

Curriculum Area: Family and Consumer Sciences
Course of Study: Grade 6 Family and Consumer Sciences

Grade: 6

Core Concept: The student will acquire basic knowledge and skill in food preparation and demonstrate basic skills needed to produce textile products.

Essential Learning	4 Point Rubric
<p>1. The student will identify common causes of kitchen accidents.</p>	<p>4. The student accurately identifies kitchen hazards that may lead to an accident. The student correctly categorizes the hazards and makes appropriate corrections that will avoid an accident.</p> <p><u>Benchmark</u> 3. The student identifies most of the kitchen hazards that may lead to an accident. The student correctly categorizes most of the hazards and makes appropriate corrections to avoid an accident.</p> <p>2. The student identifies some of the kitchen hazards that may lead to an accident. The student is unable to correctly categorize many of the hazards and cannot make appropriate corrections to avoid an accident.</p> <p>1. The student demonstrates little evidence of recognizing situations that may lead to kitchen accidents. The student is unable to categorize or make corrections to avoid an accident.</p>
<p>2. The student will describe advantages of microwave cookery.</p>	<p>4. The student clearly describes four advantages of microwave cookery.</p> <p><u>Benchmark</u> 3. The student clearly describes three advantages of microwave cookery.</p> <p>2. The student clearly describes two advantages of microwave cookery.</p> <p>1. The student is unable to describe an advantage of microwave cookery.</p>

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Core Concept: The student will acquire basic knowledge and skill in food preparation and demonstrate basic skills needed to produce textile products.

Essential Learning	4 Point Rubric
<p>3. The student will demonstrate how to safely operate a microwave oven.</p>	<p>4. The student clearly and accurately demonstrates the safe operation of a microwave oven. The student consistently uses the correct equipment, cooking time, and power level in the preparation of food products.</p> <p><u>Benchmark</u> 3. The student demonstrates the safe operation of the microwave oven. The student uses the correct equipment and usually uses the correct cooking time and/or power level in the preparation of food products.</p> <p>2. The student demonstrates some of the steps required for the safe operation of the microwave oven. The student usually uses the correct equipment, cooking time and/or power level in the preparation of food products.</p> <p>1. The student fails to demonstrate the steps required for the safe operation of the microwave oven. The student fails to use the correct equipment, cooking time and/or power level in the preparation of food products.</p>
<p>4. The student will demonstrate proper safety, use, and care of slicing and cutting tools during food preparation.</p>	<p>4. The student demonstrates the safe use and appropriate care of slicing and cutting tools used in food preparation.</p> <p><u>Benchmark</u> 3. The student demonstrates the safe use and appropriate care of most of the slicing and cutting tools used in food preparation.</p> <p>2. The student demonstrates the safe use and appropriate care of some of the slicing and cutting tools used in food preparation.</p> <p>1. The student fails to demonstrate the safe use and appropriate care of slicing and cutting tools used in food preparation.</p>

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Essential Learning	4 Point Rubric
<p>5. The student will demonstrate the correct method for measuring dry ingredients using graduated measuring cups.</p>	<p>4. The student clearly demonstrates the four steps necessary for accurately measuring dry ingredients using graduated measuring cups.</p> <p><u>Benchmark</u> 3. The student clearly demonstrates three of the steps necessary for accurately measuring dry ingredients using graduated measuring cups.</p> <p>2. The student demonstrates two of the steps necessary for accurately measuring dry ingredients using graduated measuring cups.</p> <p>1. The student is unable to list or demonstrate any of the steps necessary for accurately measuring dry ingredients using graduated measuring cups.</p>
<p>6. The student will demonstrate the correct method for measuring liquid ingredients in liquid measuring cups.</p>	<p>4. The student clearly demonstrates the four steps necessary for accurately measuring liquid ingredients.</p> <p><u>Benchmark</u> 3. The student clearly demonstrates three of the steps necessary for accurately measuring liquid ingredients.</p> <p>2. The student demonstrates two of the steps necessary for accurately measuring liquid ingredients.</p> <p>1. The student is unable to list or demonstrate any of the steps necessary for accurately measuring liquid ingredients.</p>

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Essential Learning	4 Point Rubric
<p>7. The student will identify six pieces of small sewing equipment.</p>	<p>4. The student accurately identifies six pieces of small sewing equipment.</p> <p><u>Benchmark</u> 3. The student accurately identifies five pieces of small sewing equipment.</p> <p>2. The student accurately identifies four pieces of small sewing equipment.</p> <p>1. The student identifies only one to three pieces of small sewing equipment.</p>
<p>8. The student will identify six pattern symbols found on a pattern piece.</p>	<p>4. The student correctly identifies six pattern symbols found on a pattern piece.</p> <p><u>Benchmark</u> 3. The student correctly identifies five pattern symbols found on a pattern piece.</p> <p>2. The student correctly identifies four pattern symbols found on a pattern piece.</p> <p>1. The student identifies only one to three pattern symbols found on a pattern piece.</p>

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Core Concept: The student will acquire basic knowledge and skill in food preparation and demonstrate basic skills needed to produce textile products.

Essential Learning	4 Point Rubric
<p>9. The student will demonstrate the correct procedure for threading a sewing machine.</p>	<p>4. The student demonstrates the correct procedure for threading a sewing machine. The appropriate stitch pattern and stitch length are used consistently to produce smooth seams in his/her textile project.</p> <p><u>Benchmark</u> 3. The student demonstrates the correct procedure for threading a sewing machine needle. The appropriate stitch pattern and stitch length are used most of the time to produce smooth seams in his/her textile project.</p> <p>2. The student fails to demonstrate the correct procedure for threading a sewing machine. The incorrect threading produced seams which were frequently puckered.</p> <p>1. The student is unable to demonstrate the correct procedure for threading a sewing machine. Seams cannot be formed.</p>
<p>10. The student will construct a basic textile project out of a woven fabric.</p>	<p>4. The student's textile project is well constructed following the pattern directions. The seams are all accurate and the pieces are correctly matched.</p> <p><u>Benchmark</u> 3. The student's textile project is constructed satisfactorily following the pattern directions. The seams are accurate and the pieces are usually matched.</p> <p>2. The student's textile project is constructed with minimal use of pattern directions. Most seams are inaccurate and pieces are frequently mismatched.</p> <p>1. The student's textile project is unacceptable. Directions are not followed, seams are inaccurate, and pieces are mismatched.</p>

Curriculum Area: Family and Consumer Sciences
Course of Study: Grade 7 Family and Consumer Sciences

Grade: 7

Core Concept: The student will acquire basic knowledge and skill in food preparation and demonstrate basic skills needed to produce textile products.

Essential Learning	4 Point Rubric
<p>1. The student will list factors that influence food choices.</p>	<p>4. The student clearly and accurately lists six factors that influence food choices.</p> <p><u>Benchmark</u> 3. The student clearly and accurately lists five factors that influence food choices.</p> <p>2. The student clearly and accurately lists four factors that influence food choices.</p> <p>1. The student identifies only one to three factors that influence food choices.</p>
<p>2. The student will list the six main categories of nutrients.</p>	<p>4. The student lists the six main categories of nutrients.</p> <p><u>Benchmark</u> 3. The student lists five of the main categories of nutrients.</p> <p>2. The student lists four of the main categories of nutrients.</p> <p>1. The student lists only one to three of the main categories of nutrients.</p>

Curriculum Area: Family and Consumer Sciences
Course of Study: Grade 7 Family and Consumer Sciences

Grade: 7

Core Concept: The student will acquire basic knowledge and skill in food preparation and demonstrate basic skills needed to produce textile products.

Essential Learning	4 Point Rubric
<p>3. The student will list the five basic food groups and use the Food Guide Pyramid to plan healthful meals.</p>	<p>4. The student lists the five basic food groups and uses the Food Guide Pyramid to plan healthful meals.</p> <p><u>Benchmark</u> 3. The student lists four of the basic food groups and uses the Food Guide Pyramid to plan healthful meals.</p> <p>2. The student lists three basic food groups and uses the Food Guide Pyramid to plan healthful meals.</p> <p>The student is only able to list one or two of the basic food groups and is unable to use the Food Guide Pyramid to plan healthful meals.</p>
<p>4. The student will identify and categorize the four types of accidents that occur in the kitchen.</p>	<p>4. The student accurately identifies kitchen hazards that may lead to an accident. The student categorizes those hazards and makes appropriate corrections that will avoid a potential accident.</p> <p><u>Benchmark</u> 3. The student identifies most of the kitchen hazards that may lead to an accident. The student correctly categorizes most of the hazards and makes appropriate corrections to avoid an accident.</p> <p>2. The student identifies some of the kitchen hazards that may lead to an accident. The student is unable to correctly categorize many of the hazards and fails to make appropriate corrections to avoid an accident.</p> <p>1. The student demonstrates little evidence of recognizing situations that may lead to kitchen accidents. The student is unable to categorize or make corrections to avoid kitchen accidents.</p>

Curriculum Area: Family and Consumer Sciences
Course of Study: Grade 7 Family and Consumer Sciences

Grade: 7

Core Concept: The student will acquire basic knowledge and skill in food preparation and demonstrate basic skills needed to produce textile products.

Essential Learning	4 Point Rubric
<p>5. The student will demonstrate how to safely use basic kitchen tools during food preparation.</p>	<p>4. The student demonstrates the safe use of the basic kitchen tools used in the preparation of a food product.</p> <p><u>Benchmark</u> 3. The student demonstrates the safe use of most of the basic kitchen tools used in the preparation of a food product.</p> <p>2. The student demonstrates the safe use of some of the basic kitchen tools used in the preparation of a food product.</p> <p>1. The student fails to demonstrate the safe use of the basic kitchen tools used in the preparation of a food product.</p>
<p>6. The student will identify the appropriate measuring tools to be used for ingredients in a given recipe.</p>	<p>4. When presented with an assortment of liquid, dry, solid, and moist ingredients, the student correctly identifies the appropriate measuring tools to be used for accurately measuring varying amounts of the ingredients.</p> <p><u>Benchmark</u> 3. When presented with an assortment of liquid, dry, solid, and moist ingredients, the student correctly identifies most of the appropriate measuring tools to be used for accurately measuring varying amounts of the ingredients.</p> <p>2. When presented with an assortment of liquid, dry, solid, and moist ingredients, the student correctly identifies some of the appropriate measuring tools to be used for accurately measuring varying amounts of the ingredients.</p> <p>1. When presented with an assortment of liquid, dry, solid, and moist ingredients, the student fails to identify the appropriate measuring tools to be used for accurately measuring varying amounts of the ingredients.</p>

Curriculum Area: Family and Consumer Sciences
Course of Study: Grade 7 Family and Consumer Sciences

Grade: 7

Core Concept: The student will acquire basic knowledge and skill in food preparation and demonstrate basic skills needed to produce textile products.

Essential Learning	4 Point Rubric
<p>7. The student will compare and contrast the differences among scissors, shears, and pinking shears.</p>	<p>4. When presented with an assortment of cutting tools, the student accurately compares and contrasts the differences among scissors, shears, and pinking shears.</p> <p><u>Benchmark</u> 3. When presented with an assortment of cutting tools, the student most often compares and contrasts the differences among scissors, shears, and pinking shears.</p> <p>2. When presented with an assortment of cutting tools, the student sometimes compares and contrasts the differences among scissors, shears, and pinking shears.</p> <p>1. When presented with an assortment of cutting tools, the student is unable to compare and contrast the differences among scissors, shears, and pinking shears.</p>
<p>8. The student will identify the basic parts of a sewing machine when given the function or definition of the part.</p>	<p>4. The student consistently identifies various parts of the sewing machine when given its function or definition.</p> <p><u>Benchmark</u> 3. The student identifies most of the basic parts of a sewing machine when given its function or definition.</p> <p>2. The student identifies some of the basic parts of a sewing machine when given its function or definition.</p> <p>1. The student is unable to identify the basic parts of a sewing machine when given its function or definition.</p>

Curriculum Area: Family and Consumer Sciences
Course of Study: Grade 7 Family and Consumer Sciences

Grade: 7

Core Concept: The student will acquire basic knowledge and skill in food preparation and demonstrate basic skills needed to produce textile products.

Essential Learning	4 Point Rubric
<p>9. The student will demonstrate the basic procedures for safely operating a sewing machine.</p>	<p>4. The student accurately demonstrates the basic procedures for safely operating a sewing machine.</p> <p><u>Benchmark</u> 3. The student demonstrates most of the steps required for safely operating a sewing machine.</p> <p>2. The student demonstrates some of the steps required for safely operating a sewing machine.</p> <p>1. The student is unable to demonstrate any of the steps required for safely operating a sewing machine.</p>
<p>10. The student will use printed and graphic instructions to construct a textile project.</p>	<p>4. The student's textile project is well constructed following the pattern directions. The overall appearance of the project is commendable.</p> <p><u>Benchmark</u> 3. The student's textile project is constructed following the pattern directions. The overall appearance of the project is satisfactory.</p> <p>2. The construction of the student's textile project is of fair quality and shows little evidence of the use of pattern directions.</p> <p>1. The construction of the student's textile project is unacceptable and shows little evidence of the use of pattern directions.</p>

Curriculum Area: Family and Consumer Sciences
Course of Study: Grade 8 Family and Consumer Sciences

Grade: 8

Core Concept: The student will explain the important roles that children and parents play in the family unit, acquire basic knowledge and skills in nutrition and food preparation, and demonstrate basic skills needed to produce textile products and apparel.

Essential Learning	4 Point Rubric
<p>1. The student will describe personal qualities that can be helpful in forming and maintaining healthy relationships.</p>	<p>4. The student clearly and accurately describes the personal qualities that are helpful in forming and maintaining healthy relationships.</p> <p><u>Benchmark</u> 3. The student clearly describes a substantial list of the personal qualities that are helpful in forming and maintaining healthy relationships.</p> <p>2. The student clearly describes a partial list of the personal qualities that are helpful in forming and maintaining healthy relationships.</p> <p>1. The student demonstrates little evidence of being able to list personal qualities that are helpful in forming and maintaining healthy relationships.</p>
<p>2. The student will identify the basic functions that families provide to its members.</p>	<p>4. The student clearly describes the basic functions that families provide to its members.</p> <p><u>Benchmark</u> 3. The student describes a substantial list of most of the basic functions that families provide to its members.</p> <p>2. The student describes a partial list of basic functions that families provide to its members.</p> <p>1. The student demonstrates little evidence of being able to list the basic functions that families provide to its members.</p>

Curriculum Area: Family and Consumer Sciences
Course of Study: Grade 8 Family and Consumer Sciences

Grade: 8

Core Concept: The student will explain the important roles that children and parents play in the family unit, acquire basic knowledge and skills in nutrition and food preparation, and demonstrate basic skills needed to produce textile products and apparel.

Essential Learning	4 Point Rubric
<p>3. The student will describe the four main stages of development that healthy children experience.</p>	<p>4. The student accurately describes the four main stages of development that healthy children experience.</p> <p><u>Benchmark</u> 3. The student accurately describes three of the four main stages of development that healthy children experience.</p> <p>2. The student accurately describes two of the four main stages of development that healthy children experience.</p> <p>1. The student accurately describes only one of the four main stages of development that healthy children experience.</p>
<p>4. The student will explain the basic functions of proteins, carbohydrates, and fats in the diet.</p>	<p>4. The student explains the basic functions of proteins, carbohydrates, and fats in the diet.</p> <p><u>Benchmark</u> 3. The student provides a substantial list of the basic functions of proteins, carbohydrates, and fats in the diet.</p> <p>2. The student provides a partial list of the basic functions of proteins, carbohydrates, and fats in the diet.</p> <p>1. The student demonstrates little evidence of being able to explain the basic functions of proteins, carbohydrates, and fats in the diet.</p>

Curriculum Area: Family and Consumer Sciences
Course of Study: Grade 8 Family and Consumer Sciences

Grade: 8

Core Concept: The student will explain the important roles that children and parents play in the family unit, acquire basic knowledge and skills in nutrition and food preparation, and demonstrate basic skills needed to produce textile products and apparel.

Essential Learning	4 Point Rubric
<p>5. The student will demonstrate the safe use and care of various utensils during food preparation.</p>	<p>4. The student clearly and accurately demonstrates the safe use and care of various utensils used during food preparation.</p> <p><u>Benchmark</u> 3. The student demonstrates the safe use and care of a substantial amount of utensils used during food preparation.</p> <p>2. The student demonstrates the safe use and care of some utensils used during food preparation.</p> <p>1. The student fails to demonstrate the safe use and care of various utensils used during food preparation.</p>
<p>6. The student will demonstrate the appropriate use of dry and liquid measuring cups during food preparation.</p>	<p>4. The student clearly and accurately demonstrates the appropriate use of dry and liquid measuring cups during food preparation.</p> <p><u>Benchmark</u> 3. The student clearly and accurately demonstrates the appropriate use of dry and liquid measuring cups for most ingredients during food preparation.</p> <p>2. The student clearly and accurately demonstrates the appropriate use of dry and liquid measuring cups for some ingredients during food preparation.</p> <p>1. The student is unable to demonstrate the appropriate use of dry and liquid measuring cups during food preparation.</p>

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Core Concept: The student will explain the important roles that children and parents play in the family unit, acquire basic knowledge and skills in nutrition and food preparation, and demonstrate basic skills needed to produce textile products and apparel.

Essential Learning	4 Point Rubric
<p>7. The student will identify and state the function of basic sewing machine parts.</p>	<p>4. The student clearly and accurately identifies and states the functions of basic sewing machine parts.</p> <p><u>Benchmark</u> 3. The student identifies and states the function of a substantial number of basic sewing machine parts.</p> <p>2. The student identifies and states the function of a partial number of basic sewing machine parts.</p> <p>1. The student shows little evidence of being able to identify or state the function of basic sewing machine parts.</p>
<p>8. The student will demonstrate the appropriate use of backstitching with a sewing machine.</p>	<p>4. The student demonstrates the appropriate use of backstitching with a sewing machine.</p> <p><u>Benchmark</u> 3. The student demonstrates the use of backstitching, with some accuracy and consistency, while using a sewing machine.</p> <p>2. The student demonstrates the use of backstitching, with minimal accuracy and consistency, while using a sewing machine.</p> <p>1. The student is unable to demonstrate the use of backstitching with a sewing machine.</p>

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Course of Study: Grade 8 Family and Consumer Sciences

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Core Concept: The student will explain the important roles that children and parents play in the family unit, acquire basic knowledge and skills in nutrition and food preparation, and demonstrate basic skills needed to produce textile products and apparel.

Essential Learning	4 Point Rubric
<p>9. The student will categorize symbols found on a pattern piece.</p>	<p>4. The student accurately categorizes all of the symbols found on a pattern piece.</p> <p><u>Benchmark</u> 3. The student correctly categorizes most of the symbols found on a pattern piece.</p> <p>2. The student correctly categorizes some of the symbols found on a pattern piece.</p> <p>1. The student is unable to categorize the most basic of symbols found on a pattern piece.</p>
<p>10. The student will construct a textile project incorporating a centered zipper application or a fold down casing.</p>	<p>4. The student's textile project is well constructed, following the pattern directions. The seams are accurate and the pieces are correctly matched. The zipper or casing is constructed as directed, and the overall appearance of the project is commendable.</p> <p><u>Benchmark</u> 3. The student's textile project is constructed satisfactorily, following the pattern directions. Most of the seams are accurate and the pieces are correctly matched. The zipper or casing is constructed as directed, and the overall appearance of the project is satisfactory.</p> <p>2. The construction of the student's textile project is of fair quality, showing little evidence of using the pattern directions. Seams are uneven and poorly matched. The zipper or casing is functional.</p> <p>1. The construction of the student's textile project is unacceptable and shows little evidence of using the pattern directions. Seams are inaccurate, pieces unmatched, and the casing or zipper application is nonfunctional.</p>

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Food and Fitness

Core Concept: The student will demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families.

Essential Learning	4 Point Rubric
1. The student will explain how nutrition and physical activity affect wellness.	4. The student verbally describes and provides several visual examples of how nutrition and physical activity affect overall wellness. <u>Benchmark</u> 3. The student verbally describes and provides a visual example of how nutrition and physical activity affect overall wellness. 2. The student, with assistance, verbally describes how nutrition and physical activity affect overall wellness. 1. The student is not able to describe how nutrition and physical activity affect wellness.
2. The student will identify the six major groups of nutrients and describe how they work together in promoting health.	4. The student is able to list all of the six major nutrients. The student is able to describe the function of each of the six nutrients. The student orally describes the interaction between the nutrients. <u>Benchmark</u> 3. The student is able to list most of the six major nutrients and describe their functions. The student orally describes the interaction between the nutrients. 2. The student is able to list a few of the six major nutrients and describe their functions. The student, with assistance, orally describes the interaction between the nutrients. 1. The student is unable to list the six major nutrients and orally describe the interaction between the nutrients.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Food and Fitness

Core Concept: The student will demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families.

Essential Learning	4 Point Rubric
<p>3. The student will categorize a variety of foods with the Pyramid's six food groups and create a healthful eating plan.</p>	<p>4. The student draws a food pyramid to illustrate the six food groups and categorizes a variety of foods into its correct nutritional group. The student prepares a healthful eating plan for a week utilizing the recommended serving size from each of the food groups.</p> <p><u>Benchmark</u> 3. The student draws a food pyramid and categorizes most of foods into their correct nutritional group. The student prepares a healthful eating plan for one day utilizing the recommended serving size from most of the food groups.</p> <p>2. The student draws a food pyramid, with assistance, and categorizes some of foods into their correct nutritional group. The student prepares a healthful eating plan, with assistance for one day utilizing the recommended serving size from some of the food groups.</p> <p>1. The student is unable to prepare a food pyramid and create a healthful eating plan.</p>
<p>4. The student will explain the purpose of the Dietary Guidelines for Americans and will apply the various guidelines in planning to meet his/her nutrition and wellness needs.</p>	<p>4. The student lists all of the Dietary Guidelines and orally describes their contribution to a healthful diet. The student writes a week long menu to meet his/her nutritional wellness needs incorporating the 7 Dietary Guidelines.</p> <p><u>Benchmark</u> 3. The student lists most of the 7 Dietary Guidelines and orally describes their contributions to a healthful diet. The student writes a day long menu to meet his/her nutritional wellness needs incorporating the 7 Dietary Guidelines.</p> <p>2. The student lists some of the 7 Dietary Guidelines, with assistance, and orally describes their contributions to a healthful diet. The student writes a day long menu, with assistance, to meet his/her nutritional wellness needs incorporating the 7 Dietary Guidelines.</p> <p>1. The student is unable to list the 7 Dietary Guidelines and orally describe their contribution to a healthful diet.</p>

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Food and Fitness

Core Concept: The student will demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families.

Essential Learning	4 Point Rubric
5. The student will develop and carry out a plan for physical activity and record his/her progress in weekly journal format.	4. The student develops a detailed written format outlining a carefully prepared personal fitness plan. The student keeps a record/journal and graphs his/her daily and weekly progress. <u>Benchmark</u> 3. The student develops a simple written format outlining a personal fitness plan. The student keeps a record/journal of his/her daily and weekly progress. 2. The student develops a short written format outlining a simple personal fitness plan. The student keeps a record/journal of his/her workouts/progress a few times a week. 1. The student is unable to develop a personal fitness plan and apply it.
6. The student will describe the causes of foodborne illness and demonstrate the principles of food storage and handling, cleanliness, and temperature control that can reduce the risk of foodborne illness.	4. The student orally describes all of the causes of foodborne illness related to food storage, handling, cleanliness and temperature control. The student demonstrates these techniques in a laboratory setting. <u>Benchmark</u> 3. The student orally describes most of the causes of foodborne illness related to food storage, handling, cleanliness and temperature control. The student demonstrates these techniques in a laboratory setting. 2. The student orally describes some of the causes of foodborne illness related to food storage, handling, cleanliness and temperature control. The student demonstrates these techniques in a laboratory setting. 1. The student is unable to describe the causes of foodborne illness related to food storage, handling, cleanliness and temperature control.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Food and Fitness

Core Concept: The student will demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families.

Essential Learning	4 Point Rubric
7. The student will explain why appropriate weight is not the same for everyone and describe acceptable ways to achieve and maintain recommended body weight.	4. The student accurately describes all of the various body types and explains the relationships between body type and recommended body weight. <u>Benchmark</u> 3. The student distinguishes between several body types and explains the relationships between body type and recommended body weight. 2. The student compares two body types and explains the relationship between body type and recommended body weight. 1. The student is unable to distinguish various body types and their appropriate weight.
8. The student will demonstrate the uses of basic kitchen tools and their safe use to prevent kitchen accidents.	4. Given a large selection of common kitchen tools, the student orally identifies the tool and demonstrates how it is able to be used in a safe manner. <u>Benchmark</u> 3. Given several common kitchen tools, the student orally identifies the tool and demonstrates how it is able to be used in a safe manner. 2. Given a limited number of common kitchen tools, the student orally identifies the tool and demonstrates how it is able to be used in a safe manner. 1. The student cannot correctly identify the kitchen tools or describe their use in a safe manner.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Food and Fitness

Core Concept: The student will demonstrate the ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families.

Essential Learning	4 Point Rubric
9. The student will demonstrate proper techniques for accurate measurements and will adjust the recipe to change the yield.	4. The student demonstrates the correct techniques for accurately measuring using both liquid and solid measuring cups and spoons. The student precisely measures fats and sweeteners using the appropriate methods. <u>Benchmark</u> 3. The student carefully demonstrates the correct techniques for measuring both solids and liquids. The student measures fats and sweeteners using appropriate methods. 2. The student demonstrates techniques for measuring both solids and liquids without a great deal of attention to detail. The student attempts to measure fats and sweeteners using demonstrated methods. 1. The student is unable to demonstrate measuring techniques.
10. The student will appraise the sources of food and nutrition information including food labels, and apply this information to maintain his/her overall health and wellness.	4. The student effectively analyzes a nutritional label from a food product and relates the product's contribution to his/her overall diet. <u>Benchmark</u> 3. The student compiles information located on a nutritional label from a food product and evaluates the product's contribution to his/her overall diet. 2. The student, with assistance, looks at nutritional information on a label and evaluates the product's contribution to his/her overall diet. 1. The student is unable to apply the information contained on a food label to his/her overall diet.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Cooking Around the World

Core Concept: The student will identify several foreign countries, their geographical location, history, food customs and traditions.

Essential Learning	4 Point Rubric
1. The student will identify physical and psychological reasons for eating.	4. The student orally lists several physical and psychological reasons for eating and provides descriptive examples for each. <u>Benchmark</u> 3. The student orally lists some physical and psychological reasons for eating and provides some examples for each. 2. The student, with difficulty, orally lists a few physical and psychological reasons for eating and provides an example for each. 1. The student is unable to list physical and psychological reasons for eating.
2. The student will analyze the factors that influence his/her personal food choices by keeping a food chart for a given period of time.	4. The student keeps a very detailed food chart for three days and analyzes his/her choice of food based on internal and external factors. <u>Benchmark</u> 3. The student keeps a fairly accurate food chart for three days and analyzes his/her choice of foods based on internal and external factors. 2. The student keeps a random food chart for 1-2 days and analyzes his/her choice of foods based on internal and external factors. 1. The student does not keep a food chart.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Cooking Around the World

Core Concept: The student will identify several foreign countries, their geographical location, history, food customs and traditions.

Essential Learning	4 Point Rubric
3. The student will explain the reasons for differences in food customs among various cultures.	4. After studying the geography, cultures and customs of several different countries, the student orally differentiates between countries and their common foodstuffs. <u>Benchmark</u> 3. After studying the geography, cultures and customs of some countries, the student orally differentiates between countries and their common foodstuffs. 2. After studying the geography, cultures, and customs of one or two countries, the student orally differentiates between countries and their common foodstuffs. 1. The student is unable to describe the relationship between food and a country.
4. The student will recognize the causes of food borne illness and will practice personal and on-site sanitation practices in the kitchen.	4. The student orally describes many causes of food borne illness and how they can be prevented by using widely accepted sanitation practices. <u>Benchmark</u> 3. The student orally describes several causes of food borne illness and how they can be prevented by using widely accepted sanitation practices. 2. The student orally describes a few causes of food borne illness and how they can be prevented by using widely accepted sanitation practices. 1. The student is unable to satisfactorily describe food borne illnesses and how to prevent them.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Cooking Around the World

Core Concept: The student will identify several foreign countries, their geographical location, history, food customs and traditions.

Essential Learning	4 Point Rubric
5. The student will identify a variety of food preparation tools and demonstrate how to use them correctly and in a safe manner.	4. Given a large selection of common kitchen tools, the student orally identifies the tool and demonstrates how it is to be used. <u>Benchmark</u> 3. Given several common kitchen tools, the student orally identifies the tool and demonstrates how it is to be used. 2. Given a limited number of common kitchen tools, the student orally identifies the tool and demonstrates how it is to be used. 1. The student cannot correctly identify the kitchen tools or describe their use.
6. The student will label the six categories in the food pyramid and the correct serving sizes and nutrients contained in each.	4. The student is able to draw and label the entire food pyramid including the correct number of serving sizes and the nutrients contained in each category. <u>Benchmark</u> 3. The student is able to draw and label most of the food pyramid including the correct number of serving sizes and the nutrients contained in each category. 2. The student is able to draw and label several of the food pyramid sections, with assistance, including almost all of the correct number of serving sizes and some of the nutrients contained in each category. 1. The student is unable to draw and label the food pyramid.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Cooking Around the World

Core Concept: The student will identify several foreign countries, their geographical location, history, food customs and traditions.

Essential Learning	4 Point Rubric
7. The student will identify the locations of France, Mexico, Italy, and China and describe the climate, geography, and food customs of each country.	4. The student identifies the locations of France, Mexico, Italy, and China and describes the climate, geography, and food customs of each country. <u>Benchmark</u> 3. The student identifies the locations of France, Mexico, Italy, and China and describes most of the climate, geography, and food customs of each country. 2. The student, with assistance, identifies the locations of France, Mexico, Italy, and China and describes some of the climate, geography, and food customs of each country. 1. The student is unable to identify the countries and describe their elements.
8. The student will prepare foods that are indigenous to France, Mexico, Italy, and China.	4. The student presents a written research paper with pictures and recipes discussing the dish and also prepares and serves the dish in the custom native to either France, Mexico, Italy or China. <u>Benchmark</u> 3. The student presents a neatly written research paper discussing the dish and also prepares and serves the dish in the custom native to either France, Mexico, Italy or China. 2. The student presents a short paper on a foreign food from France, Mexico, Italy or China, prepares the food with assistance and serves the food. 1. The student does not prepare a foreign food.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Cooking Around the World

Core Concept: The student will identify several foreign countries, their geographical location, history, food customs and traditions.

Essential Learning	4 Point Rubric
9. The student will describe how regional food customs developed and how they influenced American cooking.	4. The student makes an outstanding visual presentation of the regional areas of the U.S. and orally describes how food customs developed in each region. <u>Benchmark</u> 3. The student makes an acceptable and accurate visual presentation of the regional areas of the U.S. and orally describes how food customs developed in each region. 2. The student makes an adequate visual presentation of the regional areas of the U.S. and orally, with hesitation, describes how food customs developed in each region. 1. The student does not prepare an oral and visual presentation on regional cooking in the U.S.
10. The student will research a region of the United States and prepare a class presentation related to the region, including a sample of the various foods of that region.	4. The student researches a region of the United States and prepares an exceptional oral and visual presentation related to the region including several food samples from that region. <u>Benchmark</u> 3. The student researches a region of the United States and prepares a well organized oral and visual presentation related to the region including many samples of food from that region. 2. The student researches a region of the United States and prepares an incomplete oral and visual presentation related to the region including a few samples of food from that region. 1. The student does not research a region of the United States and prepare the required presentation of food and materials.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Interior Design

Core Concept: The student will identify the physical and psychological needs that are provided through their housing choices.

Essential Learning	4 Point Rubric
1. The student will describe how the cycle of life affects people's housing needs.	4. The student describes accurately and in detail how the cycle of life affects people's housing needs. <u>Benchmark</u> 3. The student describes with a great degree of accuracy how the cycle of life affects people's housing needs. 2. The student describes with some degree of accuracy how the cycle of life affects people's housing needs. 1. The student is unable to describe the life cycle and its affect on housing needs.
2. The student will identify five basic physical needs that housing satisfies.	4. The student describes both orally/written all of the five basic physical needs that housing satisfies and give an example of each. <u>Benchmark</u> 3. The student describes both orally and physically most of the basic physical needs that housing satisfies and give an example of each. 2. The student describes both orally and physically some of the basic physical needs that housing satisfies and give an example of each 1. The student is unable to describe the physical needs that housing satisfies.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Interior Design

Core Concept: The student will identify the physical and psychological needs that are provided through their housing choices.

Essential Learning	4 Point Rubric
3. The student will identify four basic psychological needs that can be fulfilled through housing.	4. The student identifies both orally and written all of the four basic psychological needs that can be fulfilled through housing and give an example of each. Benchmark 3. The student identifies both orally and written most of the four basic psychological needs that can be fulfilled through housing and give an example of each. 2. The student identifies some of the four basic psychological needs that can be fulfilled through housing and give an example of each. 1. The student is unable to identify the psychological needs that housing fulfills.
4. The student will identify the housing needs to consider when choosing a place to live.	4. The student conducts a self-analysis of his/her wants and needs pertaining to housing and develops a listing of potential housing markets in his/her locale. Benchmark 3. The student identifies five important factors to consider when choosing an area to live such as safety, location, cost proximity to work and condition of housing. 2. The student chooses housing based on two individual preferences. 1. The student is unable to develop a possible housing plan based on personal needs.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Interior Design

Core Concept: The student will identify the physical and psychological needs that are provided through their housing choices.

Essential Learning	4 Point Rubric
4. The student will identify three basic rental housing options and analyze the features of a rental agreement.	4. After viewing a movie, the student orally identifies three types of rental property. The student lists ten points to look for before signing a rental agreement. <u>Benchmark</u> 3. After viewing a movie, the student identifies several types of rental property. The student lists several points to look for before signing a rental agreement. 2. After viewing a movie, the student names one type of rental property. The student lists five points to look for before signing a rental agreement. 1. The student is unable to name types of rental property or list conditions of a rental agreement.
6. The student will create a color wheel using primary colored paints and will demonstrate three kinds of color schemes.	4. The student creates an accurate color wheel by precisely mixing primary colored paints. The student orally describes five color schemes and prepares a collage of three of them. <u>Benchmark</u> 3. The student creates a color wheel by intermixing primary colored paints. The student describes four out of five color schemes and prepares a collage of three of them. 2. The student creates a fairly precise color wheel and prepare a collage of two color schemes. 1. The student is unable to create a color wheel or demonstrate three color schemes.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Interior Design

Core Concept: The student will identify the physical and psychological needs that are provided through their housing choices.

Essential Learning	4 Point Rubric
7. The student will graph a floor plan for his/her current bedroom, analyze the suitability of his/her room for his/her current needs, and redesign the bedroom to meet these needs.	4. The student accurately measures and graphs a floor plan for his/her current bedroom, prepares a detailed written list of his/her current needs, and prepares a design of his/her changes. <u>Benchmark</u> 3. The student measures and graphs a floor plan for his/her current bedroom, prepares a written list of his/her current needs, and prepares a design board of his/her changes. 2. The student, with difficulty, graphs a floor plan for his/her current bedroom and make an attempt to present a design board of changes to the room. 1. The student is unable to graph a floor plan for his/her bedroom.
8. The student will describe and apply the principles of good design, which include proportion, scale, balance, rhythm, emphasis, unity, and variety.	4. The student orally describes the principles of good design using a self-prepared tagboard to illustrate each of the principles. <u>Benchmark</u> 3. The student orally describes the principles of good design with the aid of a pre-purchased, illustrated backboard. 2. The student, with hesitation and some difficulty, describe the principles of good design. 1. The student is unable to describe and apply the principles of good design.

Curriculum Area: Family and Consumer Sciences

Grade: 9-12

Course of Study: Interior Design

Core Concept: The student will identify the physical and psychological needs that are provided through their housing choices.

Essential Learning	4 Point Rubric
9. The student will gather samples of wallpaper, fabric, carpeting, wood samples, tiles, and other relevant materials to create a design collage for a room of his/her choice.	4. The student assembles an entourage of a multitude of design samples, from several sources, to create a design collage. <u>Benchmark</u> 3. The student assembles several design samples, from a few sources, to create a design collage. 2. The student assembles a simple collage from the materials readily available in the Interior Design classroom. 1. The student does not prepare a design collage.
10. The student will choose or design a floor plan for his/her house, graph the floor plan, and create a designer portfolio to be presented to the class for evaluation.	4. After consulting several sources and assessing his/her abilities, the student chooses or designs a floor plan of his/her dream house. The floor plan is graphed according to the house specifications. The home interior is created with personal and creative touches by the home designer. <u>Benchmark</u> 3. After consulting floor plans available in the classroom, the student chooses one appropriate to his/her ability level. The floor plan is graphed following given specifications. The home interior is created with some personal touches by the home designer. 2. After consulting floor plans recommended by the instructor based on the student's abilities, the simplified floor plan is graphed following specifications. The home interior is created using teacher based suggestions and guidance from previously completed projects. 1. The student is unable to meet the basic standards established to fulfill the project requirements.

Curriculum Area: Family and Consumer Science
Course of Study: Early Childhood Development/Child Care I

Grade: 9-12

Core Concept: The student will demonstrate an understanding of the social, emotional, intellectual and physical growth of a child from ages birth through six.

Essential Learning	4 Point Rubric
<p>1. The student will describe the five characteristics of development as they relate to all children worldwide.</p>	<p>4. The student clearly and accurately describes in written or oral form all of the five characteristics of development as they relate to all children worldwide.</p> <p><u>Benchmark</u> 3. The student describes in written or oral form most of the five characteristics of development as they relate to all children worldwide.</p> <p>2. The student describes in written or oral form some of the five characteristics of development as they relate to all children worldwide.</p> <p>1. The student is unable to describe more than one characteristic of development as it relates to children worldwide.</p>
<p>2. The student will name the stages of pregnancy and birth and describe prenatal and postnatal care required for each stage.</p>	<p>4. The student names all of the stages of pregnancy. The student describes all of the stages of birth. The student describes all of the prenatal and postnatal care required for each stage.</p> <p><u>Benchmark</u> 3. The student name most of the stages of pregnancy. The student describes most of the stages of birth. The student describes most of the prenatal and postnatal care required for each stage.</p> <p>2. The student names some of the stages of pregnancy. The student describes some of the stages of birth. The student describes some of the prenatal and postnatal care required for each stage.</p> <p>1. The student is unable to name the stages of pregnancy and birth and is unable to describe prenatal and postnatal care required for each stage.</p>

Curriculum Area: Family and Consumer Science
Course of Study: Early Childhood Development/Child Care I

Grade: 9-12

Core Concept: The student will demonstrate an understanding of the social, emotional, intellectual and physical growth of a child from ages birth through six.

Essential Learning	4 Point Rubric
<p>3. The student will demonstrate the proper way to care for a newborn child including bathing, feeding, burping, and changing the diaper.</p>	<p>4. The student demonstrates how to bathe a baby quickly and efficiently. The student demonstrates with confidence and ease how to properly bottle-feed and burp an infant. The student demonstrates approved sanitation techniques when diapering the baby.</p> <p><u>Benchmark</u> 3. The student demonstrates how to bathe a baby with some hesitation. The student demonstrates how to bottle-feed and burp a baby with some hesitation. The student demonstrates approved sanitation techniques when safely diapering the baby.</p> <p>2. The student haltingly demonstrates how to bathe a baby. The student demonstrates how to bottle-feed and burp a baby with some difficulty. The student demonstrates approve sanitation techniques poorly when attempting to diaper the baby.</p> <p>1. The student unsuccessfully demonstrates how to bathe a baby. The student is unable to demonstrate how to bottle-feed and burp a baby. The student is unable to diaper the baby safely.</p>
<p>4. The student will describe the physical, emotional, social, and intellectual development of a one year old child.</p>	<p>4. The student clearly and accurately describes either orally or in writing, the physical, emotional, social, and intellectual development of a one year old child and presents two specific examples of each.</p> <p><u>Benchmark</u> 3. The student with some hesitation describes either orally or in writing, the physical, emotional, social, and intellectual development of a one year old child and present a specific examples of each.</p> <p>2. The student, with difficulty, describes either orally or in writing, the physical, emotional, social, and intellectual development of a one year old child.</p> <p>1. The student is unable to describe the physical, emotional, social, and intellectual development of a one year old child.</p>

Curriculum Area: Family and Consumer Science
Course of Study: Early Childhood Development/Child Care I

Grade: 9-12

Core Concept: The student will demonstrate an understanding of the social, emotional, intellectual and physical growth of a child from ages birth through six.

Essential Learning	4 Point Rubric
<p>5. The student will describe the physical, emotional, social, and intellectual development of a child ages one to three.</p>	<p>4. The student clearly and accurately describes either orally or in writing, the physical, emotional, social, and intellectual development of child ages one to three and presents two specific examples of each.</p> <p><u>Benchmark</u> 3. The student with some hesitation describes either orally or in writing, the physical, emotional, social, and intellectual development of a child ages one to three and present a specific examples of each.</p> <p>2. The student, with difficulty, describes either orally or in writing, the physical, emotional, social, and intellectual development of a child ages one to three.</p> <p>1. The student is unable to describe the physical, emotional, social, and intellectual development of a child ages one to three.</p>
<p>6. The student will describe the physical, emotional, social, and intellectual development of a child ages four to six.</p>	<p>4. The student clearly and accurately describes either orally or in writing, the physical, emotional, social, and intellectual development of child ages four to six and presents two specific examples of each.</p> <p><u>Benchmark</u> 3. The student with some hesitation describes either orally or in writing, the physical, emotional, social, and intellectual development of a child ages four to six and presents a specific examples of each.</p> <p>2. The student, with difficulty, describes either orally or in writing, the physical, emotional, social, and intellectual development of a child ages four to six.</p> <p>1. The student is unable to describe the physical, emotional, social, and intellectual development of a child ages four to six.</p>

Curriculum Area: Family and Consumer Science
Course of Study: Early Childhood Development/Child Care I

Grade: 9-12

Core Concept: The student will demonstrate an understanding of the social, emotional, intellectual and physical growth of a child from ages birth through six.

Essential Learning	4 Point Rubric
<p>7. The student will discuss the nutritional concerns relating to food habits of preschoolers and prepare a nutritious snack for a preschooler using a food pyramid as a guideline.</p>	<p>4. The student orally highlights three nutritional concerns that relate to a preschooler’s food habits. The student orally presents a step-by-step poster that provides detailed instructions for the preparation of a nutritious snack. The student serves a nutritious snack to his/her classmates, identifying the components of the food pyramid.</p> <p><u>Benchmark</u> 3. The student orally highlights two nutritional concerns that relate to a preschooler’s food habits. The student orally presents a poster that provides basic instructions for the preparation of a nutritious snack. The student serves a nutritious snack to his/her classmates.</p> <p>2. The student presents a poster that provides the basic instructions for preparing a nutritious snack. The student serves a snack to his/her classmates.</p> <p>1. The student serves a snack to his/her classmates without supportive materials.</p>
<p>8. The student will identify and demonstrate the use of direct and indirect guidance techniques to encourage positive behaviors.</p>	<p>4. The student orally identifies several direct/indirect guidance techniques. The student physically applies these learned guidance techniques one-on-one, with a child in the Playschool to encourage positive behaviors. The student is able to discuss the effectiveness of the technique used in a classroom discussion.</p> <p><u>Benchmark</u> 3. The student orally identifies most of the direct and indirect guidance techniques. The student physically applies these learned guidance techniques one-on-one with a child in the Playschool to encourage positive behaviors. The student is able to, with some accuracy, discuss the effectiveness of the technique in a classroom discussion.</p> <p>2. The student, with some degree of difficulty, orally identifies a few direct/indirect guidance techniques. The student with hesitation physically applies these learned guidance techniques to encourage positive behaviors. The student with difficulty is able to discuss the effectiveness of the techniques in a classroom discussion.</p> <p>1. The student is not able to orally identify a few direct/indirect guidance techniques. The student is unable to physically apply these learned guidance techniques to encourage positive behaviors. The student is unable to discuss the effectiveness of the techniques in a classroom discussion.</p>

Curriculum Area: Family and Consumer Science
Course of Study: Early Childhood Development/Child Care I

Grade: 9-12

Core Concept: The student will demonstrate an understanding of the social, emotional, intellectual and physical growth of a child from ages birth through six.

Essential Learning	4 Point Rubric
<p>9. The student will identify at least three careers in childcare and the job requirements for each of these careers.</p>	<p>4. The student clearly identifies, in written form, three careers in the childcare field. The student fluently and coherently discusses the job requirements, salary base and benefits of each job. The student identifies the educational requirements for each of the three jobs.</p> <p><u>Benchmark</u> 3. The student clearly identifies, in written form, three careers in the childcare field. The student discusses most of the job requirements, salary base and benefits of each job. The student identifies most of the educational requirements for each of the three jobs.</p> <p>2. The student, with some difficulty, identifies three careers in the childcare field. The student, with difficulty, discusses some of the job requirements, salary expectations and benefits of each job. The student, with some difficulty, identifies some of the educational requirements for each of the three jobs.</p> <p>1. The student is unable to identify careers in the childcare field or their characteristics.</p>
<p>10. The student will interact on a one to one basis which children in the Playschool in a mature, professional manner using the knowledge that has been obtained during the classroom session of Child Care I.</p>	<p>4. The student of his/her own initiative, readily and willingly assists the children when they enter the Playschool room. The student enthusiastically guides the child to an appropriate game of activity. The student encourages active participation in the planned program for the day. The student gently but firmly provides guidance for the child. The student displays a warm, caring and cheerful attitude towards the children.</p> <p><u>Benchmark</u> 3. The student of his/her own initiative assists the children when they enter the Playschool room. The student guides the child to an ongoing activity or game. The student assists the child in participating in the planned program for the day. The student hesitates before providing guidance for the child. The student displays a caring and helpful attitude towards the children.</p> <p>2. The student, when prompted, assists the children when they enter the Playschool. The student guides the child to some type of activity. The student refrains from encouraging participation in the planned program for the day. The student avoids guiding the child. The student displays a lack of enthusiasm and caring for the program and/or children.</p> <p>1. The student is reluctant to interact with the children on a positive basis.</p>

Curriculum Area: Family and Consumer Science

Grade: 10-12

Course of Study: Child Care II

Core Concept: The student will gain skills in observing and working with young children.

Essential Learning	4 Point Rubric
1. The student will be able to qualify the need for a dramatic increase in early childhood professionals.	4. The student identifies both verbally and in written form, all of the reasons for the dramatic increase in early childhood professionals. <u>Benchmark</u> 3. The student identifies both verbally and in written form, most of the reasons for the dramatic increase in early childhood professionals. 2. The student identifies both verbally and in written form, some of the reasons for the dramatic increase in early childhood professionals. 1. The student is unable to identify verbally or in written form, the reasons for the dramatic increase in early childhood professionals.
2. The student will identify social, emotional, physical, and intellectual characteristics that are typical of a 4-5 year old preschool child.	4. The student orally and in writing clearly identifies all of the social, emotional, physical, and intellectual characteristics that are typical of a 4-5 year old preschool child. <u>Benchmark</u> 3. The student orally and in writing clearly identifies most of the social, emotional, physical, and intellectual characteristics that are typical of a 4-5 year old preschool child. 2. The student orally and in writing clearly identifies some of the social, emotional, physical, and intellectual characteristics that are typical of a 4-5 year old preschool child. 1. The student is unable to identify the social, emotional, physical, and intellectual characteristics that are typical of 4-5 year old children.

Curriculum Area: Family and Consumer Science

Grade: 10-12

Course of Study: Child Care II

Core Concept: The student will gain skills in observing and working with young children.

Essential Learning	4 Point Rubric
3. The student will learn to direct children in such a way as to give consistent and appropriate guidance to young children.	4. The student clearly demonstrates, in a firm but kind manner, how to direct a child in appropriate and socially acceptable behaviors in the Playschool classroom, using both direct and indirect guidance techniques. Benchmark 3. The student successfully demonstrates in a consistent manner, how to direct a child in appropriate and socially acceptable behaviors in the Playschool classroom, using both direct and indirect guidance techniques. 2. The student with some difficulty demonstrates how to direct a child in appropriate and socially acceptable behaviors in the Playschool classroom, using both direct and indirect guidance techniques. 1. The student is unable to direct the child's behavior.
4. The student will recognize situations and feelings that cause potential guidance problems.	4. The student develops an educationally appropriate classroom atmosphere in the Playschool based on substantial knowledge of child development and observation of children. Benchmark 3. The student is familiar with a well functioning classroom atmosphere in the Playschool and is alert for potential problems based on general knowledge of child development and observation skills. 2. The student is somewhat familiar with a well functioning classroom atmosphere in the Playschool and is aware of a few potential problems based on general knowledge of child development and observation skills. 1. The student is unaware of potential situations that could disrupt the classroom and cause potential guidance problems.

Curriculum Area: Family and Consumer Science

Grade: 10-12

Course of Study: Child Care II

Core Concept: The student will gain skills in observing and working with young children.

Essential Learning	4 Point Rubric
5. The student will prepare and demonstrate six forms of art samples to discussed and shared with the class.	4. The student creatively and physically prepares six art samples using specific art/printing techniques. The student orally presents his/her artwork to the class for discussion. <u>Benchmark</u> 3. The student physically prepares six art samples using specific art/painting techniques. The student orally presents his/her artwork to the class for discussion. 2. The student prepares some art samples from a group of six selections. The student orally presents his/her artwork to the class for discussion. 1. The student prepares samples of artwork but does not present to the class.
6. The student will used an approved method when reading a book orally and will present an original child's adventure story.	4. The student constructs a creative and visually appealing adventure story. The student reads the story animatedly and interactively with the Playschool children. <u>Benchmark</u> 3. The student constructs a unique child's adventure story. The student reads the story with some enthusiasm and demonstrates the ability to relate to the Playschool Children. 2. The student poorly constructs a child's adventure story. The student reads the story without enthusiasm and show difficulty relating to the Playschool children. 1. The student construct a child's story but does not present it.

Curriculum Area: Family and Consumer Science

Grade: 10-12

Course of Study: Child Care II

Core Concept: The student will gain skills in observing and working with young children.

Essential Learning	4 Point Rubric
7. The student will organize and arrange space, furniture, and teaching materials in the Playschool laboratory so they are safe, functional, and attractive.	4. The student both physically and on graph paper organizes and arranges space, furniture, and teaching materials to meet NAEYC standards in the Playschool laboratory so they are safe, functional and attractive. <u>Benchmark</u> 3. The student physically organizes and arranges space/furniture and teaching materials in the Playschool laboratory so they are safe, functional and attractive. 2. The student arranges space/furniture and teaching materials without an awareness of function. 1. The student arranges space/furniture without awareness of safety.
8. The student will be able to prepare a mini-curriculum appropriate for a 4-5 preschool child.	4. The student prepares a creative mini-curriculum that is developmentally appropriate for a 4-5 year old preschool child. <u>Benchmark</u> 3. The student plans a mini-curriculum for a 4-5 year old child with minimal supervision that is developmentally appropriate. 2. The student plans a mini-curriculum for a 4-5 year old child with a great deal of supervision. 1. The student is unable to plan a mini-curriculum for children.

Curriculum Area: Family and Consumer Science

Grade: 10-12

Course of Study: Child Care II

Core Concept: The student will gain skills in observing and working with young children.

Essential Learning	4 Point Rubric
9. The student will be responsible for developing, preparing, and delivering a lesson plan for on day on the onsite Playschool.	4. The student develops, prepares, and delivers a lesson plan that is creative and developmentally appropriate for a preschool age child with a minimum of teacher input. <u>Benchmark</u> 3. The student develops, prepares, and delivers with some supervision an educationally sound lesson plan for a preschool aged child. 2. The student develops, prepares, and delivers a lesson plan that is suitable for a preschool aged child with a great deal of supervision. 1. The student is unable to develop, prepare and deliver a complete lesson plan that is suitable for a preschool child.
10. The student will be familiar with the job hunting and interviewing process necessary to find a job in the child care field.	4. The student verbally identifies all of the steps that are fundamental to the job hunting process. The student participates in a mock interview related to a job in the child care field. <u>Benchmark</u> 3. The student verbally identifies most of the steps in the job hunting process. The student participates in a mock interview that illustrates most of the skills needed to apply for a job in the child care field. 2. The student identifies some of the steps in the job hunting process and applies those techniques to the interviewing process with some difficulty. 1. The student is unable to conduct a satisfactory job search.

Curriculum Area: Family and Consumer Sciences

Grade: 10-12

Course of Study: Parenting

Core Concept: The student will demonstrate a knowledge of parenting skills including providing care, love and guidance for a child(ren) in order to meet their needs and guide them to become a mature, responsible adult.

Essential Learning	4 Point Rubric
1. The student will verbally differentiate between the rewards and responsibilities of becoming a parent.	4. The student orally describes the responsibilities and the rewards of parenting after conducting a survey of parents, grandparents and other adults and consulting textbooks. <u>Benchmark</u> 3. The student orally describes the rewards and responsibilities of parenting in a concise manner based on information gathered from the text and from outside sources. 2. The student, from his/her own recollections and experience, describes the rewards and responsibilities of parenting on a limited basis. 1. The student with a great deal of difficulty attempts to describe the rewards and responsibilities of becoming a parent.
2. The student will identify and describe the factors that influence personal development.	4. The student orally lists and describes the major factors that influence personal development and relates their importance/and influence to his/her own life. <u>Benchmark</u> 3. The student orally lists and describes several of the major factors that influence personal development and relates their importance and influence to his/her life. 2. The student orally lists and describes a few of the major factors that influence personal development and has some difficulty relating their importance to his/her life. 1. The student is unable to describe the major factors that influence personal development.

Curriculum Area: Family and Consumer Sciences

Grade: 10-12

Course of Study: Parenting

Core Concept: The student will demonstrate a knowledge of parenting skills including providing care, love and guidance for a child(ren) in order to meet their needs and guide them to become a mature, responsible adult.

Essential Learning	4 Point Rubric
3. The student will demonstrate techniques that help him/her to communicate more effectively.	4. The student and a partner orally role-play several techniques that will help him/her communicate more effectively in an entertaining manner. <u>Benchmark</u> 3. The student and a partner orally role-play some techniques that will help him/her communicate more effectively without hesitation. 2. The student and a partner orally role-play a few techniques that will help him/her to communicate more effectively with some hesitating. 1. The student is unable to role-play communication techniques in an effective manner.
4. The student will able to describe some common causes of divorce.	4. The student orally describes many common causes of divorce and gives examples of each. <u>Benchmark</u> 3. The student orally describes several common causes of divorce and gives examples of each. 2. The student orally describes some common causes of divorce and gives an example. 1. The student cannot describe common causes of divorce or provide examples.

Curriculum Area: Family and Consumer Sciences

Grade: 10-12

Course of Study: Parenting

Core Concept: The student will demonstrate a knowledge of parenting skills including providing care, love and guidance for a child(ren) in order to meet their needs and guide them to become a mature, responsible adult.

Essential Learning	4 Point Rubric
5. The student will participate in a parenting simulation project, providing care for a Baby-Think-It-Over Doll over a period of three days.	4. The student cares for Baby-Think-It-Over for a period of three days with no neglect/abuses and maintains a carefully written log of care and journal entries. Benchmark 3. The student cares for Baby-Think-It-Over for a period of three days with a minimum of neglect/abuses and maintains a written log of care and journal entries. 2. The student cares for Baby-Think-It-Over for a period of three days with several neglect/abuses and maintains a sketchy log of care and journal entries. 1. The student demonstrates poor parenting skills in the Baby-Think-It-Over activity and does not maintain a log.
6. The student will summarize how conception occurs and describe the three stages of prenatal development leading ultimately to birth.	4. The student orally describes the process of conception with visual aides. The student is able to concisely and thoroughly describe the three stages of prenatal development. Benchmark 3. The student orally describes the process of conception with teacher assistance using visual aides. The student is able recite the three stages of prenatal development. 2. The student, with a great deal of hesitation, orally describes the process of conception. The student has some difficulty with the use of visual aids. The student needs assistance to describe the three stages of prenatal development. 1. The student is unable to accurately describe the process of conception and the three stages of prenatal development.

Curriculum Area: Family and Consumer Sciences

Grade: 10-12

Course of Study: Parenting

Core Concept: The student will demonstrate a knowledge of parenting skills including providing care, love and guidance for a child(ren) in order to meet their needs and guide them to become a mature, responsible adult.

Essential Learning	4 Point Rubric
7. The student will identify the factors that make interpersonal relationships successful.	4. The student conducts a class-wide survey of high school juniors/seniors and develops a list of several factors that make interpersonal relationships successful. <u>Benchmark</u> 3. The student conducts an individual classroom survey of juniors and seniors and develops a list of many factors that make interpersonal relationships successful. 2. The student reads a text and lists some factors that make interpersonal relationships successful. 1. The student develops a list of successful interpersonal skills based only on personal experience.
8. The student will describe interpersonal, financial, and social foundations that make up a happy and stable marital relationship.	4. The student prepares a written short story incorporating and illustrating many aspects of interpersonal, financial, and social foundations that make up a happy and stable marital relationship. <u>Benchmark</u> 3. The student prepares a written short story incorporating and illustrating several aspects of interpersonal, financial, and social foundations that make up a happy and stable marital relationship. 2. The student, with assistance, prepares a written short story incorporating and illustrating many aspects of interpersonal, financial and social foundations that make up a happy and stable marital relationship. 1. The student prepares a story that omits interpersonal, financial, or social foundations that make up a happy and stable marital relationship.

Curriculum Area: Family and Consumer Sciences

Grade: 10-12

Course of Study: Parenting

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Essential Learning	4 Point Rubric
9. The student will evaluate his/her personal readiness to become a parent.	4. The student designs and prepares a personal checklist that includes many factors relating to his/her readiness to become a parent. The list is shared orally with the class. <u>Benchmark</u> 3. The student designs and prepares a personal checklist of several factors relating to his/her readiness to become a parent. The list is shared orally with the class. 2. The student, with class or teacher assistance, designs and prepares a personal checklist of a few factors relating to his/her readiness to become a parent. The list is shared with the class. 1. The student prepares a limited personal checklist to determine parental readiness but is reluctant to share it with the class.
10. The student will describe and demonstrate through role-playing, how parents and caregivers can provide guidance for children through the use of effective communication techniques.	4. The student identifies many positive guidance techniques and illustrates their effectiveness through role-playing with another student. <u>Benchmark</u> 3. The student identifies several positive guidance techniques and demonstrates their effectiveness through role-playing with another student. 2. The student is assigned a few positive guidance techniques and demonstrates their effectiveness through role-playing with another student. 1. The student does not participate in the role-playing assignment.