

Family and Consumer Sciences - Carrie Amundson

Foundations of Early Childhood

Early Childhood Education - Program Outcomes			
ECE 1.Apply child development theory to practice ECE 4. Use best practices in teaching and learning ECE 5.Demonstrate professionalism			
NAEYC - National Association for the Education of Young Children			
Golden Standard	Maroon Standards	What does it look like?	How it is assessed ?
NAEYC Standard 1: Promoting Child Development and Learning https://www.naeyc.org/resources/position-statements/standards-professional-preparation	Integrate strategies that support diversity and anti-bias perspective.	Students will: Use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for all young children, including: curriculum, interactions, teaching practices, and learning materials	Written or oral activities Classroom or simulated environment Individual or small groups
NAEYC Standard 5: Using Content https://www.naeyc.org/resources/position-statements/standards-professional-preparation	Investigate the history of ECE	Students will: Use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child.	Written or oral activities In classroom Individual or small groups
NAEYC Standard 6: Becoming a Professional https://www.naeyc.org/resources/position-statements/standards-professional-preparation	Examine regulatory requirements for ECE programs in WI	Students will: Identify and conduct themselves as members of the early childhood profession	Written or oral activities In classroom Individual or small groups
Wisconsin Educator Standards - Teacher			
WI Teacher Standard 1: Teachers know the subjects they are teaching https://dpi.wi.gov/tepd/programs/standards/teacher	Summarize types of ECE settings	Students will: Create learning experiences that make the aspects of subjects matter meaningful for pupils.	Written or oral activities In classroom and simulated environments Individual or small groups
WI Teacher Standard 3: Teachers understand that children learn differently	Research the components of a	Students will: Adapt instruction to meet the diverse needs of	Written or oral activities In classroom

https://dpi.wi.gov/tepd/programs/standards/teacher	quality ECE program	pupils, including those with disabilities and exceptionalities.	Individual or small groups
WI Teacher Standard 6: Teachers communicate well https://dpi.wi.gov/tepd/programs/standards/teacher	Research & demonstrate responsibilities of ECE Professionals	Students will: Demonstrate effective verbal and nonverbal communication techniques.	Active inquiry, collaboration, interaction, instructional media Summative - Students prepare lessons with ECE students
WI Teacher Standard 7: Teachers are able to plan different kinds of lessons. https://dpi.wi.gov/tepd/programs/standards/teacher	Explore ECE curriculum models	Students will: Research, plan, and organize systematic instruction based on knowledge of subject matter, pupils, the community, and curriculum goals.	Written or oral activities In classroom and simulated environment Individual or small groups Summative - Students prepare lessons with ECE students

Food Science

Crosswalk between WI Model Academic Standards for Science and WI Model Academic Standards for Family and Consumer Science Education and National Family and Consumer Science Education Standards			
Golden Standard / Science Standards	Maroon Standards/ Family & Cons Science	What does it look like?	How it is assessed?
A.12.1 Apply the underlying themes of science to develop defensible visions of the future	14.1 Evaluate factors that influence nutrition and wellness practices across the lifespan 14.5 Evaluate the influence of science and technology on food composition, safety, and other issues	Students will: Identify and demonstrate scientific equipment and the proper methods for use Write lab reports using scientific terminology Evaluate properties of microorganisms that cause food spoilage Demonstrate food processing such as canning, freezing and dehydrating	Lab evaluations Individual and small group Lab - Authentic Assessment Written or oral activities

A.12.2 Show how conflicting assumptions about science themes lead to different opinions and decisions about evolution, health, population, longevity, education, and use of resources, and show how these opinions and decisions have diverse effects on an individual, a community, and a country, both now and in the future.	1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, global) Demonstrate transferable and employability skills in school, community, and workplace Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	Students will: Discuss, explain, and identify elements, compounds, mixtures, and formulas found in food Demonstrate how enzyme reactions and fermentation are involved in food preparation	Lab evaluations Individual and small group Lab - Authentic Assessment Written or oral activities
A.12.4 Construct arguments that show how conflicting models and explanations of events can start with similar evidence	2.2 Analyze the relationship of the environment to family and consumer resources. 9.2 Apply risk management procedures to food safety, food testing, and sanitation	Students will: Research organisms that cause foodborne illness Compare and contrast microorganisms that are helpful and those that are harmful Demonstrate proper sanitary food-handling practices Demonstrate laboratory procedures that prevent biological contamination	Lab evaluations Individual and small group Lab - Authentic Assessment Written or oral activities
A.12.5 Show how the ideas and themes of science can be used to make real-life decisions about careers, workplaces, life-styles, and use of resources.	9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries 9.5 Demonstrate use of current technology in food product development and marketing 1.2 Demonstrate transferable and employability skills in school, community, and workplace settings.	Students will: Research, organize, and present findings on careers, such as government agencies that keep the food supply safe. Demonstrate sensory lab Evaluate farm to table cycle	Lab evaluations Individual and small group Lab - Authentic Assessment Written or oral activities Presentations

C.12.3 Evaluate the data collected during an investigation, critique the data-collection procedures and results, and suggest ways to make any needed improvements.	9.5 Demonstrate use of current technology in food product development and marketing	Students will: Lab journals/evaluations Record specific principles and how they relate to food experiments	Lab evaluations Individual and small group Lab - Authentic Assessment Written or oral activities
D.12.5 Identify patterns in chemical and physical properties and use them to predict likely chemical and physical changes and interactions.	9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.	Students will: Evaluate how the body uses energy and calories Research the processes of heat and temperature Demonstrate how enzyme reactions and fermentation are involved in food preparation	Lab evaluations Individual and small group Lab - Authentic Assessment Written or oral activities
F.12.1 Evaluate the normal structure and the general and special functions of cells in single-celled and multiple-celled organisms	9.7 Demonstrate principles of food biology and chemistry	Students will: Relate the composition of lipids and proteins to their functions in foods and their impact on food preparation and nutrition.	Lab evaluations Individual and small group Lab - Authentic Assessment Written or oral activities Quizzes
G.12.4 Show how a major scientific or technological change has had an impact on work, leisure, or the home.	9.5 Demonstrate use of current technology in food product development and marketing 14.5 Evaluate the influence of science and technology on food composition	Students will: Conduct testing for safety of food products, utilizing available technology Conduct sensory evaluations of food products Analyze data in statistical analysis when making development and marketing decisions (New product development). Prepare food for presentation and assessment	Lab evaluations Individual and small group Lab - Authentic Assessment Written or oral activities Quizzes
H.12.3 Show how policy decisions in science depend on many factors, including social values, ethics, beliefs, and time-frames, and considerations of science and technology	14.4 Evaluate factors that affect food safety from production through consumption A.2 Analyze the personal and social significance of a family-related concern	Students will: Analyze how changes in national and international food production and distribution systems influence the food supply: sustainability, organic food production, and GMOs Investigate fed, state, local inspection and labeling systems that protect the	Lab evaluations Individual and small group Lab - Authentic Assessment Written or oral activities Field trip Guest Speakers

		health of individual and the public	
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Interior Design (Housing)

Golden Standard	Maroon Standards	What does it look like?	How it is assessed?
11.5 Analyze design and development of architecture, interiors, and furnishings through the ages 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.		Students will: Analyze influences on housing decisions during the family life cycle, and those with special needs. Discuss the financial realities of housing decisions. Evaluate and determine a family's resources to determine a plan for housing throughout the family life cycle. Justify housing choices and decide on adaptations to their living space based on their income, lifestyle, needs, wants, values	Small and large group strategies, conversations, debates and discussions Chapter reading and review questions Writing prompts Video reflections Writing, research, oral presentation
11.2 Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options.		Students will: Summarize the value of historical preservation. Identify housing styles and architectural features. Compare and contrast historical influences on housing styles and architectural features. Compare and contrast various characteristics of furniture styles throughout history.	Research Notes Create flashcards Drawings Photos/Collage Quiz Begin final authentic project
11.2 Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options. 11.3 Apply residential and commercial interior design knowledge, skills, and processes to meet specific design needs		Students will: Summarize, compare, and contrast the characteristics of good design. Identify and find examples of each element and principle of design Analyze room designs and evaluate the physical and psychological effect of each design element and principle Analyze and describe the relationships between colors on the color wheel Analyze the psychological impact and meaning of	Research Notes Writing, research, and oral presentation Quiz Video reflections

		different colors Create color schemes for rooms with real design samples	
11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries. 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.		Students will: Analyze the career paths within the housing, interior design, and furnishings industry. Explain the roles and functions of professionals in interior design careers Analyze different floor plans. Determine what makes an efficient living space. Apply knowledge of space planning to final project. Demonstrate computer-aided design tools for space planning. Demonstrate technical reading, research skills, drawing skills, space planning, mathematics, and interpersonal skills necessary for employment in the housing, interior design, and furnishings industries.	Field trips Guest speakers Technology - create floor plans, color schemes, mood boards Small and large group
11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas 11.1 Analyze career paths within the housing, interior design, and furnishings industries.		Students will: Research and discuss trends in housing, architecture, and furniture design and development that will meet specific needs of a client. Demonstrate oral, written, and visual presentation skills to communicate design ideas using industry terminology in a manner that a client will understand. Demonstrate understanding of opportunities for recycling, restoring, and repurposing homes, building materials, furniture, accessories, and art	Summative - Final project will synthesize skills learned in the course. Students will design, produce, and present design concepts for a specific client.

Fashion Construction (Clothing)

Golden Standard	Maroon Standards	What does it look like?	How it is assessed?
TFA1.a Analyze career paths within textile apparel and design industries		Students will: Identify employment opportunities in the textile and apparel services Create a presentation for use with applying for internships, work-based learning opportunities, and employment in textiles, fashion and apparel	Research, organize, present
TFA1.b Evaluate fiber and textile products and materials		Students will: Identify differences in fabrics Apply appropriate terminology for identifying, comparing and analyzing the most common generic textile fibers.	Project construction using specific skills
TFA1.c Demonstrate fashion, apparel and textile design skills		Students will: Select fabrics and fibers appropriate to various projects and garments Explain the ways in which fiber, fabric, texture, pattern and finish can affect visual appearance Demonstrate ability to use technology for fashion, apparel and textile design Apply basic and complex color schemes and color theory to develop and enhance visual effects.	Project construction using specific skills
TFA1.c Demonstrate fashion, apparel and textile design skills		Students will: Demonstrate design concepts with fabric or technology/computer, using flat pattern making technique Discuss local recycle and redesign opportunities	Create a design that takes into consideration ecological, environmental, sociological, psychological, technical and/or economic trends and issues
TFA1.d Demonstrate skills needed to produce, alter or repair fashion, apparel and textile products		Students will: Demonstrate skill for using equipment by constructing a single item, of choice	Summative assessment - demonstrate professional skills in using a variety of equipment, tools, supplies of fashion, apparel and textile construction, alteration and

			repair.
TFA1.d Demonstrate skills needed to produce, alter or repair fashion, apparel and textile products		Students will: Analyze current technology and trends that facilitate design and production of textile, apparel and fashion products. Demonstrate basic skills for producing and altering textile products and apparel	Upcycling project of choice - demonstrating professional skills in using a variety of equipment, tools, and supplies.

Parent & Child

Golden Standard	Maroon Standards	What does it look like?	How it is assessed?
P1.a Analyze roles and responsibilities of parenting		Students will: Analyze parenting roles across the life span. Examine expectations and responsibilities of parenting. Analyze consequences of parenting practices to the individual, family, and society Analyze societal conditions that influence parenting across the life span Explain cultural differences in roles and responsibilities of parenting.	Written or oral activities Classroom or simulated environment Individual or small groups
P1.b Evaluate parenting practices that maximize human growth and development		Students will: Choose nurturing practices while demonstrating how they support human growth and development. Evaluate communication strategies that promote positive self-esteem in family members Assess common practices and emerging research about discipline on human growth and development Assess the effects of abuse and neglect on children and families and determine methods for prevention Identify the care and services for children	Written or oral activities In classroom Individual or small groups
P1.c Evaluate external support systems that provide services for parent and		Identify community resources Examine roles of support systems available in meeting	Active inquiry, collaboration, interaction, instructional

caregivers		early childhood growth and development needs, including children with handicaps or disadvantaging conditions. Appraise community resources that provide opportunities related to parenting. Identify and summarize laws and policies that support parenting	media Summative - Students prepare lessons
P1.d Analyze physical and emotional factors related to preparing for parenthood		Identify the different stages of development Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child Identify there are different forms of parenthood Identify different ways to have a child and available resources	Written or oral activities In classroom and simulated environment Individual or small groups Summative - Students prepare lessons

Foods for Teens

Golden Standard	Maroon Standards	What does it look like?	How it is assessed?
FPS1.b Demonstrate food safety and sanitation procedures		Students will: Recognizing how germs spread in foods Learn proper hand washing procedures	Written or oral activities In classroom and simulated environment Individual or small groups
FPS1.c Demonstrate standards in selecting, using and maintaining food production		Students will: Demonstrate proper usage of common cooking tools and equipment Demonstrate how to properly wash and sanitize dishes and cooking surfaces Use cooking tools and equipment needed to prepare recipes	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
FPS1.c Demonstrate standards in selecting, using and maintaining food production		Students will: Identify factors that impact food choices and nutritional practice	Written or oral activities Active inquiry, collaboration, interaction, instructional

		Analyze the effects of cultural and social influences on food choices and other nutrition practices.	media Demonstration through individual and group lab experiences
NW1.b Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan		Students will: Identify key nutrients and list ways nutrients can promote health and prevent chronic disease. Analyze the relationship of nutrition and wellness and health problems. Describe the components of a nutrition label and how to use the information from labels in making informed decisions regarding food choices.	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
NW1.c Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span		Students will: Describe the relationship between the food guidance system and the Dietary Standards for Americans Design strategies that meet the health and nutrition requirements or individuals and families with special needs. Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
NW1.d Evaluate factors that affect food safety from production through consumption		Students will: Analyze conditions and practices that promote safe food handling. Explain the relationship between food safety practices and health Analyze food borne illness factors, including causes, foods at risk and methods of prevention commercially and by individuals and families	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences

Foods with Flair

Golden Standard	Maroon Standards	What does it look like?	How it is assessed?
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FPS1.b Demonstrate food safety and sanitation procedures		Students will: Identify the causes and prevention of food borne illnesses Report on a current food borne illness or outbreak	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
FPS1.c Demonstrate standards in selecting, using and maintaining food production		Students will: Demonstrate proper usage of common cooking tools and equipment Demonstrate how to properly wash and sanitize dishes and cooking surfaces Use cooking tools and equipment needed to prepare recipes	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
NW1.a Analyze factors that influence nutrition and wellness practices across the life span		Students will: Identify factors that impact food choices and nutritional practice Analyze the effects of cultural and social influences on food choices and other nutrition practices.	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
NW1.b Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan		Students will: Describe the components of a nutrition label and how to use the information from labels in making informed decisions regarding food choices.	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
NW1.c Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span		Students will: Demonstrate ability to select, prepare and serve nutritious and aesthetically pleasing foods. Explore health related concerns that affect food choices	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences

NW1.d Evaluate factors that affect food safety from production through consumption		Students will: Analyze conditions and practices that promote safe food handling. Explain the relationship between food safety practices and health Analyze food borne illness factors, including causes, foods at risk and methods of prevention commercially and by individuals and families	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
NW1.e Evaluate the influence of science and technology on food composition, safety and other issues		Students will: Identify newly developed foods Identify examples of how the food companies, advertising and the media encourage people to buy and eat different foods Identify food marketing strategies and food preservation techniques.	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences

Advanced Foods

Golden Standard	Maroon Standards	What does it look like?	How it is assessed?
FPS1.b Demonstrate food safety and sanitation procedures		Students will: Distinguish between refrigerated, freezer and room temperature food storage Use the Hazard Analysis Critical Control Point (HACCP) and crisis management principles and procedures during food handling processes to minimize the risks of food borne illnesses.	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
FPS1.c Demonstrate standards in selecting, using and maintaining food production		Students will: Demonstrate proper usage of common cooking tools and equipment Demonstrate how to properly wash and sanitize dishes and cooking surfaces Use cooking tools and equipment needed to prepare recipes	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences

FPS1.d Demonstrate menu planning principles and techniques		Students will: Analyze and modify restaurant menus according to principles of menu planning Plan sample menus Prepare a list of cooking tools and equipment needed for menus	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
FPS1.e Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products		Students will: Demonstrate professional skills and safe handling of knives, tools and equipment Demonstrate skills for a variety of cooking methods Demonstrate how to use a food thermometer	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
FPS1.e Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products		Students will: Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques Prepare various meats, handling preparation techniques Prepare breads, baked goods and desserts using safe handling and preparation techniques Demonstrate professional plating, garnishing and food presentation techniques	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences
NW1.d Evaluate factors that affect food safety from production through consumption		Students will: Analyze conditions and practices that promote safe food handling. Analyze food borne illness factors, including causes, foods at risk and methods of prevention commercially and by individuals and families. Demonstrate the importance of hand washing during food preparation	Written or oral activities Active inquiry, collaboration, interaction, instructional media Demonstration through individual and group lab experiences

