, Word, and Excel to organize and present information.1.15 Demonstrate self expression and creativity through different projects.1.16 Develop a positive attitude and become an independent learner in order to prepare for the future. | |
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LEARNING STRAND

2.0 Grade 6: Nutrition and Wellness

ENDURING UNDERSTANDING(S)

- Proper work habits in food preparation are vital to health, safety, and sanitation.
- Eating nutritious foods can help you look and feel your best.
- Informed selection of a variety of foods provides a basis for lifelong healthy choices.
- Successful product outcomes depend on accurate interpretation of recipes.
- Food preparation tools and equipment have specific uses.

ESSENTIAL QUESTION(S)

- Why must the highest standards of sanitation, safety, and hygiene be practiced in food preparation?
- Why is it necessary to choose a variety of foods?
- Why are most sanitation contaminations caused by human error?
- How do food choices affect our health?
- How does following a recipe affect product outcome?
- Why is accurate measuring important?
- Why is it important to identify and use tools and equipment correctly?

LEARNING OBJECTIVES – The student will:

- 2.1 Select appropriate foods related to Food Pyramid and dietary guidelines.
- 2.2 Evaluate nutritional needs in relation to health and wellness.
- 2.3 Analyze current eating habits.
- 2.4 Utilize accurate measuring techniques in basic food preparations.
- 2.5 Acquire skills in reading and following recipe directions.
- 2.6 Identify ways to prevent common kitchen accidents.
- 2.7 Describe what to do if a kitchen accident occurs.
- 2.8 Explain how correct food handling practices can prevent food borne illnesses.
- 2.9 Identify causes and signs of food spoilage.
- 2.10 Demonstrate the correct use of food preparation tools and equipment.

INSTRUCTIONAL SUPPORT MATERIALS

- Videos on Food Pyramid and Dietary Guidelines
- Videos on Safety and Sanitation
- Video: **Breakfast: Most Important Meal of the Day**
- Video: **Amazing Egg**
- *Food Guide Pyramid* handout
- Standard kitchen tools and equipment
- www.mypyramid.gov
- www.foodnetwork.com
- www.fcclainc.org
- Recipe handouts
- Current readings and articles from newspapers and magazines.

SUGGESTED INSTRUCTIONAL STRATEGIES

- Demonstrations
- Modeling
- Group projects
- Problem-solving
- Laboratory experience
- Math integration related to recipes and measurements
- Vocabulary development related to cooking terminology
- Classroom discussion

SUGGESTED ASSESSMENT METHODS

- Tests and quizzes
- Rubrics
- Product evaluations
- Laboratory evaluations – oral/written
- Student self-assessment
- Class participation
- Writing assignment

LEARNING STRAND

3.0 Grade 6: Individual and Family Development

ENDURING UNDERSTANDING(S)

- Fostering positive development of children provides a solid foundation for life.
- Infants require different care than toddlers and pre-school children.
- Babysitting is an important job that requires responsibility and planning.
- Child safety is one of a caregiver’s main concerns.

ESSENTIAL QUESTION(S)

- What skills are needed to be a responsible babysitter?
- What are the correct procedures to care for infants and young children?
- How does a middle school student find a babysitting job?
- What questions should you ask before accepting a babysitting job?
- What procedures should be followed in an emergency situation?

LEARNING OBJECTIVES – The student will:

- 3.1 Identify safety concerns when caring for children.
- 3.2 Identify positive methods of guiding children’s behavior.
- 3.3 Determine the questions that should be asked before accepting a babysitting job.
- 3.4 Recognize basic first aid procedures when caring for young children.
- 3.5 Identify unsafe conditions in a home environment.
- 3.6 Demonstrate correct procedures for changing diapers, feeding, and putting children to bed.
- 3.7 Determine safety procedures to follow in an emergency situation.

INSTRUCTIONAL SUPPORT MATERIALS

- Video: ***Babysitting 101***
- American Red Cross Babysitting Course
- Handouts on babysitting
- Current periodicals such as ***Parenting, Parents, Kids, and Child.***
- www.healthykidsplanet.com
- www.aafcs.org
- www.fcclainc.org
- Guest speakers such as a nurse, fireman/EMT, daycare provider, pediatrician

SUGGESTED INSTRUCTIONAL STRATEGIES

- Discuss personal experiences
- Discuss current issues in the news
- Model and guide the effective decision-making process
- Demonstration of correct child care practices
- Role-play

SUGGESTED ASSESSMENT METHODS

- Tests and quizzes
- Class Participation
- Babysitting safety project
- Rubric for writing assignment
- Student self-assessment
- Presentations

LEARNING STRAND

4.0 Grade 6: Textiles & Apparel

ENDURING UNDERSTANDING(S)

- Clothing apparel expresses your unique personality and influences the impression you make on people.
- Basic textile care and repair skills will extend the life of your wardrobe.
- Technological advances will impact consumer decisions across the lifespan.

ESSENTIAL QUESTION(S)

- Why does your appearance influence the impression you make on people?
- Why is textile care and repair necessary for a successful wardrobe?
- Why is consumer education needed to make wise clothing choices?
- How has technology changed consumer decisions regarding apparel?

LEARNING OBJECTIVES – The student will:

- 4.1 Identify basic sewing tools and equipment.
- 4.2 Operate sewing tools and equipment in a safe manner.
- 4.3 Demonstrate proper use of the iron.
- 4.4 Identify correct techniques for the care of various fabrics.
- 4.5 Demonstrate skills and utilize technology to produce or repair textile products and apparel.
 1. Hand sewing skills
 2. Machine sewing skills
 3. Measuring skills
 4. Fine motor skills
 5. Following verbal and written directions
- 4.6 Recognize how clothing affects the impression you make on others.
- 4.7 Discuss what it means to be an educated consumer.

INSTRUCTIONAL SUPPORT MATERIALS

- Sewing tools and equipment
- Assorted textiles
- Laundry care equipment and supplies
- Computerized sewing machines
- Video: **Laundry 101**
- Video: **Clothing Care**
- www.aafcs.org
- www.fcclainc.org
- www.sewnews.com
- Handouts on laundry care
- **Sew News** Magazine

SUGGESTED INSTRUCTIONAL STRATEGIES

- Demonstrations
- Laboratory experience
- Classroom discussion
- Math integration related to measurements
- Vocabulary related to textiles and clothing care
- Modeling
- Individual projects
- Discuss personal experiences

SUGGESTED ASSESSMENT METHODS

- Tests and quizzes
- Rubrics
- Product evaluations
- Observation of class work
- Student self-assessment
- Class participation

LEARNING STRAND

5.0 Grade 7: Nutrition and Wellness

ENDURING UNDERSTANDING(S)

- Proper work habits in food preparation are vital to health, safety, and sanitation.
- Eating nutritious foods can help you look and feel your best.
- Successful product outcome depends on the accurate interpretation of a recipe.
- Food preparation tools and equipment have specific uses.
- A balanced diet is necessary to provide your body with the nutrients you need.
- Eating healthy snacks can be part of your daily meal plan.

ESSENTIAL QUESTION(S)

- How does eating a variety of foods affect your health and wellness?
- How do you define health and wellness over the lifespan?
- How does the balance of your daily food intake and level of physical activity impact your health?
- What makes a snack healthy?
- Why must the highest standards of sanitation, safety, and hygiene be practiced in food preparation?
- Why are most sanitation contaminations caused by human error?
- How does following a recipe affect product outcome?
- Why is accurate measuring important?

LEARNING OBJECTIVES – The student will:

- 5.1 Identify the six basic nutrients.
- 5.2 Acquire skills in the selection, planning, and preparation of nutritional snacks.
- 5.3 Identify ingredients and cooking methods that contribute to health and wellness.
- 5.4 Identify ingredients and cooking methods that negatively impact health and wellness.
- 5.5 Evaluate nutritional labeling.
- 5.6 Identify illnesses and diseases attributed to long-term eating choices.
- 5.7 Review accurate measuring techniques in basic food preparations.
- 5.8 Acquire increased skills in reading and following recipe directions.
- 5.9 Review how correct food handling practices can prevent food borne illnesses.
- 5.10 Review causes and signs of food spoilage.
- 5.11 Identify the temperature “danger zone” related to food spoilage.
- 5.12 Identify how “cross-contamination” occurs.

INSTRUCTIONAL SUPPORT MATERIALS

- Videos on Food Pyramid and Dietary Guidelines
- Videos on Safety and Sanitation
- Video: **Nutrients**
- Video: **A Crash Course on Calcium**
- Video: **Carbs**
- Video: **Give Yourself Five**
- *Food Guide Pyramid* handout
- Standard kitchen tools and equipment
- www.mypyramid.gov
- www.foodnetwork.com
- www.foodsafety.org
- www.fcclainc.org
- www.threeday.org
- www.eatingwell.com
- www.diabetes.org
- Recipe handouts
- Current readings and articles from newspapers and magazines.

SUGGESTED INSTRUCTIONAL STRATEGIES

- Discuss personal eating habits
- Demonstrations
- Modeling
- Group projects
- Problem-solving
- Laboratory experience
- Math integration related to recipes and measurements
- Vocabulary development related to cooking terminology
- Classroom discussion

SUGGESTED ASSESSMENT METHODS

- Tests and quizzes
- Rubrics
- Product evaluations
- Laboratory evaluations – oral/written
- Student self-assessment
- Class participation
- Teacher reflection
- Presentations

LEARNING STRAND

6.0 Grade 7: Individual and Family Development

ENDURING UNDERSTANDING(S)

- Financial decisions are based on personal goals.
- A budget is a plan for spending and saving the money you have available.
- Good money management means not spending more than you can afford.
- Poor money management can lead to a lifetime of money problems.
- Your credit past is your credit future.
- Consumers have certain rights and responsibilities that are protected by law.
- Parenting is the process of caring for children and helping them grow and learn.
- Child safety is one of a caregiver's main concerns.
- Fostering positive development of children provides a solid foundation for life.
- Age-appropriate toys for children are important for their development as well as their safety.
- Playing helps children develop their minds, bodies, and social skills.

ESSENTIAL QUESTION(S)

- How does keeping a weekly record of your money help one set up a budget?
- Will a poor credit rating in your past affect your present credit ability?
- Why is developing a budget based on income important?
- Why is it critical to protect your personal identity?
- What are the roles and responsibilities of an effective parent/caregiver?
- Why is it important for teenagers to learn parenting skills?
- How does play benefit infants, toddlers, and pre-school aged children?
- How do you know when you are ready to become a parent?

LEARNING OBJECTIVES – The student will:

- 6.1 Explain what a budget is and how impulse buying damages it.
- 6.2 Identify spending and saving.
- 6.3 Investigate the management of checking and savings accounts.
- 6.4 Investigate how credit works.
- 6.5 Identify how past credit establishes your future credit record.
- 6.6 Explain the rights and responsibilities of a consumer.
- 6.7 Review safety concerns when caring for children.
- 6.8 Review safety procedures to follow in an emergency situation.
- 6.9 Recognize age-appropriate toys.
- 6.10 Discuss parenting skills.

INSTRUCTIONAL SUPPORT MATERIALS

- **41 Activities in Basic Money Management** workbook
- **“I Must Have Money Because I Still have Checks Left”** resource text
- **Me, Myself, and My Money** handouts
- www.jumpstartcoalition.org
- www.fcclainc.org
- Video: **Baby Safe**
- Video: **In a Split Second**
- Video: **Child’s Play**
- Current periodicals such as **Parents, Parenting, Child, and Kids.**
- Age-appropriate toys
- “Egg Baby” experiment
- Budgeting activity

6.11 Recognize how play fosters positive development in children.

SUGGESTED INSTRUCTIONAL STRATEGIES

- Demonstrations
- Modeling
- Group projects
- Problem-solving
- Mathematics integration related to personal finance and parenting
- Vocabulary development related to personal finance and parenting
- Classroom discussion
- Individual “Egg Baby” project
- “Age-appropriate Toy Project”
- Check book activity
- Budgeting activity

SUGGESTED ASSESSMENT METHODS

- Tests and quizzes
- Written assignments
- Rubric on “Egg Baby” experiment and journal
- Rubric on “Age-appropriate Toy Project”
- Self assessment
- Class participation
- Rubric on “Check Book Simulation”
- Rubric on “Budgeting” activity
- Presentations

LEARNING STRAND

7.0 Grade 8: Nutrition and Wellness

ENDURING UNDERSTANDING(S)

- Proper work habits in food preparation are vital to health, safety, and sanitation.
- Eating nutritious foods can help you look and feel your best.
- Informed selection of a variety of foods provides a basis for lifelong healthy choices.
- Successful product outcome depends on the accurate interpretation of a recipe.
- Food preparation tools and equipment have specific uses.
- A balanced diet is necessary to provide your body with the nutrients you need.
- Planning and preparation of meals and menus should be based on U.S. dietary guidelines.
- Ethnicity, religious, and cultural influences determine food choices and eating habits.

ESSENTIAL QUESTION(S)

- What career pathways exist in the foodservice, nutrition, and wellness industries?
- How do you define health and wellness over the lifespan?
- Why must the highest standards of sanitation, safety, and hygiene be practiced in food preparation?
- Why are most sanitation contaminations caused by human error?
- How can the Food Pyramid guide you on how to plan healthy food choices every day?
- How do making good food choices impact nutritionally linked diseases and disorders? (Cancer, Heart Disease, Diabetes, Hypertension, etc.)
- How can you easily explore food customs of other cultures in our global society?
- How can religious beliefs affect food choices?

LEARNING OBJECTIVES – The student will:

- 7.1 Acquire skills in the selection, planning, and preparation of nutritional meals/menus.
- 7.2 Identify ingredients and cooking methods that contribute positively or negatively to health and wellness.
- 7.3 Identify the diseases and disorders that are related to long-term eating choices.
- 7.4 Review how correct food handling practices can prevent food borne illnesses.
- 7.5 Review causes and signs of food spoilage, “danger zone” temperatures, and the issues related to “cross-contamination”.
- 7.6 Analyze the factors that influence food choices and eating habits.

INSTRUCTIONAL SUPPORT MATERIALS

- www.foodnetwork.com
- www.cptv.org
- www.eatingwell.com
- www.fcclainc.org
- **Betty Crocker Cooking Basics** cookbook
- **Betty Crocker’s Cookbook**
- **Better Homes and Gardens Cookbook**
- Periodicals: **Taste of Home, Cooking Light, Quick Cooking, etc.**
- **Rachel Ray’s Cooking for Kids** cookbook
- www.diabetes.org
- www.americanheartassociation.org
- Recipe handouts
- Current readings and articles from newspapers and magazines.
- Public television programming (CPTV, Food Network)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Discuss personal, cultural, ethnic, and religious eating habits
- Demonstrations
- Group projects
- Problem-solving
- Laboratory experience
- Math integration related to recipes and measurements
- Vocabulary development
- Classroom discussion
- Cultural heritage event

SUGGESTED ASSESSMENT METHODS

- Tests and quizzes
- Rubrics
- Product evaluations
- Laboratory evaluations – oral/written
- Student/Teacher self-assessment
- Class participation
- Presentations
- Writing Prompt

LEARNING STRAND

8.0 Grade 8: Individual and Family Development

ENDURING UNDERSTANDING(S)

- Fostering positive development of children provides a solid foundation for life.
- Infants require different care than toddlers and pre-school children.
- Child safety is one of a caregiver’s main concerns.
- Parenting is the process of caring for children and helping them grow and learn.
- Stages of child development include physical, intellectual, emotional, social, and moral development.
- Heredity and environment influence children’s growth and development.
- Federal, state, and local agencies provide resources and support services for children and families.
- Parenting requires responsibility and lifelong commitment.
- A variety of disadvantaging conditions affect individuals and families.
- Multiple career opportunities exist within the field of human growth and development across the lifespan.
- Parenting requires multiple techniques for positive relationships with children.

ESSENTIAL QUESTION(S)

- How do patterns of infant care affect child development?
- How will learning the stages of child development help you to know what to expect from children at different ages?
- When do the responsibilities of parenting begin and end?
- Where can you turn for help when the issues of parenting become overwhelming?
- What personal qualities are needed for a career in the field of child and family development?
- How do heredity and the environment influence a child’s growth and development?

LEARNING OBJECTIVES – The student will:

- 8.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
- 8.2 Identify positive methods of guiding children’s behavior.
- 8.3 Demonstrate a safe and healthy environment for children and families.
- 8.4 Analyze the impact that heredity and environment have on the growth and development of children.
- 8.5 Analyze career pathways within early childhood, education, and child care services.

INSTRUCTIONAL SUPPORT MATERIALS

- Current periodicals such as **Parents, Parenting, Child, and Kids**.
- Guidelines from national organizations such as: National Association for the Education of Young Children (NAEYC), American Association of Family and Consumer Sciences (AAFCS), etc.
- Brochures and pamphlets from a variety of agencies providing services to children and families.
- www.Glenco.com
- www.fcclainc.org
- www.nichd.nih.gov
- www.parent.net
- www.aafcs.org

- 8.6 Identify federal, state, and local agencies that provide resources and support services for children and families.
- 8.7 Identify the five stages of a child's development and the areas in which development occur.
- 8.8 Explain lifestyle financial and career changes and challenges related to parenthood.

- **SIDS** Video
- **The Toddler and Preschool Years** video
- **The Spanking Controversy** video
- **Do You Really Want To Be a Parent?** video

SUGGESTED INSTRUCTIONAL STRATEGIES

- Child observations
- Guest speakers (Childcare Provider, Director, Pediatrician, MidState Hospital)
- Demonstrations
- Modeling
- Group projects
- Problem-solving
- Classroom discussion
- Cost analysis of the first year of a newborn

SUGGESTED ASSESSMENT METHODS

- Journals
- Tests and quizzes
- Class participation
- Written assignments
- Persuasive writing
- Baby responsibility project
- Self reflection

LEARNING STRAND

9.0 Grade 8: Design Your Space

ENDURING UNDERSTANDING(S)

- The principles of design (color, line, shape, form, and texture) apply to textiles, housing, interiors, and furniture.
- Many career pathways exist within the textile, housing, and interior design industries.
- Individuals with special needs often require design modifications.
- Needs, goals, and resources must be considered when creating design plans.
- Fiber and textile materials have unique characteristics with specific qualities.
- Technological advances will impact consumer decisions across the lifespan.

ESSENTIAL QUESTION(S)

- How has technology changed consumer decisions regarding housing interiors?
- How do the principles of interior design guide decorating decisions?
- How would you create your own personal space?
- What career pathways are available within the textile and design industry?

LEARNING OBJECTIVES – The student will:

- 9.1 Use technology in the design of textile products.
- 9.2 Design a story board based on the principles of design that apply to textiles, housing, interiors, and furniture.
- 9.3 Explore career pathways in the textile and design industry.
- 9.4 Identify the elements of design and explain their use.
- 9.5 Analyze ways to create a new living space.
- 9.6 Assess the present design space to establish its possibilities and limitations.
- 9.7 Identify costs in relationship to wants, needs, and resources.
- 9.8 Evaluate fiber and textile materials to determine design use.
- 9.9 Recognize that interior design decisions are influenced by historical and current trends.

INSTRUCTIONAL SUPPORT MATERIALS

- **Fun TEEN ROOMS on a Budget** video
- **Interior Design the basics!** Video
- www.fcclainc.org
- www.aboutdecorating.net
- www.carterackerman.com
- www.thedesignsource.com
- www.bhg.com (Better Homes and Gardens)
- www.hgtv.com (Home and Garden network)
- Various interior decorating supplies and samples
- Various brochures from Home Depot and Lowes
- Computerized sewing machines

SUGGESTED INSTRUCTIONAL STRATEGIES

- Guest speakers (Interior Decorator, Builder, Painter, Textile Supplier – Lyons Upholstery)
- Problem-solving projects (lampshade, chair seat)
- Storyboard
- Floor plan design
- Modeling
- Demonstrations

- Group projects
- Classroom discussion
- Cost analysis of a home decorating project

SUGGESTED ASSESSMENT METHODS

- Tests and quizzes
- Class participation
- Written assignments
- Persuasive writing
- Project rubrics
- Self reflection
- Portfolio
- Presentations