

Technical Committee Report And Curriculum Guide

For

Idaho Family and Consumer Sciences

***Exploratory
Family and Consumer Sciences
IBEDS 77201***



**Idaho Division of
Professional-Technical
Education**

*This report was prepared by the
Idaho Division of Professional-Technical Education
Family and Consumer Sciences Education
Boise, Idaho*

June 2005
PTE No. 394

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INTRODUCTION

The Exploratory Family and Consumer Sciences curriculum framework was developed by a team comprised of Idaho Professional Technical Education staff and a committee of selected Idaho middle school teachers. The curriculum team developed the Exploratory Family and Consumer Sciences framework from the National Standards for Family and Consumer Sciences Education, the previous Idaho Exploratory Family and Consumer Sciences guide, Idaho recommended texts, and other states' curricula and a review of literature pertaining to curriculum content.

This statewide curriculum reflects the knowledge and skills recommended for 6th and 7th grade students. Students completing the Exploratory Family and Consumer Sciences course are better prepared for the challenges of living and working in today's society. The competency-based curriculum framework format provides a means for monitoring student progress and generating student profiles. The student profile is a cumulative record of progress and provides documentation of competence. The competencies in this course have been aligned to the Idaho state achievement standards for Health, Language Arts, Math and Social Studies.

This Exploratory Family and Consumer Science curriculum framework is intended to be the fundamental guide to Idaho schools for program content with minor modifications through input from the local district's advisory committee to incorporate local needs and community interests

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ACKNOWLEDGMENTS

A special thanks is offered to the Exploratory FCS Curriculum Committee who generously gave of their time and professional expertise in developing and reviewing this curriculum. The Division of Professional-Technical Education reimburses teachers for curriculum review workshop travel and meal expenses. The Idaho Division of Professional-Technical appreciates the outstanding work of the committee members and their employers who supported their participation.

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EXPLORATORY FAMILY AND CONSUMER SCIENCES

COURSE DESCRIPTION

Exploratory Family and Consumer Sciences is a course designed to be offered to early adolescents. The course was designed to be an opportunity for self discovery and personal development. The emphasis of the course will be to develop knowledge and skills in the area of personal development, careers, clothing, family relationships, personal finances, personal living space, foods and wellness. FCCLA activities should be integrated into this course to provide an opportunity for early adolescents to develop personal leadership and citizenship skills.

IMPORTANT INFORMATION

Delivery of the Exploratory Family and Consumer Sciences Curriculum

The setting for the delivery of the Exploratory Family and Consumer Sciences course should be in a laboratory setting, where available, that is appropriate for a variety of active hands-on experiences. Suggested equipment includes microwave ovens and hand sewing equipment. Full-class participation is emphasized with teamwork as well as individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take action for the well-being of self and others in the home and community.

Teacher Qualifications

The teacher of this course should be certified with an endorsement in Family and Consumer Sciences education.

Length and Level of this Program

This course is designed for the early adolescent in the 6th or 7th grade. It can be adapted to be taught in a 6 to 18 week period.

Suggested Text

It is suggested that you preview the text before you select one for use to match your student's needs with the proper text.

Building Life Skills, 2006, published by Goodheart-Willcox Company, Inc, ISBN: 1-59070-487-8

Discovering Life Skills (Formerly Young Living), 2004, published by Glencoe, ISBN: 0078298474

Creative Living, 2006, published by Glencoe, ISBN: 007861581X

CURRICULUM FRAMEWORK PROGRAM AREA: Family and Consumer Sciences

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: June 2005

PROGRAM TITLE: Exploratory Family and Consumer Sciences

IDAHO CODE NUMBER: FC0020

IBEDS 77201

MAJOR CONCEPTS/CONTENT:

The purpose of this course is to meet the unique needs of middle school students. Exploratory Family and Consumer Sciences provides an overview of family and consumer sciences education including: personal development, relationships in the family and community, personal resources, personal living space, nutrition and basic food preparation and personal appearance. The Exploratory Family and Consumer Sciences curriculum has been aligned with the Idaho Achievement Standards.

WORK-BASED LEARNING ACTIVITIES:

It is suggested that students have an opportunity to observe in one or more work settings depending on available opportunities.

FAMILY AND CONSUMER SCIENCES NATIONAL STANDARDS:

The following comprehensive standards were used as a guide to provide the structure for identifying what learners should be able to do.

- 1.0 Integrate multiple life roles and responsibilities in family, work and community settings.
- 2.0 Evaluate management practices related to the human, economic, and environmental recourses.
- 6.0 Evaluate the significance of family and its impact on the well being of individuals and society
- 12.0 Analyze factors that impact human growth and development.
- 13.0 Demonstrates respectful and caring relationships in the family, workplace, and community.
- 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well being.

CONTENT STANDARDS:

After successfully completing this course, the student will be able to:

- 1 Explore Factors that Affect Personal Development
- 2 Explore Relationships in the Family and Community
- 3 Examine ways to Manage Personal Resources
- 4 Develop Skills to Enhance Personal Living Space
- 5 Explore Nutrition and Food Preparation Skills
- 6 Practice Skills to Enhance Personal Appearance

<p>SUGGESTED SCOPE AND SEQUENCE *</p> <p>Exploratory Family and Consumer Sciences</p>

*Suggested times are for 6- 18 week schedules; please adjust for alternative schedules

- | | |
|----------------------|---|
| 1-2 Weeks
(15%) | <ol style="list-style-type: none"> 1. Explore Factors that Affect Personal Development <ol style="list-style-type: none"> 1.01 Examine self-esteem and self-concept 1.02 Identify personal values 1.03 Examine the importance of setting goals 1.04 Examine positive and negative peer pressure 1.05 Explore the impact of personal behaviors |
| 2-4 Weeks
(20%) | <ol style="list-style-type: none"> 2. Explore Relationships in the Family and Community <ol style="list-style-type: none"> 2.01 Examine the importance of the family 2.02 Explore supportive family relationships 2.03 Examine the importance of developing positive friendships 2.04 Identify the developmental stages of children 2.05 Identify safety guidelines for children 2.06 Practice age-appropriate play activities 2.07 Explore ways to increase community pride |
| 1-2 Weeks
(15%) | <ol style="list-style-type: none"> 3. Examine Ways to Manage Personal Resources <ol style="list-style-type: none"> 3.01 Apply the decision-making process to manage resources 3.02 Examine money management skills 3.03 Explore the importance of making wise consumer choices |
| 1-2 Weeks
(10%) | <ol style="list-style-type: none"> 4. Develop Skills to Enhance Personal Living Space <ol style="list-style-type: none"> 4.01 Identify ways to manage personal living space 4.02 Explore ways to respect other's space 4.03 Examine ways to enhance personal living space 4.04 Explore home and personal safety |
| 2-4 Weeks
(20%) | <ol style="list-style-type: none"> 5. Explore Nutrition and Food Preparation Skills <ol style="list-style-type: none"> 5.01 Examine reasons for making food choices 5.02 Explore the importance of teamwork 5.03 Examine factors that affect kitchen sanitation and safety 5.04 Demonstrate the proper use of kitchen equipment 5.05 Prepare healthy snacks |
| 2-4 Weeks
(20%) | <ol style="list-style-type: none"> 6. Practice Skills to Enhance Personal Appearance <ol style="list-style-type: none"> 6.01 Identify good grooming habits 6.02 Examine personal safety 6.03 Explore clothing care 6.04 Explore clothing care |
| Optional Competency: | <ol style="list-style-type: none"> 6.04 Demonstrate how to construct a sewing project |

<p style="text-align: center;">CURRICULUM FRAMEWORK Exploratory Family and Consumer Sciences</p>
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1.0 Content Standard: EXPLORE FACTORS THAT AFFECT PERSONAL DEVELOPMENT

1.01 Competency: EXAMINE SELF-ESTEEM AND SELF-CONCEPT

PERFORMANCE INDICATORS:

1. Define self-esteem
2. Define self-concept
3. Explore how peers impact self-esteem
4. Examine ways to improve self-esteem and self-concept

1.02 Competency: IDENTIFY PERSONAL VALUES

PERFORMANCE INDICATORS:

1. Define values
2. Explain where values come from
3. Identify how values change over time

1.03 Competency: EXAMINE THE IMPORTANCE OF SETTING GOALS

PERFORMANCE INDICATORS:

1. Define goals
2. Differentiate between long term and short term goals
3. Identify the attributes of goals
4. Explain the FCCLA planning process to achieve goals
5. Demonstrate the ability to set and achieve a goal

1.04 Competency: EXAMINE POSITIVE AND NEGATIVE PEER PRESSURE

PERFORMANCE INDICATORS:

1. Define peer pressure
2. Identify positive effects of peer pressure
3. Identify negative effects of peer pressure

1.05 Competency: EXPLORE THE IMPACT OF PERSONAL BEHAVIORS

PERFORMANCE INDICATORS:

1. Define personal behavior
2. Explore the role that attitude plays in personal behavior
3. Examine ways that personal behavior impacts life negatively
4. Examine ways that personal behavior impacts life positively
5. Recognize hazards to personal safety

2.0 Content Standard: EXPLORE RELATIONSHIPS IN THE FAMILY AND COMMUNITY

2.01 Competency: EXAMINE THE IMPORTANCE OF THE FAMILY

PERFORMANCE INDICATORS:

1. Define Family
2. Identify the role families play in the lives of teens
3. Examine ways that family members help each other
4. Explore family heritage
5. Explore ways that different cultures value families

2.02 Competency: EXPLORE SUPPORTIVE FAMILY RELATIONSHIPS

PERFORMANCE INDICATORS:

1. Explain the role of communication in families
2. Identify characteristics of responsible family members
3. Explore ways to be a supportive family member
4. Describe characteristics of strong families
5. Identify family traditions
6. Explore activities families can do together

2.03 Competency: EXAMINE THE IMPORTANCE OF DEVELOPING POSITIVE FRIENDSHIPS

PERFORMANCE INDICATORS:

1. Define friendship
2. Identify characteristics of a good friend
3. Explore ways to develop friendships
4. List ways to be a good friend
5. Explain the importance of friendships

2.04 Competency: IDENTIFY THE DEVELOPMENTAL STAGES OF CHILDREN

PERFORMANCE INDICATORS:

1. Define child development
2. List physical changes in young children
3. Identify emotional changes in young children
4. Examine social changes in young children

2.05 Competency: IDENTIFY SAFETY GUIDELINES FOR CHILDREN

PERFORMANCE INDICATORS:

1. Identify food hazards for young children
2. Examine environmental dangers for young children
3. Explore household dangers to young children
4. List important phone numbers to know when caring for young children

2.06 Competency: PRACTICE AGE APPROPRIATE PLAY ACTIVITIES

PERFORMANCE INDICATORS:

1. Explain age appropriate
2. Explain creative play
3. Explore ways to adapt activities for different ages
4. Practice creative activities with children

2.07 Competency: EXPLORE WAYS TO INCREASE COMMUNITY PRIDE

PERFORMANCE INDICATORS:

1. Define community
2. Increase knowledge of your community
3. Participate in service learning experiences

3.0 Content Standard: EXAMINE WAYS TO MANAGE PERSONAL RESOURCES

3.01 Competency: APPLY THE DECISION-MAKING PROCESS TO MANAGE RESOURCES

PERFORMANCE INDICATORS:

1. Define resources
2. Define decision making
3. List steps in the decision making process
4. Explore decisions teens make regarding resources
5. Explore the care of natural resources
6. Apply the steps in making a decision regarding resources

3.02 Competency: EXAMINE MONEY MANAGEMENT SKILLS

PERFORMANCE INDICATORS:

1. Define money management
2. Explore ways to earn money
3. Identify reasons to save money
4. Explain money management options for teens
5. Practice saving skills

3.03 Competency: EXPLORE THE IMPORTANCE OF MAKING WISE CONSUMER CHOICES

PERFORMANCE INDICATORS:

1. Identify responsibilities of teenage consumers
2. Explore what makes a consumer wise
3. Examine reasons for conducting cost comparisons
4. Demonstrate how to make a wise consumer purchase
5. Explore differences in wants and needs

4.0 Content Standard: DEVELOP SKILLS TO ENHANCE PERSONAL LIVING SPACE

4.01 Competency: IDENTIFY WAYS TO MANAGE PERSONAL LIVING SPACE

PERFORMANCE INDICATORS:

1. Define personal living space
2. Identify available personal living space resources
3. Examine what is needed for comfortable living

4.02 Competency: EXPLORE WAYS TO RESPECT OTHER'S SPACE

PERFORMANCE INDICATORS:

1. Examine humanity's need for personal space
2. Identify how to be a good roommate
3. Create a list of do's and don'ts to respecting other's space

4.03 Competency: EXAMINE WAYS TO ENHANCE PERSONAL LIVING SPACE

PERFORMANCE INDICATORS:

1. Examine the impact of color on a room
2. Identify ways to organize personal items to enhance a room's appearance
3. Demonstrate ways to enhance living space

4.04 Competency: EXPLORE HOME AND PERSONAL SAFETY

PERFORMANCE INDICATORS:

1. Identify common household hazards
2. Explore ways to make a home safe
3. Examine home safety issues
4. List ways to enhance personal safety in a home

5.0 Content Standard: EXPLORE NUTRITION AND FOOD PREPARATION SKILLS

5.01 Competency: EXAMINE REASONS FOR MAKING FOOD CHOICES

PERFORMANCE INDICATORS:

1. Identify reasons people eat certain foods
2. Explore the impact of technology on food choices
3. Examine the health implications of various food choices
4. Explain healthy food choices

5.02 Competency: EXPLORE THE IMPORTANCE OF TEAMWORK

PERFORMANCE INDICATORS:

1. Define teamwork
2. Identify the characteristics of good teamwork
3. List reasons why teamwork is important in the kitchen
4. Demonstrate teamwork in preparing food

5.03 Competency: EXAMINE FACTORS THAT AFFECT KITCHEN SANITATION AND SAFETY

PERFORMANCE INDICATORS:

1. Define sanitation
2. Explore the importance of kitchen sanitation
3. Identify ways to be safe in the kitchen
4. Demonstrate kitchen sanitation and safety

5.04 Competency: DEMONSTRATE THE PROPER USE OF KITCHEN EQUIPMENT

PERFORMANCE INDICATORS:

1. Identify common kitchen equipment
2. Explore the use of kitchen equipment
3. Practice measuring techniques
4. Demonstrate proper use of kitchen equipment

5.05 Competency: PREPARE HEALTHY SNACKS

PERFORMANCE INDICATORS:

1. Define healthy snacks
2. Explore the nutritional make up of healthy foods
3. Identify easy to prepare healthy snacks
4. Demonstrate preparation of healthy snacks
5. Demonstrate microwave use and care

6.0 Content Standard: PRACTICE SKILLS TO ENHANCE PERSONAL APPEARANCE

6.01 Competency: IDENTIFY GOOD GROOMING HABITS

PERFORMANCE INDICATORS:

1. Explore the importance of good grooming
2. Identify ways hygiene affect appearance
3. List products that contribute to good grooming
4. Demonstrate an understanding of good grooming habits

6.02 Competency: EXAMINE PERSONAL SAFETY

PERFORMANCE INDICATORS:

1. Explore ways to prevent accidents
2. Identify things that can be done to protect against diseases
3. Examine ways that clothing, jewelry, and hair cuts impact personal safety

6.03 Competency: EXPLORE CLOTHING CARE

PERFORMANCE INDICATORS:

1. Demonstrate how to iron
2. Practice basic mending
3. Explain proper laundering methods
4. Explore ways to remove spots and stains

Optional Competency

6.04 Competency: DEMONSTRATE HOW TO CONSTRUCT A SEWING PROJECT

PERFORMANCE INDICATORS:

1. Identify information found on a sewing pattern
2. Examine reasons why following directions is important
3. Identify mistakes that are made when directions are not followed
4. Identify the parts of a sewing machine and their function
5. Explore sewing safety
6. Demonstrate how to select a sewing project
7. Demonstrate how to read and follow directions
8. Demonstrate how to use sewing equipment safely
9. Demonstrate the completion of a sewing project

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