

KANE AREA SCHOOL DISTRICT



Family and Consumer Science, Grades 6-8 2023

Revised by Tyler Lehman, KAMS Family and Consumer Science Teacher

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Family and Consumer Science 6

Statement of Organization:

This course includes units on community responsibility; financial and resource management, and food science/nutrition. Students study practical use of natural and human resources. They will discuss work skills and how these skills relate to school and home. While in the food unit, the students will learn about basic principles of food preparation and handling, along with nutrition and nutritional needs. This includes breakfast importance, food groups, and healthy snacking/food choices. Students will learn simple food reactions and how those reactions create the textures, flavors, and colors they see in their foods.

Expected Levels of Achievement:

Students are expected to achieve mastery of concepts and skills presented by obtaining at least eighty percent (80%) on all graded materials and projects/labs.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Teacher-made tests
- Class participation
- Labs
- Teacher-made projects

Estimated Instructional Time:

This course meets for the equivalent of thirty (30) clock hours every 9 weeks with a new group of students.

Technology Integration:

In addition to print resources and kitchen materials/equipment, students will use technology when available and applicable to augment learning. This will be in the form of personal Chromebooks. Students will also be required to use a digital learning management system and complete assignments, tasks, and projects in that system.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
Community, Home-life, and Personal Responsibility: Working together as family or friends to complete tasks. Working together is effective in team building and creating an environment that is calm and collective.	1. Patterns of interpersonal communications can result in predictably positive or negative results. Using labs and groups work students will practice these skills of problem-solving, communicating, time management, teamwork, and other various aspects of working together to complete tasks.	1.a. Contrast the solutions reached through the use of a simple decision-making process that includes analyzing consequences of alternative solutions against snap decision-making methods. 1.b. Deduce the importance of time management skills (e.g., home, school, recreational activities). 1.c. Classify the components of effective teamwork and leadership. 1.d. Identify the concepts and principles used in planning space for activities. 1.e. Describe the role of technology within a community in maintaining a safe and healthy living environment (e.g., safety, hospitals, waste treatment, water quality, schools). 1.f. Compare and contrast how different cultures meet family responsibilities within differing configuration.	Verbal Communication Nonverbal communication Constructive criticism Conflict resolution Communication patterns Leadership Active listening skills Teamwork Impulse decisions Steps of decision-making process Elements of Design Principles of Design Time management Long-term goals Short-term goals	11.2.6.A 11.2.6.B 11.2.6.C 11.2.6.D 11.2.6 E 11.2.6 F 11.2.9 A 11.2.9 C 11.2.9 H
	2. Effective teamwork and leadership depend on several key components, such as: cooperation, communication, collaboration and compromise.	2.a. Identify the difference between positive and negative communication patterns and their effects on team building. 2.b. Compare and contrast the roles and responsibilities of group leaders and group members 2.c. Contribute to a classroom environment that encourages and respects the ideas and contributions of all group members. 2.d. Explain how being flexible helps you adapt in everyday life situations. 2.e. Identify strategies that encourage respectful and caring teamwork in family and community living.		
	3. Satisfactory solutions are more likely when a logical decision-making process is used. Talking through actions and following directions together rather than individually.	3.a. Compare & contrast the effectiveness of snap decisions versus reasoned decisions. 3.b. Explain how factors influence decision making. 3.c. Describe the decision-making process. 3.c. Examine reliable sources of information for decision-making. 3.d. Apply the decision-making process to make and evaluate decisions.		

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
	4. Design concepts and principles are used in planning space for activities. Making sure workspace is sufficient and all in that space working safely.	4.a. Identify design concepts and principles that contribute to effective use of space for family, work, and community activities. 4b. Recognize factors that contribute to maintaining safe and healthy home, school, and community environments.		
	5. Time must be carefully managed to accomplish goals.	5.a. Identify the benefits of managing time. 5.b. Demonstrate effective time management skills when working to accomplish a goal. 5.c. Create a logical plan to accomplish a short and long-term goal. 5.d. Assess whether goals are realistic and achievable.		
Responsible consumers use effective resource management to accomplish individual, family and community goals.	1. Proper care and maintenance of products and services increases and prolongs their consumer benefit to consumers.	1.a. Identify and list several ways goods and services can be maintained and/or repaired for longer life.	Goods and Services Product labels Comparison shopping Warranties Guarantees Consumerism Spending Plan	11.1.6.A 11.1.6.B 11.1.6.D 11.1.6.F 11.1.9 A 11.1.9 F 11.1.9 G
	2. When deciding whether to purchase a product, consumers should analyze available information.	2.a. Read and analyze safety precautions on product labels. 2.b. Compare and contrast features, prices, product information, and performance of consumer goods.		
	3. All resources are limited. Therefore, choices must be made.	3.a. Identify resources that can be used together for an individual to reach a goal.		
Nutrition, eating habits and preparation choices impact overall health. The MyPlate Program System promotes every wellness throughout the lifecycle at individual and societal level.	1. The use of dietary guidelines and the moderation and balance in a nutritious individual the ability to plan and assess a well-balanced diet.	1.a. Describe the importance of Calorie diet. 1.b. Distinguish between foods that are nutrient dense and those that are not. 1.c. Create a well-balanced daily menu using current dietary guidelines. 1.d. Utilize computer-based applications to design and evaluate an individualized food plan.	My Plate Program Energy Nutrient Nutrient groups Nutrient Density Dietary Guidelines Food-borne illnesses Sanitation Digestion Common Kitchen terms Kitchen abbreviations Kitchen equivalents Food Preservation Preservatives GMO	11.3.3 A 11.3.3 B 11.3.3 C 11.3.3 D 11.3.3 E 11.3.3 F 11.3.3 G 11.3.6.A 11.3.6.B 11.3.6.D 11.3.6.E 11.3.6.F 11.3.6.G
	2. Environmental conditions affect food safety.	2.a. Identify food-borne illnesses. 2.b. Describe factors that contribute to food-borne illness. 2.c. Describe conditions and practices that promote safe food handling.		

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
	3. Physical, biological and chemical changes occur during food preparation.	3.a. Identify ways to physically change foods during preparation. 3.b. Describe biological changes in food. 3.c. Explain how ingredients undergo chemical changes during food production	Nutrient dense foods My Plate Food Groups Colorful diet Breakfast Well-rounded diet Caramelization Pasteurization Leavening agents Kitchen tools Safety terms	
	4. Digestion breaks down food into nutrients used by the body.	4.a. Describe the purpose of the digestive process 4.b. Explain the relationship between caloric in-take versus energy output. 4.c. Categorize nutrients that provide energy.		
	5. Food can be prepared and handled by using various methods.	5.a. Explain basic food preparation techniques. 5.b. Demonstrate proper food handling procedures. 5.c. Cover various kitchen tools and equipment. 5.d. Cover food safety when utilizing certain kitchen tools (self and food safety). 5.e. Why is one preparation method better than another when making certain foods to assist in handling/storing.		
	6. Food can be processed and preserved for later use.	6.a. Identify different food forms in the marketplace 6.b. Suggest reasons to preserve foods in different forms. 6.c. Identify reasons why people need foods in different forms.		

Family and Consumer Science 7

Statement of Organization:

This course is designed to include units on community and resource management, housing and interior decorating, and food science and nutrition. Students study minor aspects of interior design and housing principles. They will discuss work skills and how these skills relate to school and home. While in the food unit, the students will learn about basic principles of food preparation, food handling, and nutrition. Nutrition aspect of class build upon the 6th grade curriculum: development of healthy snacking, nutritionally dense and non-nutritionally dense foods, and balancing a diet. Students will discover and research governmental agencies (FDA/USDA) responsibilities with food/food safety.

Expected Levels of Achievement:

Students are expected to achieve mastery of concepts and skills presented by obtaining at least eighty percent (80%) on all graded materials and projects/labs.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and Practice
- Teacher-Made tests
- Labs
- Teacher-Made Projects
- Presentations

Estimated Instructional Time:

This course meets for the equivalent of thirty (30) clock hours every 9 weeks with a new group of students.

Technology Integration:

In addition to print resources and kitchen materials/equipment, students will use technology when available and applicable to augment learning. This will be in the form of personal Chromebooks. Students will also be required to use a digital learning management system and complete assignments, tasks, and projects in that system.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
Responsible consumers use effective resource management to accomplish individual, family and community goals. Consider how those who design buildings, architecture, and other various community/family locations use psychology to affect emotions and physical feelings/desires.	1. Different types of housing are available to meet individual and family needs across the lifespan.	1.a. Identify and examine factors to consider when choosing housing. 1.b. Compare and discuss different styles of housing.	Conservation Landfills Incineration Energy efficient Decompose Biodegradable Natural resources Nonrenewable resources Nuclear energy Wasted resources FDA USDA	11.1.6.C 11.1.6 G 11.1.9 A 11.1.9 B 11.1.9.C 11.1.9 D 11.1.9 F 11.1.9.G 11.2.12 A 11.2.12 C
	2. A variety of factors impact the housing options available to individuals and families.	2.a. Consider where to live using personal and community variables. 2.b. Consider rural, suburban, and city style living conditions and housing styles for each location. 2.c. Cover simple housing costs that one may have when buying, remodeling, or renting a house.		
	3. Explore how colors, designs, and architecture effect a home and those who live in or are buying the home.	3.a. Color influences self and ultimately effect moods/perceptions. 3.b. Research restaurants, sports teams, clothing companies, and ultimately architects use various colors to change emotions/perceptions of people.		
	4. Look at design that are ergonomic and what makes certain designs for various more ergonomic than others.	4.a. What furniture is and is not ergonomic, why? 4.b. Why do certain engineers make products for the human body ergonomic?		
Families are the fundamental unit of society; strong families empower individuals to manage the challenges of living and working in a diverse, global society. Thus, strong communication is what can help build and maintain strong relationships of various assortments.	1. Communication skills are important when solving problems and making decisions.	1.a. Validate effective communications in interpersonal relationships. 1.b. Examine how power can be used or misused in interpersonal exchanges and decision-making. 1.c. Describe how personal boundaries are affected by cultural differences. 1.d. Analyze the effects of self-esteem and self-image on relationships. 1.e. Analyze factors that contribute to healthy and unhealthy relationships. 1.f. Analyze processes for handling unhealthy relationships. 1.g. Analyze strategies to overcome communication barriers in family and work settings.	Interpersonal relationships Refusal skills Assertiveness Family life cycle Globalization Crises Compromise Negotiation Mediation Practical reasoning skills Dilemma Critical decision-making skills Thinking skills Elements of design Principles of design Floor plan Traffic patterns Activity zones Planning process	11.2.6.F 11.2.9.A 11.2.9.B 11.2.9.C 11.2.9.D 11.2.9.F 11.2.9.H
	2. Families within all cultures change to meet evolving needs throughout the life cycle.	2.a. Explain the role of family in teaching culture and traditions across the lifespan. 2.b. Explain how values, beliefs, and social and cultural norms influence family responsibilities. 2.c. Describe how the family life cycle affects the development of communities. 2.d. Describe how the community responds to families and their needs over the course of the life cycle.		

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
		2.e. Compare families in various cultures. 2.f. Analyze the effects of globalization and increasing diversity on individuals, families, and society.		
	3. Families work best when teamwork and leadership skills are utilized.	3.a. Compare and contrast the ways in which families assign responsibilities and delegate tasks in accomplishing the work of the family. 3.b. Evaluate the costs and rewards for cooperating, compromising, and collaborating in family relationships.		
	4. The practical reasoning approach is effective when solving dilemmas.	4.a. Identify and utilize a practical reasoning approach when solving dilemmas 4.b. Describe how societal changes affect decision making. 4.c. Define critical thinking skills related to practical reasoning and decision making. 4.d. Predict short- and long-term consequences of decisions on self, family, and the environment.		
	5. The use of a room is impacted by available space and individual family needs.	5.a. Consider the space requirements for a specific activity. 5.b. Apply the principles and elements of design to the creation of a floor plan to a specific space at home. 5.c. Analyze the extent to which floor plans meet the needs of efficiency and safety in areas related to traffic patterns, activity zones, and storage needs.		
Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at individual and societal level.	1. Many factors affect food choices.	1.a. Compare and contrast the effects of psychological, cultural, and social influences on food choices and other nutrition practices. 1.b. Analyze the effect of nutrients on health, appearance, and optimal performance.	Food contamination Oxidation GMOs-Genetically Modified Organisms Irradiation Preservatives Enzymatic actions Meal management Time management E-coli Salmonella Campylobacter Trichinosis	11.3.3 A 11.3.3 B 11.3.3 C 11.3.3 D 11.3.3 E 11.3.3 f 11.3.3 G 11.3.6 A 11.3.6 B 11.3.6 C 11.3.6 D 11.3.6 E 11.3.6 F
	2. Food contamination can be caused by biological and chemical agents.	2.a. Identify ways to prevent food contamination. 2.b. Demonstrate safe food handling techniques. 2.c. Research food-borne illnesses. 2.d. Demonstrate standard procedures for receiving and storage of raw and prepared foods. 2.e. Examine and explore the USDA and the FDA. 2.f. How does the USDA and FDA help protect consumers and ultimately what are their various functions?		

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
	3. Food preparation and preservation cause physical and chemical changes to occur.	3.a. Demonstrate food preparation and preservation techniques that result in physical changes to the ingredients. 3.b. Demonstrate food preparation and preservation techniques that result in chemical changes to the ingredients. 3.c. Explore ways to control enzymatic actions in foods. 3.d. Explore/examine what occurs when food is not properly stored, or cross-contamination occurs.	Listeria Cross-contamination	11.3.6 G 11.3.9 A 11.3.9 B 11.3.9 F 11.3.9 G
	4. Scientific and technological developments affect the food supply.	4.a. Identify and analyze how scientific and technological advances influence the nutrient content, availability, quality and safety of foods. 4.b. Describe the effects of scientific and technological advances on selection, preparation, and home storage of food. 4.c. How has the USDA and FDA advanced food safety?		
	5. Meal management principles are an important consideration when planning and preparing foods.	5.a. Demonstrate effective use of meal management principles. 5.b. Determine food, equipment, and supplies needed for menus. 5.c. Demonstrate the ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods. 5.d. Predict the amount of time required for meal preparation and plan a time schedule for preparing a meal. 5.e. Cover tool safety and planning for when certain tools may need to be used in food preparations.		

Family and Consumer Science 8

Statement of Organization:

This course is designed to include units on families in community, and resource management, child development, basic financial responsibilities, and food science/nutrition. Students study basic money management principles and the practical use of natural and human resources. Students will learn how-to take-out loans, balance a check book, keep good fiscal records, and basic spending/saving principles. The financial lessons revolve around a bean game. They will discuss work skills and how these skills relate to school and home. Students will learn basic childcare techniques and care for a pretend child in the classroom. While in the food unit, the students will learn about basic principles of food preparation, food handling, and nutrition. Students will also examine the basics of macronutrients/micronutrients and how those nutrients are used by the body for various daily body functioning. Finally, students will examine the body and the gastrointestinal tract, looking at how the body functions in digestion and energy use.

Expected Levels of Achievement:

Students are expected to achieve mastery of concepts and skills presented by obtaining at least eighty percent (80%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Teacher-made tests
- Class participation
- Labs
- Teacher-Made Projects
- Debates
- Presentations

Estimated Instructional Time:

This course meets for the equivalent of thirty (30) clock hours every 9 weeks with a new group of students.

Technology Integration:

In addition to print resources and kitchen materials/equipment, students will use technology when available and applicable to augment learning. This will be in the form of personal Chromebooks. Students will also be required to use a digital learning management system and complete assignments, tasks, and projects in that system.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
Responsible consumers use effective resource management to accomplish individual, family and community goals. Using financial resources, one becomes responsible in handling money, allotting money to certain purposes, saving for the future, and managing a variety of incomes.	1. Consumer goods and services can be obtained through a variety of purchasing strategies.	1.a. Investigate sources that allow the consumer to comparison shop before purchasing an item. 1.b. Analyze the effect of consumer credit on purchasing decisions. 1.c. Identify different shopping and purchasing options for consumer goods and services. 1.d. Identify various banking options and why some options fit certain needs better than others. 1.e. Look into saving and why paying self-first is important for the future. 1.f. Understand credit, income, deposits, expenditures, and various loan types.	Comparison shop Consumer protection agencies Consumer action groups Consumer Products Safety Commission Fringe benefits 401K Roth 403B 457 Income Expenditure Loan Auto loan Car loan School loan Personal loan Consolidation Checking account Savings account Financial investor	11.1.6 E 11.1.6 G 11.1.9 A 11.1.9 B 11.1.9 D 11.1.9.E 11.1.9.F 11.1.12 B 11.1.12 E 11.1.12 F
	2. Consumer rights are protected by law.	2.a. Research and present information about government agencies, consumer protections agencies and consumer action groups. 2.b. Identify official offices within your state that play a role in consumer protection. 2.c. Understand what the FDIC is and how is protect consumers in the banking industry. 2.d. Learn balancing a check book, saving money, writing a check, pay periods, expenditures, and other banking items with the “Bean Game”.		
	3. There are costs and benefits to holding a job as a teenager.	3.a. Identify and evaluate reasons why a teen would get a job. 3.b. Analyze what is gained or lost by having a job. 3.c. Understand healthy workload. 3.d. Discuss why “overworking” effects family and why it may create strain with both family and friends.		
	4. Income and fringe benefits are both important when making career and employment choices.	4.a. Identify various types of fringe benefits, looking at various retirement accounts (IRA, 403B, 401K, 457, and Roth versions). 4.b. Create a list of fringe benefits to compare various job offers. 4.c. Explain the financial impact of career decisions. 4.d. Explore careers and how one may obtain/work up into various careers.		

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
Nutrition, eating habits and preparation choices impact overall health and wellness throughout the lifecycle at the individual and societal level. Healthy versus non-healthy choices have consequences in a positive and negative direction on the body.	1. Many factors affect food choices	1.a. Investigate factors such as cost, nutritional value, food preparation, family customs, ethnicity, geography, availability, convenience, taste, health conditions /concerns and determine how these factors influence food choices. 1.b. Compare and contrast the effects of psychological, cultural, and social influences on food choices and other nutrition practices. 1.c. Analyze the effect of nutrients on health, appearance, and optimal performance.	Eating disorders Food addictions Fad diets Wellness Food allergies Food sensitivities Cross-contamination Sanitation Food borne illnesses E. Coli Salmonella Staphylococcus GMOs Irradiation Macronutrients Micronutrients Vitamins Minerals Fats Proteins Carbohydrates Digestion tract Diabetes Celiac disease Metabolism Catabolic Anabolic	11.3.9.A 11.3.9.B 11.3.6.C 11.3.9.C 11.3.9.D 11.3.9.E 11.3.12 A 11.3.12 B 11.3.12 C 11.3.12 D 11.3.12 E 11.3.12 F 11.3.12 G
	2. Emotional, psychological, and physical factors can have an impact on health.	2.a. Analyze societal messages regarding body size. 2.b. Identify common food fads, diets, addictions and eating disorders. 2.c. Analyze the effect of food and fad diets, food addictions, and eating disorders on individuals' health and wellness.		
	3. Food choices maximize personal health and decrease disease and risk factors.	3.a. Identify diseases and disorders that are affected by diet. 3.b. Identify and explain which foods can be used to decrease risk of chronic disease. 3.c. Describe ways to support friends and family members who have specific dietary needs.		
	4. Life stages have different energy and nutrient requirements.	4.a. Examine how energy requirements change over the course of the life cycle. 4.b. Compare nutritional needs of individuals throughout the life cycle. 4.c. Explore the connection between physical activity and dietary intake.		
	5. Food contamination can be caused by biological and chemical agents.	5.a. Identify ways to prevent food contamination. 5.b. Demonstrate safe food handling techniques. 5.c. Research food borne illnesses. 5.d. Demonstrate standard procedures for receiving and storage of raw and prepared foods.		
	6. Scientific and technological developments affect the food supply.	6.a. Identify and analyze how scientific and technological advances influence the nutrient content, availability, quality and safety of foods. 6.b. Describe the effects of scientific and technological advances on selection, preparation, and home storage of food.		

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards
Children grow and learn in observable patterns that can be recognized and optimized through consistent and stable family and community environments.	1. Caregivers play a key role in the learning environment.	1.a. Describe the roles and responsibilities of the caregiver in providing a variety of opportunities for play and learning.	Stages of Child Development Areas of Maturity Swaddling Object permanence Growth stages Infant Toddler Reflexes Bathing Tummy time Breast milk Formula Solid foods SIDS Child safety	11.4.6 A 11.4.6 B 11.4.6 C 11.4.6 D 11.4.6 E 11.4.9.A 11.4.9.B 11.4.9 C 11.4.9 D 11.4.9 E 11.4.12 B 11.4.12 C 11.4.12 E
	2. Research has identified characteristics of an effective learning environment.	2.a. Design a floor plan to show understanding of appropriate space planning for learning to occur. Arrange learning centers that provide for children's explorations, discovery, and development.		
	3. Health and safety hazards need to be evaluated at each stage of development.	3.a. Describe and predict health and safety hazards relating to children at each stage of development. 3.b. Evaluate current technology practices concerning children and teens.		
	4. Research has identified practices, environments and conditions that optimize child development.	4.a. Analyze interrelationships among physical, emotional, social and intellectual aspects of child growth and development. 4.b. Explain how observations and assessments help in understanding children. 4.c. Develop intellectual activities for infants, toddlers and preschoolers. 4.d. Determine developmentally appropriate guidelines for children's behaviors.		
	5. There are various methods and activities to enhance literacy development in children.	5.a. Identify activities that enhance science, math and language development through reading and storytelling.		