

**Family and Consumer Science
Eighth Grade Family and Consumer Science
Course Number 20.01300**

Course Description: The goal of Eighth Grade Family and Consumer Science is to provide all students with an introduction to the Family and Consumer Sciences-related Career Clusters. The Human Services career pathways are Nutrition and Food Science, Interiors/Fashion/Textiles, and Housing and Community Management. Hospitality and Tourism career pathway is Culinary Arts. Education and Training career pathways are Early Childhood Education and Teaching as a Profession. Students will acquire fundamental knowledge and skills necessary for success in any of the career pathways. Exposure to career possibilities in each area will allow students to successfully integrate their own interests into a career plan. Development of leadership skills through participation in the career and technical student organization, FCCLA, will provide students the opportunity to explore possible career pathways.

In this course, middle school students will experience a variety of activities that will promote self-awareness, leadership, development of skills needed to achieve personal goals relating to family, home, career, and community.

Course Standard 1

MSFCS8–CD1: Employability Skills

Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Communicating at Work	Listening
Interacting with Your Boss	Telephone Conversations	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls	Effective Written Communication	Ways We Filter What We Hear
		Effective Nonverbal Skills	Developing a Listening Attitude
		Effective Word Use	Show You Are Listening
		Giving and Receiving Feedback	Asking Questions
			Obtaining Feedback
			Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages		One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Terms to Use in a Résumé

Georgia Department of Education

Nonverbal Feedback		Making Speeches	Organizing Your Résumé
Showing Confidence Nonverbally		Answering Questions	Writing an Electronic Résumé
Showing Assertiveness		Visual and Media Aids	
		Errors in Presentation	

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Preparing Visual Aids

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

a. Investigate educational requirements, job responsibilities, employment trends, and opportunities within the national career clusters using credible sources.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Staying Motivated to Search
	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	
		When a Résumé Should be Used		

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	

Georgia Department of Education

Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
Use Technology Ethically & Efficiently	Expressing Yourself on a Team	Staying Organized
Interact Appropriately in a Digital World	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Behavior at Conventions		Proper Use of Cell Phone	Using Good Posture
Working in a Cubicle		Proper Use in Texting	Presenting Yourself to Associates
			Accepting Criticism
			Demonstrating Leadership

Course Standard 2

MSFCS8-CD2: FCCLA

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.

- 2.1 Research the history of FCCLA.
- 2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA.
- 2.3 Explain how active participation in FCCLA can promote lifelong responsibility for community service and professional growth and development.
- 2.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.

Course Standard 3

MSFCS8–CD3: Nutrition and Food Science

Apply principles of nutrition and food science and their relationships to human growth, development, health and wellness using technology and hands-on experiences to support informed decision-making skills needed to maintain a healthy lifestyle.

- 3.1 Recognize safety and sanitation standards and practices in selection, preparation, handling, and food storage.
- 3.2 Discuss cultural influences on food and demonstrate how those foods are made.
- 3.3 Explain the legal requirements of proper food safety and sanitation for the food service industry (e.g. guest speaker from industry, health inspector).
- 3.4 Compare and analyze “Nutrition Facts Labels” on a variety of food products.
- 3.5 Calculate personal Body Mass Index (BMI) and create a personal wellness plan (i.e. use choosemyplate.gov).
- 3.6 Explain the selection, storage, and cooking techniques for each food group.
- 3.7 Plan and prepare a healthy meal for a family including each food group listing ingredients, preparation, group work-plan and clean up steps.

Course Standard 4

MSFCS8–CD4: Culinary Arts

Analyze and apply culinary-related knowledge, technology and skills necessary for food preparation and service in a safe and sanitary work environment.

- 4.1 Apply proper use, function and how to care for basic kitchen equipment.
- 4.2 Apply food safety and sanitation guidelines.
- 4.3 Implement foundational cooking techniques (i.e. knife skills, cooking methods, garnishes, portioning, plating and presentation).
- 4.4 Identify and practice the basic concepts of food preparation/production.
- 4.5 Assess the impact of sourcing local and sustainably produced food on local business, environment, and community.
- 4.6 Apply and demonstrate a knowledge of “mise en place”.
- 4.7 Plan and prepare a healthy entree for a pre-teen/teenager listing ingredients, directions, group work-plan, and clean up.

Course Standard 5

MSFCS8–CD5: Fashion Design

Analyze factors (social, psychological, cultural, economic) affecting fibers and apparel decisions for individuals and families and their overall impact.

- 5.1 Identify and research the variety of ways to purchase clothing (i.e. stores, online, small businesses, multi-level marketing).
- 5.2 Analyze how different fabrics are constructed (i.e. weaving, knitting, or pressing).
- 5.3 Investigate the environmental impact of natural versus manufactured fibers used to make clothing.
- 5.4 Analyze and explain multiple perspectives of how industry and economy have shaped fashion and culture.

Course Standard 6

MSFCS8–CD6: Interior Design

Synthesize factors (social, psychological, cultural, economic) affecting housing and interior design decisions for individuals and families and their overall impact.

- 6.1 Apply the elements of design through the creation of a scaled floor plan (line, form, color, light, material, space and texture).
- 6.2 Analyze the principles of design (harmony, balance, proportion, scale, contrast, dominance, opposition, principality, rhythm, subordination and transition).
- 6.3 Create traffic patterns while identifying and listing steps to prevent household accidents.
- 6.4 Create and model a space using specific color schemes.

Course Standard 7

MSFCS8–CD7: Early Childhood Education

Compare and contrast the growth and development of the child, ages birth to 5.

- 7.1 Analyze a child's developmental milestones using case study scenarios.
- 7.2 Compare and contrast resources found on a variety of platforms such as websites, apps on smartphones, magazines, books, videos, etc. to support the growth and development of children.
- 7.3 Create a developmentally-appropriate resource to facilitate learning experiences for a child such as a number or letter games, picture books, board games, and color by number sheets.
- 7.4 Prepare a nutritious snack for a child and identify the nutrients in the snack.
- 7.5 Create lesson plans sensitive to students with diverse backgrounds (cultural, learning styles, learning levels, special needs) utilizing a variety of methods such as differentiation, handicap accessibility, etc.

Course Standard 8

MSFCS8–CD8: Teaching as a Profession

Identify and apply the knowledge, skills, and practices of the educational workforce.

- 8.1 Examine the importance of family and community partnerships.
- 8.2 Explore career pathways for educational professionals (teachers, program directors, coaches, mentors, learning specialists, etc.) including academic requirements; salaries and benefits; rewards and demands; and different work environments.
- 8.3 Research and discuss the Code of Ethics of the Georgia Professional Standards Commission and professionalism in the workplace.
- 8.4 Create a guidance and behavior plan for the classroom including rules, routines, rewards, and consequences.
- 8.5 Demonstrate multiple instructional strategies geared to a variety of learning styles.
- 8.6 Study educational standards and design a developmentally-appropriate lesson plan for a given age range and subject area.

Course Standard 9

MSFCS8–CD9: Consumer & Finance

Explain the relationships of social (family/friends) and financial (money) skills needed to develop personal and business interactions.

- 9.1 Explain the responsibilities associated with managing personal finances.
- 9.2 Identify the various types of lending institutions and their differences.
- 9.3 Demonstrate financial, online literacy and money management strategies as related to budgeting.

Course Standard 10

MSFCS8–CD10: Consumer & Finance

Synthesize factors (social, psychological, cultural, economic) affecting consumers (individuals) and business decisions for individuals and families and how these decisions affect society.

10.1 Analyze ways consumers are protected through policies, consumer rights, and responsibilities.

10.2 Critique/ demonstrate ways advertising influences consumer decisions.

10.3 Investigate and analyze the impact of technology on consumers.