

# FAMILY AND CONSUMER SCIENCE CURRICULUM STANDARDS

- Understand the family as the basic unit of society.
- Understand the impact of the family on the well being of individuals and society.
- Understand important concepts and skills related to careers in family services.
- Understand how knowledge and skills related to consumer and resources management affect the well being of individuals, families, and society.
- Understand important concepts and skills related to careers in consumer science.
- Understand how knowledge and skills related to living environments affect the well being of individuals, families and society.
- Understand important concepts and skills related to careers in facilities management and maintenance.
- Understand important concepts and skills related to careers in hospitality, tourism, and recreation industries.
- Understand important concepts and skills related to careers in the housing, interiors, and furnishings industry.
- Use skills and techniques related to building, maintaining, and repairing structures.
- Understand important concepts and skills related to careers in early childhood education and services.
- Understand how knowledge and skills related to child development affect the well being of individuals, families and society.
- Understand important concepts and skills related to careers in food production and services.
- Understand how knowledge and skills related to nutrition and food affect the well being of individuals, families and society.
- Understand important concepts and skills related to careers food science, dietetics, and nutrition industries.
- Uses basic mechanical skills related to the manufacturing industry.
- Understand how knowledge and skills related to clothing and textiles affect the well being of individuals, families and society.
- Understand important concepts and skills related to careers in the textiles and apparel industries.

## FOODS I

**Subject:** Foods I

**Grades:** 9, 10, 11, 12

**Length of Course:** First Semester

**Prerequisites:** None

**CURRICULUM BENCHMARKS:**

1. Understands basic nutritional needs and dietary practices (understands classification, sources, and functions of nutrients and their relation to illness and disease).
2. Knows the nutrient requirements for individuals across the life span.
3. Understands the impact of food and diet fads, food addictions, and eating disorders on wellness.
4. Understands alternative meal plans for persons with special nutritional needs (diabetic, pregnant, teen, convalescent, athlete).
5. Knows community resources available for helping those with dietary needs.
6. Uses criteria to evaluate sources of nutritional information (food label, advertising, etc.).
7. Knows safety and sanitation techniques to be practiced in food handling and use of equipment.
8. Uses recipe directions in food preparation.
9. Knows a variety of food preparation techniques and knows how to serve a variety of foods.
10. Knows meal preparation techniques (basic food preparation that preserves nutritional value; types and safe use of equipment, tools, and utensils; correct measuring techniques).
11. Selects, prepares, and serves nutritious and aesthetically pleasing foods from all food groups.

### **COURSE DESCRIPTION:**

This course will develop introductory food preparation and kitchen management skills. The students will gain an understanding of individual nutritional needs during the life span. Students will examine food and diet fads, food addictions, and eating disorders and specialized nutritional needs. Students will learn principles of food safety and handling, basic food preparation techniques, use of kitchen equipment, and preparation of food from all food groups. The class will consist of both class work and lab work.

### **WHAT STUDENTS ARE EXPECTED TO DO:**

1. Read textbook assignments.
2. Complete daily written assignments and projects.
3. Participate in class discussions.
4. Complete tests and quizzes
5. Participate in and evaluate food labs.
6. Make up food lab absences.

## **FOODS II**

**Subject:** Foods II

**Grades:** 9, 10, 11, 12

**Length of Course:** Second Semester

**Prerequisites:** Foods I

### **CURRICULUM BENCHMARKS:**

1. Understands basic nutritional needs and dietary practices.
2. Understands the effects of scientific and technical advances on meeting nutritional needs (effects on food selection, preparation, home storage, nutrient content, availability, safety, processing, product development, and distribution).
3. Knows factors that affect food safety, from production to consumption.
4. Knows cost effective practices for food purchasing.
5. Knows methods used to store surplus foods (refrigeration, freezing, drying, canning).
6. Selects, prepares, and serves nutritious and aesthetically pleasing foods from all food groups.
7. Plans, prepares, serves and evaluates a meal.
8. Knows appropriate meal services and table etiquette to be practiced in a variety of situations.
9. Locates and/or utilizes food and nutrition resources.
10. Understands that family food choices are influenced by culture, traditions, and socioeconomic factors.
11. Identifies various cultural and regional cuisines.
12. Examines food related occupations.

### **COURSE DESCRIPTION:**

This course is the second semester of an introductory nutrition, food preparation and kitchen management skills class. The students will increase their understanding of the nutritional needs of individuals. Students will look at advances in technology and science and their relationship to food preparation and nutrition. Food purchasing, storing and preservation will be examined. Students will expand their knowledge of food preparation techniques and learn basic meal planning and food purchasing skills. An emphasis will be placed on the effects of culture, traditions, and geography on food choices. Students will prepare regional and international dishes. Food related occupations will be examined.

### **WHAT STUDENTS ARE EXPECTED TO DO:**

1. Read textbook assignments.
2. Complete daily assignments and participate in class discussions.
3. Complete tests and quizzes
4. Participate in and evaluate food labs.
5. Research and write a report on a foreign cuisine.
6. Plan, prepare, and serve foods from the foreign country researched.

## **21<sup>ST</sup> CENTURY EMPLOYABILITY**

**Course Area:** FCS

**Grades:** 9, 10, 11, 12

**Length of Course:** Second Semester

### **CURRICULUM BENCHMARKS:**

1. Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.
2. Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.
3. Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.
4. Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.
5. Demonstrate productivity and accountability by meeting high expectations.

**COURSE DESCRIPTION:**

An academic based career exploration program designed to help young men and women become aware of their values, interests, and abilities as they explore a wide variety of career choices. 21<sup>st</sup> Century Employability education will also provide students with the knowledge to gain skills in job seeking and keeping, and learn how to maintain positive employment skills for their career. Opportunities to learn more about particular occupations and careers will be explored through simulated job shadowing experiences and/or career exposure provided by a career mentor.

**WHAT THE STUDENT IS EXPECTED TO DO:**

1. Take lecture notes.
2. Participate in class discussion.
3. View video materials and evaluate them.
4. Develop a career portfolio, which includes personal inventories, career surveys, and aptitude tests.
5. Conduct career interviews.

## **CHILD DEVELOPMENT I**

**Subject:** Child Development I

**Grades:** 10, 11, 12

**Length of Course:** First Semester

**Prerequisites:** None

**CURRICULUM BENCHMARKS:**

1. Understands the responsibilities of parenting.
2. Understands the impact of parenthood on the individuals involved.
3. Understands various aspects of family planning.
4. Knows the factors affecting the decision to parent (personal goals and priorities, genetic history, resources, cultural and societal factors, individual readiness).

5. Understands parenting roles, expectations, and responsibilities across the life span and in different cultures and societies.
6. Understands the concepts and principles related to the physical, emotional, social, and cognitive development of children.
7. Knows the basics needs of children (food, clothing, shelter, safety, security, love, and acceptance).
8. Understands the components of prenatal development and care (stages of prenatal development, nutritional needs during pregnancy, environmental and genetic factors that affect prenatal development, the process of delivery).
9. Understands the various factors that impact human growth and development (heredity and environment, social, economic and technological forces; gender, ethnicity, and culture; life events).
10. Understands ways to guide the physical, social, emotional, and intellectual development of children (knows activities that promote healthy growth and development; knows procedures for handling safety, first aid, and emergency situations; select toys, equipment, food, and materials appropriate for the developmental stage of a child; knows childhood diseases and immunization procedures).
11. Knows nutritional needs and appropriate feeding practices for infants and children.

### **COURSE DESCRIPTION:**

This course is focused on child development from the decision to parent through pregnancy, prenatal development, birth, and development of the child through age three. Social, physical, cognitive, emotional, and moral development will be studied at the appropriate developmental stages of the child. Students will be introduced to the guidance techniques that have proved to be successful in child rearing. Students who may be planning parenthood in their future or possibly considering a career related to children would find this course helpful in preparing them for one or both roles. This course is articulated with WITCC.

### **WHAT STUDENTS ARE EXPECTED TO DO:**

1. Read the textbook assignments.
2. Complete daily assignments and projects.
3. Complete quizzes and tests.
4. Participate in class discussions and field trips.
5. View films, filmstrips, and videos.
6. Complete observations of children.

## **CHILD DEVELOPMENT II**

**Subject:** Child Development II

**Grades:** 10, 11, 12

**Length of Course:** Second Semester

**Prerequisites:** Child Development I

### **CURRICULUM BENCHMARKS:**

1. Understands the concepts and principles related to the physical, emotional, social, and cognitive development of children.
2. Knows factors influencing the child/parent relationship and knows how this relationship changes at different stages of the family life cycle.
3. Understands the causes, prevention, and treatment of child abuse and neglect.
4. Understands ways to guide the physical, social, emotional, and intellectual development of children (knows activities that promote healthy growth and development; knows procedures for handling safety, first aid, and emergency situations; select toys, equipment, food, and materials appropriate for the developmental stage of a child; knows childhood diseases and immunization procedures).
5. Understands various factors that influence human growth and development (heredity, environment, gender, ethnicity, culture; social, economic and technological forces; developmental disorders).
6. Understands the effect of play in the development of children (understands that play promotes physical, cognitive, emotional, and social development; knows strategies parents may use to encourage constructive play).
7. Knows activities that promote development in children and adolescents (visual, auditory, tactile; outdoor and indoor activities that promote motor skills, creativity, language development, cognitive development and social development).
8. Understands the needs of children with special conditions.
9. Knows family issues that affect the home environment of children (family structure, work, educational level, social mores, cultural traditions; history of child abuse, drugs).
10. Understands how various styles of parenting affect the development of children (authoritarian, democratic, permissive).
11. Knows external support systems that provide services for parents.
12. Knows various types of care giving services

### **COURSE DESCRIPTION:**

This course introduces the student to the development and needs of the growing child from age four through puberty. The issues of play, discipline/parenting styles, childcare and abuse are examined. The class will also look at family community resources and careers focusing on the child and family. Students who may be planning parenthood in their future or possibly considering a career related to children would find this course helpful in preparing them for one or both roles. This course is articulated with WITCC.

### **WHAT STUDENTS ARE EXPECTED TO DO:**

1. Read the textbook assignments.
2. Complete daily assignments and Assigned projects.
3. Complete quizzes and tests.
4. Participate in class discussions and field trips.
5. View films, filmstrips, and videos.
6. Observe children in various environments.

# FINANCIAL LITERACY

**Subject Area:** FCS

**Grades:** 11, 12

**Length of Course:** First Semester

**Prerequisites:** None

## CURRICULUM BENCHMARKS:

1. Demonstrate financial responsibility and planning skills to achieve financial goals for a lifetime of financial health.
2. Manage money effectively by developing spending plans and selecting appropriate financial instruments to maintain positive cash flow.
3. Make informed and responsible decisions about incurring and repaying debt to remain both creditworthy and financially secure.
4. Evaluate and identify appropriate risk management options, including types of insurance, non-insurance and identity protection.
5. Assess the value, features, and planning processes associated with savings, investing, and asset building, and apply this knowledge to achieve long-term financial security with personal and entrepreneurial goals in a global market.
6. Understand human, cultural, and societal issues related to financial literacy, and practice legal and ethical behavior.

## COURSE DESCRIPTION:

Financial Literacy is a course designed to help students prepare for the financial challenges of adult life. Students will learn basics of financial literacy including money management, income, spending, saving, debt, credit and the use of financial resources to function well in society at a personal, professional, business and community level. Students will also learn about financial responsibility and know how to apply this knowledge to achieve long-term financial security.

## WHAT STUDENTS ARE EXPECTED TO DO:

1. Read textbook assignments.
2. Complete daily assignments and participate in class discussions.
3. Complete tests and quizzes

# INDEPENDENT LIVING

**Subject:** Independent Living

**Grades:** 11, 12

**Length of Course:** One Semester

**Prerequisites:** None

**CURRICULUM BENCHMARKS:**

1. Explains the basic skills necessary to maintain personal, physical and mental health.
2. Understands strategies for developing a positive self-concept and good interpersonal relationships.
3. Develops short and long-term planning, goal setting, problem-solving, and decision-making skills.
4. Understands how to budget personal resources (time, money, energy) and the need for personal financial planning.
5. Knows types, sources, advantage, and disadvantage of using credit.
6. Understands consumer rights and responsibilities and appropriate procedures for exercising those rights.
7. Knows shopping techniques used to make good consumer decisions (comparing quality, features, and costs of similar products, evaluating warranty and contracts).
8. Understands the importance of cleanliness, organization, safety, and maintenance of the household environment.
9. Know how to organize and decorate space in the home to ensure a safe environments.
10. Understands general nutritional principles and how to plan, prepare, and serve simple meals that reflect dietary guidelines.
11. Knows basic food safety and sanitation techniques and proper use of equipment.
12. Understands principles to follow when planning a wardrobe and preparing a clothing budget.
13. Knows clothing care procedures (clothing care labels, laundry procedures, packing and storing clothing, care procedures for various fabrics).

**COURSE DESCRIPTION:**

This course is designed to provide students with introductory skills that will allow them to successfully live on their own. Some of the topics students will study include: personal growth, developing relationships, budgeting and resource management, consumer decision-making, finding and furnishing a place to live, meal planning and preparation, clothing selection and care, and providing for insurance needs.

**WHAT STUDENTS ARE EXPECTED TO DO:**

4. Read textbook assignments.
5. Complete daily assignments.
6. View media presentations.
7. Complete tests and quizzes.
8. Complete projects dealing with content areas.