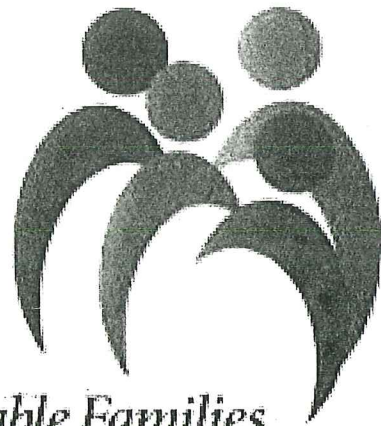


August 2021

Family and Consumer Sciences Curriculum

**FAMILY &
CONSUMER
SCIENCES**



Creating Healthy & Sustainable Families



**Edgar School
District**

Family and Consumer Sciences 7th Grade Course

Course Description: This course is designed as an introduction to the wide scope of topics and courses that the Family and Consumer Sciences department is concerned with. This course is roughly 18 days in length and is required for all 7th graders. The 7th grade class will focus primarily on the culinary arts. It will cover the basics of food preparation, safety and sanitation, utensils and measurement, and unit pricing.

Essential Learning Targets:

- Demonstrate food safety and sanitation procedures. (FCS Wisconsin State Standard FPS1.b)
- Demonstrate proper usage of common cooking tools and equipment. (FCS Wisconsin State Standard FPS1.c.5.m)

Conceptual Outline:

- I. Food Safety and Sanitation
 - a. Best kitchen practices
 - b. Cross-contamination
- II. Equipment and Measurement
 - a. Identification of small equipment
 - b. Proper measurement of various ingredients
- III. Unit Pricing
 - a. Factors that determine a better buy
 - b. Supermarket selling techniques
 - c. Final lab (using all skills covered)

Family and Consumer Economics 8th Grade Course

Course Description: This course is designed as a continued introduction to the wide scope of topics and courses that the Family and Consumer Education department is concerned with. This course is roughly 18 days in length and is required for all 8th graders. The 8th grade class will divide their focus on careers, food, and clothing which are all essential life skills.

Essential Learning Targets:

- Demonstrate basic skills for producing and altering textile products and apparel. (FCS Wisconsin State Standard TFA1.d.8.h)
- Identify personal strengths, aptitudes and passions. (Wisconsin Common Career Technical Standard CD1.a)

Conceptual Outline:

- I. Clothing Construction
 - a. Basic clothing care (purchase, wash, care)
 - b. Hand sewing basics
 - c. Sewing machine basics
 - d. Gaiters/Face Mask project
- II. Careers
 - a. Introduction to Portfolios and Pathways
 - b. Exploration of various careers
 - c. Development of a career plan
 - d. Use of the Xello Career Software

Introduction to Culinary Arts

Course Description: This class will be an introductory class to those interested in learning more about their food and making it. Emphasis will be placed upon basic food preparation methods. Once the basics are mastered, advanced skills will be developed. There will be both book work and lab experience for those joining. More labs are planned to accommodate the developing curriculum. Portfolio artifacts include the food portfolio, lab pictures and evaluations, and the food report. The course is open to anyone in grades 9-12. 1 credit

Essential Learning Targets:

- Demonstrate food safety and sanitation procedures. (FCS Wisconsin Standard FPS1.b)
- Demonstrate industry standards in selecting, using and maintaining food production and food service equipment. (FCS Wisconsin Standard FPS1.c)
- Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. (FCS Wisconsin Standard FPS1.d)
- Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. (FCS Wisconsin Standard FPS1.e)

Conceptual Outline:

1. Food Choices
 - a. Social Influences on Food Choices
 - b. Psychology of Food
 - c. Factors Affecting Food Supply
2. Food Preparation
 - a. Safety and sanitation
 - b. Measurement and equipment identification
 - c. Proper techniques and skills in the kitchen
 - d. Foodborne Illnesses
3. Culinary Basics
 - a. Function of ingredients
 - b. Using standardized recipes
 - c. Seasonings and flavorings
 - d. Prep
 - e. Cooking methods
4. Nutrients
 - a. Carbohydrates, Fats, Proteins, Vitamins, Minerals, Water
5. Culinary Applications
 - a. Grain Foods
 - b. Breads
 - c. Vegetables/Fruits
 - d. Dairy Products
 - e. Eggs
 - f. Meat
 - g. Cakes, Cookies, Pies, and Candies

6. Culinary Management
 - a. Working in a Restaurant
 - b. Menus
 - c. Nutrition
 - d. Business of a Restaurant
 - e. Unit pricing lab

Grading Policies and Procedures:

Each of my classes has a Google Sites and a Google Classroom page that can be found off the school's web site. Students are expected to check these pages for information related to class. Some of the handouts given in class such as course procedures and outlines as well as some assignments will be found here. Students are expected to check their grades daily online. Homework help is available every day during resource time as well as before and after school (if I don't have a meeting), or during lunch. You may also send me an email @ kfederwitz@gapps.edgar.k12.wi.us

Acceptable Use Policy

Students will be using technology quite frequently, including the Google Chrome Books, and any inappropriate use of the computers/internet will result in the loss of privileges and/or other consequences determined by the district. Any and all technology used during class should be used for the sole purpose of classwork. It can and will be taken away if it is not.

Plagiarism/Cheating Policy

Any student who copies or uses the work of someone else will receive a zero for the assignment and will not be allowed to make the work up. Any student who knowingly gives answers to work or completes work for another student will also have their points taken away as well. It is VITAL that students turn in their own unique work. Plagiarism will be checked on all research papers, and randomly on course work.

6-12 Grading Scales

Letter grades reflect achievement and progress against specific learning targets as identified in the curriculum. The following common grading scale will be used:

98-100%	A+	
93-97	A	Advanced
90-92	A-	
88-89%	B+	
83-87%	B	Proficient
80-82%	B-	
78-79%	C+	
73-77%	C	Basic
70-72%	C-	
68-69%	D+	
63-67%	D	Limited
60-62%	D-	
0-59%	F	Failing
*	I	Incomplete

Personal Finance

Course Description: Personal Finance is a .25 credit required for all juniors that emphasize basic economic concepts related to the students' roles as consumers and producers. Students will develop financial skills needed for personal and family demands through a management of resources, financial services, responsible use of credit, consumer decisions, and consumer rights and responsibilities.

Essential Learning Targets:

- Students will analyze how aspects of financial psychology impact financial well-being. (Wisconsin Personal Financial Literacy State Standard PFL.FM2)
- Students will examine the benefits and costs of using credit. (Wisconsin Personal Financial Literacy State Standard PFL.CD1)
- Students will establish digital awareness to enhance their financial mindset. . (Wisconsin Personal Financial Literacy State Standard PFL.FM3)

Conceptual Outline:

- I. **Financial Competence**
 - A. **Making financial decisions**
 - B. **Financial influences**

- II. **Income and Taxes**
 - A. **Understanding paychecks**
 - B. **Understanding benefits**
 - C. **Payroll deductions**
 - D. **Income tax**

- III. **Financial Institutions and Services**
 - A. **Banking systems**
 - B. **Checking accounts**
 - C. **Online Banking**

- IV. **Credit**
 - A. **Credit management**
 - B. **Identity theft**
 - C. **Consumer protection**
 - D. **Procedures and laws**
 - E. **Costs of credit/problems with credit**

- V. Your Personal Financial Landscape**
 - A. Spending diary**
 - B. Preparing a budget**
 - C. Establishing financial goals**
 - D. Establishing healthy financial habits**
 - E. Record keeping/documentation**
 - F. Saving and investing**

Employability Skills

Course Description: This course is designed to prepare students for the world of work. Topics covered include career preparation; skills needed; online presence; how to apply for a job; how to complete applications, resumes, reference sheets, cover letters; how to prepare for an interview; and beginning your career. Part of the course involves a mock interview in which the student will participate in an interview with an area business representative. This class is required for all sophomores. Portfolio artifacts include your personal data record, resume, cover letter, interview documentation, and career research paper. Credit .5

Essential Learning Targets:

- Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. (Wisconsin Common Career Technical Standard CD3.a)
- Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. (Wisconsin Common Career Technical Standard CD4.b)
- Identify and demonstrate positive work behaviors and personal qualities needed to be employable. (Wisconsin Common Career Technical Standard CD4.a)

Conceptual Outline:

- I. Career Preparation
 - A. Self-Assessment
 - B. Skills Assessment
 - C. Career Portfolio
 - D. Personal Data Record
- II. Soft Skills
 - A. Workplace Ethics
 - B. Certifications
 - C. Career Research Paper
- III. Online Presence
 - A. Evaluating your online presence
 - B. Professional Networking
 - C. Professional References
 - D. Protecting Identity
- IV. Resumes

- V. Cover Letters

- VI. Applying for Jobs
 - A. Applications
 - B. In person
 - C. Online

- VII. Interviews
 - A. Invitation to interview
 - B. Company Research
 - C. In Person Interview
 - D. Virtual Interview
 - E. Questions
 - F. Evaluating the Interview

- VIII. Your Career
 - A. Employment Forms
 - B. Performance Evaluations
 - C. Workplace Safety
 - D. Professionalism

STC Outline

Course Description: The School-to-Career program is designed to connect what students are learning in the classroom to the real world. Students will combine classroom work with specific job-related skills to gain “on-the-job” training in a field of interest. The classroom portion of the program is designed to help students see how what is happening in the world affects them as both workers and consumers, communicate with others, and to use various forms of technology. Student’s grades will be determined by both school course work and work site evaluations. Edgar High School has numerous School-to-Career options available including semester or yearlong COOP’s in various fields and one- or two-year Youth Apprenticeship programs. Please see the School-to-Career coordinator for field specific information.

To be eligible for the School-to-Career program:

1. Students must maintain a C or better in their current classes.
2. Students must have an overall GPA of a 2.0 or higher.
3. Students must have completed and received a C or better in Employability Skills class.

All students will complete the school course work:

1. Students will complete weekly time sheets, documenting the previous weeks hours worked.
2. Students will turn in weekly assignments. (Google Classroom)
3. Complete semester projects.
4. Mid-quarter and quarterly evaluations will be done by your supervisor and by you.
5. Completed Year End Survey from NTC for YA students only.

STC Requirements:

1. Work sites should be set up and approved prior to signing up for the course.
2. Students must meet the required working hours on the job site per semester/year. (COOP 90 semester; YA 450 year)
3. If students are leaving the building:
 - a. Student must sign in and out on the sign-out sheets located in the High School office.
4. If students are absent from school (sickness):
 - a. Student is not allowed to go to work.
 - b. Student MUST call both their work site and Mrs. Federwitz.
 - i. Failing to do so twice will result in termination from the program.