

Martensdale- St. Marys Community School

Grades 9-12 Family and Consumer Science Curriculum

Standard 1: Integrate multiple life roles and responsibilities in family, work, and community settings.

Grade Level/Course: 7th/8th FCS Exploration

Benchmark: The student will:	Grade Level/Course Objectives	Instructional Strategies	Assessments	Instructional Timeline
<p><i>1.2 Demonstrate transferable and employability skills in school, community and workplace settings.</i></p>	<p><i>1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.</i></p> <p><i>1.2.2 Demonstrate job seeking and job keeping skills.</i></p> <p><i>1.2.3 Apply communication skills in school, community and workplace settings.</i></p> <p><i>1.2.8 Demonstrate work ethics and professionalism</i></p>	<p><i>*Research project</i></p> <p><i>*Discussion</i></p> <p><i>*Guided Practice</i></p>		

Standard 2: Evaluate management practices related to the human, economic, and environmental resources.

Grade Level/Course: 7th/8th FCS Exploration

Benchmark: The student will:	Course/Grade Level Objectives	Instructional Strategies	Assessments	Instructional Timeline
<p>2.1 Demonstrate management of individual and family resources, such as food, clothing, shelter, health care, recreation, transportation, time and human capital.</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</p>	<p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>2.6.2 Apply management principles to individual and family financial practices.</p>	<p>*Compare/contrast</p> <p>*Guided practice</p>		

Standard 4: Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Grade Level/Course: 7th/8th FCS Exploration

Benchmark: The student will:	Grade Level/Course Objectives	Instructional Strategies	Assessments	Instructional Timeline
4.1 Analyze career paths within early childhood, education, and services	4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services. 4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.	*Student SG		
4.4 Demonstrate a safe and healthy learning environment for children.	4.4.2 Apply safe and healthy practices that comply with state regulations. 4.4.4 Plan safe and healthy meals and snacks.	*Note taking *Lab experience		
4.5 Demonstrate techniques for positive collaborative relationships with children.	4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children. 4.5.4 Implement strategies for constructive and supportive interactions between children and families.	*Student SG *Modeling		

Standard 11: Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Grade Level/Course: 7th/8th FCS Exploration

Benchmark: The student will:	Grade Level/Course Objectives	Instructional Strategies	Assessments	Instructional Timeline
11.1 Analyze career paths within the housing, interiors, and furnishings industry.	11.1.1 Explain the roles and functions of individuals engaged in housing, interiors, and furnishings careers.	*Research project		
11.2 Evaluate housing design concepts in relation to available resources and options.	11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.	Think, pair, share		
11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.	11.6.1 Assess human needs, safety, space, and technology as they relate to housing and interior design goals. 11.6.4 Critique design plans that address client's needs, goals, and resources.	*Guided practice *Think aloud		

Standard 13: Demonstrate respectful and caring relationships in the family, workplace, and community.

Grade Level/Course: 7th/8th FCS Exploration

Benchmark: The student will:	Grade Level/Course Objectives	Instructional Strategies	Assessments	Instructional Timeline
13.3 Demonstrate communication skills that contribute to positive relationships.	13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings. 13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.	*Modeling *Discussion		
13.6 Demonstrate standards that guide behavior in interpersonal relationships.	13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.	*Think, pair, share		

Standard 14: Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Grade Level/Course: 7th/8th FCS Exploration

Benchmark: The student will:	Grade Level/Course Objectives	Instructional Strategies	Assessments	Instructional Timeline
14.1 Analyze factors that influence nutrition and wellness practices across the life span.	14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness. 14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.	*Discussion *Think, pair, share		
14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.	14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.	*Think aloud		
14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs.	14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs. 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.	*Modeling *Demonstration *Guided practice		
14.4 Evaluate factors that affect food safety, from production through consumption.	14.4.1 Analyze conditions and practices that promote safe food handling.	*Note taking		

Standard 16: Integrate knowledge, skills, and practices required for careers in textiles and apparel.

Grade Level/Course: 7th/8th FCS Exploration

Benchmark: The student will:	Grade Level/Course Objectives	Instructional Strategies	Assessments	Instructional Timeline
16.1 Analyze career paths within textile, apparel, and design industries.	16.1.1 Explain the roles and functions of individuals engaged in textiles, apparel, and design careers. 16.1.2 Analyze opportunities for employment and entrepreneurial endeavors.	*Observation		
16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.	16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel and textile construction, alteration, and repair. 16.4.5 Demonstrate basic skills for producing and altering textile products and apparel.	*Note taking *Modeling *Guided practice		
16.5 Evaluate elements of textile, apparel, and fashion merchandising.	16.5.4 Apply external factors that influence merchandising.	Student SG		