



# CW Middle School

## FACE 7

### 1. Textiles (16.67%)

#### Learning Targets

##### 1.1 I can match fabric, clothing care and sewing terms to definitions.

Learning Target	Descriptor	Definition
4	Proficient	I can match fabric, clothing care and sewing terms to definitions.
3	Developing	I can match fabric and clothing care terms to definitions.
2	Basic	I can match fabric terms to definitions.
1	Minimal	I can identify fabric terminology.
0	No Evidence	No evidence shown.

##### 1.2 I can describe how clothing selections affects first impressions.


Learning Target	Descriptor	Definition
4	Proficient	I can describe how clothing selections affects first impressions.
3	Developing	I can describe what clothing choices say about people.
2	Basic	I can describe a person based on what they are wearing.
1	Minimal	I can define a first impression.
0	No Evidence	No evidence shown.

##### 1.3 I can summarize elements that play a role in our clothing choices, including family, tradition, protection, comfort, style, time, school and work.

Learning Target	Descriptor	Definition
4	Proficient	I can summarize elements that play a role in our clothing choices, including family, tradition, protection, comfort, style, time, school and work.
3	Developing	I can describe factors that play a role in clothing choices.
2	Basic	I can list elements that play a role in clothing choices.
1	Minimal	I can identify an element that plays a role in clothing choices.
0	No Evidence	No evidence shown.

##### 1.4 I can explain how to wash, dry and put away a load of laundry and describe steps and skills needed to remove stains, wash and store clothes.

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Learning Target	Descriptor	Definition
4	Proficient	I can explain how to wash, dry and put away a load of laundry and describe steps and skills needed to remove stains, wash and store clothes.
3	Developing	I can explain how to wash, dry and put away a load of laundry by following the steps necessary to correctly do laundry.
2	Basic	I can explain how to wash, dry and put away a load of laundry by following the steps when doing laundry.
1	Minimal	I can explain how to wash, dry and put away a load of laundry.
0	No Evidence	No evidence shown.

### 1.5 I can sew on buttons and sew samples of basic hand stitches and hems.

Learning Target	Descriptor	Definition
4	Proficient	I can sew on buttons and sew samples of basic hand stitches and hems.
3	Developing	I can sew on a two- and four-hole button and sew samples of basic hand stitches.
2	Basic	I can sew on a two- and four-hole button.
1	Minimal	I can sew on a two- or four-hole button.
0	No Evidence	No evidence shown.

### 1.6 I can construct a simple project using hand sewing skills, with 100% accuracy.

Learning Target	Descriptor	Definition
4	Proficient	I can construct a simple project using hand sewing skills, with 100% accuracy.
3	Developing	I can construct a simple project using hand sewing skills, making few mistakes.
2	Basic	I can construct a portion of a simple project using hand sewing skills.
1	Minimal	I can describe how the project is to be completed.
0	No Evidence	No evidence shown.

## 2. Health and Nutrition (16.67%)

### Learning Targets

#### 2.1 I can match the role of nutrients to their function in the diet.

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Learning Target	Descriptor	Definition
4	Proficient	I can match the role of nutrients to their function in the diet.
3	Developing	I can match nutrients to foods.
2	Basic	I can list the six essential nutrients.
1	Minimal	I can list nutrients.
0	No Evidence	No evidence shown.

### 2.2 I can categorize foods into different food groups and evaluate teenage diets using MyPlate.

Learning Target	Descriptor	Definition
4	Proficient	I can categorize foods into different food groups and evaluate teenage diets using MyPlate.
3	Developing	I can diagram and categorize foods into different food groups.
2	Basic	I can diagram the five food groups
1	Minimal	I can list the five food groups.
0	No Evidence	No evidence shown.

### 2.3 I can analyze information contained on nutrition labels.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze information contained on nutrition labels.
3	Developing	I can read information on a nutrition label.
2	Basic	I can describe what a nutrition label is and why it should be used.
1	Minimal	I can describe what a nutrition label is.
0	No Evidence	No evidence shown.

### 2.4 I can research healthy diets and make recommendations for healthy living.

Learning Target	Descriptor	Definition
4	Proficient	I can research healthy diets and make recommendations for healthy living.
3	Developing	I can describe a healthy diet, choose recipes to follow and identify smart choices to make with regard to meal planning


  
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Learning Target	Descriptor	Definition
2	Basic	I can describe smart choices to make with regard to meal planning when following a healthy diet.
1	Minimal	I can describe why healthy eating is important.
0	No Evidence	No evidence shown.

### 2.5 I can apply cleaning skills necessary to keep a kitchen sanitary in lab and at home.

Learning Target	Descriptor	Definition
4	Proficient	I can apply cleaning skills necessary to keep a kitchen sanitary in lab and at home.
3	Developing	I can practice cleaning skills in a lab environment.
2	Basic	I can describe procedures to be followed for kitchen cleanliness.
1	Minimal	I can describe why a clean kitchen is important.
0	No Evidence	No evidence shown.

### 2.6 I can describe food sanitation and safety principles necessary for working in the kitchen.

Learning Target	Descriptor	Definition
4	Proficient	I can describe food sanitation and safety principles necessary for working in the kitchen.
3	Developing	I can describe safety principles necessary for working in the kitchen.
2	Basic	I can describe food sanitation and safety principles to be followed.
1	Minimal	I can identify safe/unsafe lab practices.
0	No Evidence	No evidence shown.

## 3. Kitchen Basics (16.67%)

### Learning Targets

#### 3.1 I can prepare foods using a variety of different food preparation techniques.

Learning Target	Descriptor	Definition
4	Proficient	I can prepare foods using a variety of different food preparation techniques.
3	Developing	I can explain how to prepare foods using a variety of different techniques.
2	Basic	I can describe food preparation techniques according to their definitions.


  
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Learning Target	Descriptor	Definition
1	Minimal	I can match food preparation techniques to their definitions
0	No Evidence	No evidence shown.

### 3.2 I can demonstrate proper usage for a variety of basic kitchen equipment.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate proper usage for a variety of basic kitchen equipment.
3	Developing	I can demonstrate usage of basic kitchen equipment.
2	Basic	I can identify basic kitchen equipment and state their uses.
1	Minimal	I can identify basic kitchen equipment.
0	No Evidence	No evidence shown.


### 3.3 I can abbreviate common measurements and calculate basic kitchen equivalents.

Learning Target	Descriptor	Definition
4	Proficient	I can abbreviate common measurements and calculate basic kitchen equivalents.
3	Developing	I can abbreviate common measurements and identify basic kitchen equivalents.
2	Basic	I can abbreviate common kitchen measurements.
1	Minimal	I can identify common kitchen abbreviations.
0	No Evidence	No evidence shown.

### 3.4 I can demonstrate proper measurement techniques for a variety of ingredients.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate proper measurement techniques for a variety of ingredients.
3	Developing	I can demonstrate measurement techniques for ingredients.
2	Basic	I can describe measurement techniques for ingredients.
1	Minimal	I can match measurement techniques to ingredients.
0	No Evidence	No evidence shown.

### 3.5 I can read a variety of recipe formats and follow directions for preparing foods.


  
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Learning Target	Descriptor	Definition
4	Proficient	I can read a variety of recipe formats and follow directions for preparing foods.
3	Developing	I can read recipes and follow directions for preparing foods.
2	Basic	I can read recipes and describe preparation of foods.
1	Minimal	I can read a recipe for information.
0	No Evidence	No evidence shown.

#### 4. Food Preparation (16.67%)

##### Learning Targets

##### 4.1 I can set the table correctly and use proper table manners.

Learning Target	Descriptor	Definition
4	Proficient	I can set the table correctly and use proper table manners.
3	Developing	I can set the table correctly and describe proper table manners.
2	Basic	I can set the table correctly.
1	Minimal	I can draw proper table settings.
0	No Evidence	No evidence shown.

##### 4.2 I can demonstrate teamwork and leadership skills when working in the cooking lab.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate teamwork and leadership skills when working in the cooking lab.
3	Developing	I can demonstrate be a contributing member when working in the cooking lab.
2	Basic	I can productively work in the cooking lab.
1	Minimal	I can contribute, in part, to the cooking lab.
0	No Evidence	No evidence shown.

##### 4.3 I can describe the importance of and prepare healthy breakfasts, snacks and lunches.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the importance of and prepare healthy breakfasts, snacks and lunches.



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Learning Target	Descriptor	Definition
3	Developing	I can describe the importance of breakfast, healthy snacks and lunches.
2	Basic	I can give suggestions for healthy snacks and lunches.
1	Minimal	I can describe the importance of breakfast.
0	No Evidence	No evidence shown.

#### 4.4 I can demonstrate basic techniques and safety guidelines for microwaving foods.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate basic techniques and safety guidelines for microwaving foods.
3	Developing	I can demonstrate basic techniques for microwaving foods.
2	Basic	I can describe basic techniques and safety guidelines for microwaving foods.
1	Minimal	I can identify safety guidelines for microwaving foods.
0	No Evidence	No evidence shown.

#### 4.5 I can demonstrate organization, time management and cooperation when planning and preparing a meal for a guest.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate organization, time management and cooperation when planning and preparing a meal for a guest.
3	Developing	I can demonstrate organization, time management or cooperation when planning and preparing a meal for a guest.
2	Basic	I can demonstrate organization, time management or cooperation in most cooking experiences.
1	Minimal	I can demonstrate organization, time management or cooperation in a cooking experience.
0	No Evidence	No evidence shown.

### 5. Child Care and Development (16.65%)

#### Learning Targets

##### 5.1 I can define and give examples of leadership and decision making as an essential element of safe and responsible babysitting.

Learning Target	Descriptor	Definition
4	Proficient	I can define and give examples of leadership and decision making as an essential element of safe and responsible babysitting.



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Learning Target	Descriptor	Definition
3	Developing	I can define leadership and decision making as an essential element of safe and responsible babysitting.
2	Basic	I can define leadership and decision making and state why they are important skills for babysitters to have.
1	Minimal	I can define leadership and decision making.
0	No Evidence	No evidence shown.

**5.2 I can describe the process to begin babysitting, including what to discuss with parents, assessing personal attributes and safely procuring babysitting jobs.**

Learning Target	Descriptor	Definition
4	Proficient	I can describe the process to begin babysitting, including what to discuss with parents, assessing personal attributes and safely procuring babysitting jobs.
3	Developing	I can describe the process to begin babysitting, including what to discuss with parents and how to assess personal attributes for babysitting.
2	Basic	I can outline the process to begin babysitting, including what to discuss with parents.
1	Minimal	I can list the process to begin babysitting.
0	No Evidence	No evidence shown.

**5.3 I can describe safety-related problems in and around the home and describe how to prevent, recognize and fix these problems to create a safer environment when babysitting.**

Learning Target	Descriptor	Definition
4	Proficient	I can describe safety-related problems in and around the home and describe how to prevent, recognize and fix these problems to create a safer environment when babysitting.
3	Developing	I can identify safety-related problems in and around the home and describe how to prevent, recognize and fix these problems to create a safer environment when babysitting.
2	Basic	I can describe safety-related problems in and around the home.
1	Minimal	I can identify safety-related problems in and around the home.
0	No Evidence	No evidence shown.

**5.4 I can describe behaviors to expect from children based on their ages and developmental stages, choose activities that are developmentally appropriate and safe for children and demonstrate techniques for dealing with child misbehavior.**

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Learning Target	Descriptor	Definition
4	Proficient	I can describe behaviors to expect from children based on their ages and developmental stages, choose activities that are developmentally appropriate and safe for children and demonstrate techniques for dealing with child misbehavior.
3	Developing	I can describe behaviors to expect from children based on their ages and developmental stages, choose activities that are developmentally appropriate and safe for children and list techniques for dealing with child misbehavior.
2	Basic	I can describe behaviors to expect from children based on their ages and developmental stages, choose activities that are developmentally appropriate and safe for children.
1	Minimal	I can describe behaviors to expect from children based on their ages and developmental stages.
0	No Evidence	No evidence shown.

**5.5 I can list different types of basic child care and properly demonstrate hand washing, picking up and holding infants and toddlers, feeding infants and toddlers and changing diapers.**

Learning Target	Descriptor	Definition
4	Proficient	I can list different types of basic child care and properly demonstrate hand washing, picking up and holding infants and toddlers, feeding infants and toddlers and changing diapers.
3	Developing	I can list different types of basic child care and demonstrate hand washing, picking up and holding infants and toddlers, feeding infants and toddlers and changing diapers.
2	Basic	I can list different types of basic child care and demonstrate some of the following: hand washing, picking up and holding infants and toddlers, feeding infants and toddlers and changing diapers.
1	Minimal	I can list different types of basic child care.
0	No Evidence	No evidence shown.

**5.6 I can recognize a child care emergency and respond appropriately when asked to check for consciousness, care for wounds, and provide rescue breathing.**

Learning Target	Descriptor	Definition
4	Proficient	I can recognize a child care emergency and respond appropriately when asked to check for consciousness, care for wounds, and provide rescue breathing.
3	Developing	I can recognize a child care emergency and respond when asked to check for consciousness, care for wounds, and provide rescue breathing.
2	Basic	I can recognize a child care emergency and describe steps to take to get help.
1	Minimal	I can recognize a child care emergency.


  
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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

### 6. Personal Finance (16.67%)

#### Learning Targets

##### 6.1 I can analyze how spending and saving behavior can affect overall well-being.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze how spending and saving behavior can affect overall well-being.
3	Developing	3
2	Basic	2
1	Minimal	1
0	No Evidence	No evidence shown.

##### 6.2 I can predict how influences such as current fashion trends, peer pressure and procrastination can affect financial decisions.

Learning Target	Descriptor	Definition
4	Proficient	I can predict how influences such as current fashion trends, peer pressure and procrastination can affect financial decisions.
3	Developing	3
2	Basic	2
1	Minimal	1
0	No Evidence	No evidence shown.

##### 6.3 I can analyze money-handling decisions that young adults commonly face.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze money-handling decisions that young adults commonly face.
3	Developing	3
2	Basic	2
1	Minimal	1
0	No Evidence	No evidence shown.



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4 I can compare saving strategies, including "Pay Yourself First" and comparison shopping.

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Learning Target	Descriptor	Definition
4	Proficient	I can compare saving strategies, including "Pay Yourself First" and comparison shopping.
3	Developing	3
2	Basic	2
1	Minimal	1
0	No Evidence	No evidence shown.

Submitted on 2/8/2022 by Kristi Hause