

**6 – 12**

# **Family and Consumer Sciences Framework**

Part I: 6-12

November 21, 2016

Part II:

A 6-8

May 15, 2017

B 9-12

February 19, 2018

Addendum added June 2018



### **Notice of Non-Discrimination**

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147<sup>th</sup> Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

## Table of Contents

Millard Public Schools Mission and Beliefs.....	1
Millard Public Schools Essential Learner Outcomes.....	2
PK-12 Wellness Studies Curriculum Planning Committee .....	3
6-12 Family and Consumer Sciences Curriculum Planning Committee.....	4
Wellness Studies Community Focus Group .....	4
Instructional Materials Selection Committees .....	5
Timeline for MEP Cycle Procedure—PK-12 Wellness Studies .....	6
Introduction to Family and Consumer Sciences Matrix .....	7
Food and Nutrition Pathway .....	9
Housing and Textile Design Pathway .....	17
Human Development and Family Pathway .....	25
Appendix.....	29
6-8 Proposed Course Changes .....	30
6-8 Proposed Course Descriptions.....	31
9-12 Family and Consumer Sciences Flow Chart.....	32
9-12 Proposed Course Changes .....	33
9-12 Proposed and Updated Course Descriptions .....	34

# **Millard Public Schools Mission and Beliefs**

## **Millard Public Schools Mission**

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

## **Millard Public Schools Beliefs**

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and involved citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

## **Family and Consumer Sciences Philosophy**

Family and Consumer Science curriculum integrates family and career readiness skills with technical skill instruction to develop the knowledge and skills required for responsible individuals, family members, and productive workers. The curriculum is centered on three essential questions:

- What knowledge, skills and actions are needed to develop nurturing, caring and responsible individuals and families?
- What knowledge, skills and actions are needed to acquire, allocate, and utilize personal, family and community resources?
- What knowledge, skills and actions are needed related to employment, family and community?

The Essential Learner Outcomes of the Millard Public Schools are the following:

**MILLARD ESSENTIAL LEARNER OUTCOMES**

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·
- FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·
- CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·
- COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

---

**ACADEMIC SKILLS AND APPLICATIONS**

---

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

**LANGUAGE ARTS**

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will apply writing skills and strategies to communicate.
- Students will learn and apply speaking, listening, and presentation skills and strategies to communicate.
- Students will identify, locate, and evaluate information.

**MATHEMATICS**

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

**SCIENCE**

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

**SOCIAL STUDIES**

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

**FINANCIAL WELL-BEING**

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

**HUMAN RELATIONS**

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

**TECHNOLOGY**

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

**FINE AND PERFORMING ARTS**

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

**PERSONAL DEVELOPMENT AND WELL-BEING**

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

---

**COLLEGE AND CAREER READINESS SKILLS**

---

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

**CRITICAL THINKING AND PROBLEM-SOLVING SKILLS**

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

**CREATIVITY AND INNOVATION**

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

**COLLABORATION AND TEAMWORK**

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

**CITIZENSHIP AND PERSONAL RESPONSIBILITY**

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996  
 T-Chart Approved: Millard Board of Education, January 13, 1997  
 Related Policy: 6110  
 Rule Adopted: May 3, 1999  
 Revised: June 18, 2001; July 21, 2003; December 4, 2006,  
 March 2, 2009; March 1, 2010; April 18, 2011;  
 August 19, 2013; November 3, 2014

Millard Public Schools  
 Omaha, Nebraska

## PK-12 Wellness Studies Curriculum Planning Committee 2015-2016 & 2016-2017

Jennifer Albert	Neihardt Elementary	Health Teacher
Debra Ashmore	Wheeler Elementary	Special Education Teacher
Michelleann Avilla	North Middle	Family & Consumer Sciences Teacher
Trenton Bickford	Central Middle	Physical Education Teacher
Shelia Bolmeier	Ron Witt Support Services	Instructional Technology MEP
Alisen Brewer	North Middle	Special Education Teacher
Kelsey Chittenden	West High	Family & Consumer Sciences Teacher
Andrew Cunningham	North High	Physical Education Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Elizabeth Dickson	Beadle Middle	Counselor
Matt Dykstra	Ezra Elementary	Physical Education Teacher
Tara Fabian	Reagan Elementary	Principal
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Laurie Fitzpatrick	Sandoz & Upchurch Elementary	Counselor
Angela Hageman	Beadle Middle	Health Teacher
Suzanne Hanish	Kiewit Middle	Family & Consumer Sciences Teacher
Chad Hayes	Don Stroh Administration Center	Student Services Facilitator
Julia Hobbs	Andersen Middle	Family & Consumer Sciences /Health Teacher
Colin Johnston	West High	Physical Education Teacher
Bridget Kowal	Harvey Oaks Elementary	Counselor
Kelsey Kummer	South High	Family & Consumer Sciences /Health Teacher
Stephanie Kurz	Holling Heights Elementary	Health Teacher
Amy Leuschen	Russell Middle	Physical Education Teacher
Dawn Marten	Harvey Oaks Elementary	Principal
Katherine McCarthy	Aldrich Elementary	Health Teacher
Nancy Nielsen	Russell Middle	District Head Nurse
Nicole Nielsen	North Middle	Physical Education Teacher
Mila O'Brien	North High	Family & Consumer Sciences /Health Teacher
Amanda Parker	Horizon High	Counselor
Carrie Peterson	Russell Middle	Family & Consumer Sciences /Health Teacher
Natalie Peterson	South High	Family & Consumer Sciences /Health Teacher
Jennifer Polleck	Wheeler Elementary & Horizon High	School Psychologist
Haley Ryan	North High	Family & Consumer Sciences /Health Teacher
Alan Sarka	Neihardt Elementary	Physical Education Teacher
Loel Schettler	North High	Counselor
Brenda Schmidt	West High	Family & Consumer Sciences /Health Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Vanderbeek	South High	Family & Consumer Sciences /Health Teacher
Barb Waller	Don Stroh Administration Center	Coordinator of Secondary Programs
Julie Williams	Central Middle	Counselor
Trevor Wragge	South High	Physical Education Teacher

Under the facilitation of John Becker, Ellen Kramer, Monica Hutfles, and Diane Reiners, Curriculum and Instruction MEP Facilitators for Millard Public Schools.

In consultation with Andy DeFreece, Director of Elementary and Early Childhood Education, Nancy Johnston, Ed.D., Director of Secondary Education (2016-2017), and Anthony Weers, Ed.D., Director of Secondary Education.

## **6-12 Family and Consumer Sciences Curriculum Planning Committee**

Michelleann Avilla	North Middle	Family & Consumer Sciences Teacher
Alisen Brewer	North Middle	Special Education Teacher
Kelsey Chittenden	West High	Family & Consumer Sciences Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Suzanne Hanish	Kiewit Middle	Family & Consumer Sciences Teacher
Julia Hobbs	Andersen Middle	Family & Consumer Sciences /Health Teacher
Kelsey Kummer	South High	Family & Consumer Sciences /Health Teacher
Natalie Peterson	South High	Family & Consumer Sciences /Health Teacher
Haley Ryan	North High	Family & Consumer Sciences /Health Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Vanderbeek	South High	Family & Consumer Sciences /Health Teacher

Under the facilitation of Barb Waller, Coordinator of Secondary Programs, and Diane Reiners, Curriculum and Instruction MEP Facilitator.

## **PK-12 Wellness Studies Community Focus Group**

Steven Abraham	Rabbi	Beth El Synagogue
Nancy Burkhart	Community Member	Nebraska Department of Education
Megan Hall	Community Member	HyVee Dietitian
Theo Hudala	Pastor	Stone Bridge Church
Dr. Ann Luther	Post-Secondary Representative	UNO Counseling Department Chair
John Madvig	Reverend	Community Covenant Church
Janet Martin	Parent	Millard North High School
Peg Millerbernd	Nurse, Parent	Ackerman Elementary School
Michelle Patterson	Parent	Aldrich Elementary School
		Kiewit Middle School
Kirk Rasmussen	Parent	Millard North Middle School
		Millard North High School
Paul Tomaso	Deacon	St. Stephen the Martyr
Gina Wiitanen	Parent	Millard Public Schools

The PK-12 Wellness Studies Community Focus Group met twice during the school year – February 8, 2016 and April 7, 2016. Participants reviewed the Board of Education Policy and Rule 6615.1 that defines a pro-abstinence approach. They reviewed the Curriculum Development process and proposed standards and indicators within the areas of Counseling, Family Consumer Sciences, Health, and Physical Education. Participants addressed and discussed thoughts related to three questions: What are the knowledge and skills students need? What are the mindsets and behaviors students need to learn? What are the critical issues? During the second session, they reviewed notes from the first meeting and discussed the comprehensive standards for each area

Under the facilitation of John Becker, Monica Hutfles, Ellen Kramer and Diane Reiners, Curriculum and Instruction MEP Facilitators for Millard Public Schools.

In consultation with Andy DeFreece, Director of Elementary and Early Childhood Education, Nancy Johnston, Ed.D., Director of Secondary Education (2015-2016), Mark Feldhausen, Ph.D., Associate Superintendent of Educational Services (2015-2016), Dr. Anthony Weers, Ed.D., Director of Secondary Education, Dr. Heather Phipps, Ed.D., Associate Superintendent of Education Services, and Barb Waller, Coordinator of Secondary Programs.

## **Instructional Materials Selection Committees**

Middle School-December 2016

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator and Nikki Schafer, Instructional Technology Facilitator.

Nicole Anderson	Beadle Middle School
Heather Artz	Andersen Middle School
Michelle Avilla	North Middle School
Sandra Coyne	Kiewit Middle School
Tonya Filleman	Central Middle School
Suzanne Hanish	Kiewit Middle School
Angela Hansen	Beadle Middle School
Julia Hobbs	Andersen Middle School
Connie Kozak	Russell Middle School
Carrie Peterson	Russell Middle School

High School-September-October 2017

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator and Nikki Schafer, Instructional Technology Facilitator.

Shelby Bockelmann	South High School
Elizabeth Casey	West High School
Andrea Feltz	North High School
Kelsey Kummer	South High School
Nichole Larson	South High School
Haley Ryan	North High School
Brenda Schmidt	West High School
Susan Waldron	West High School

## Timeline for MEP Cycle Procedures PK-12 Wellness Studies

September 24, 2015	PK-12 Wellness Studies Curriculum Planning Committee: provided Phase I overview and orientation to Google Drive folder documents
October 20, 2015	PK-12 Wellness Studies Curriculum Planning Committee: met to determine research areas based on current data, education trends, and critical issues
November 5, 2015	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> <li>• College and Career Readiness</li> <li>• Wellness Concepts (emotional, physical, and social wellbeing)</li> <li>• Counseling, Family &amp; Consumer Sciences, Health and Physical Education</li> <li>• Effective Instructional Practices</li> </ul>
February 8, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
February 9, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to synthesize research findings and curricular groups drafted scope and sequence of Family and Consumer Sciences Pathway matrices
February 23, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to draft scope and sequence of Family and Consumer Sciences Pathway matrices
March 3, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to finish scope and sequence of Family and Consumer Sciences Pathway matrices, write the Family and Consumer Sciences Philosophy Statement and course rationales
April 7, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
October 17, 2016	Family and Consumer Sciences Framework Curriculum Planning Committee: met to review Framework draft
October 20, 2016 & February 20, 2017	SketchUp Pro Training for 6-12 FCS staff
November 8, 2016	Designer CAD software training for 9-12 FCS staff
November 21, 2016	Family and Consumer Sciences Framework submitted to Board of Education for approval
December 7 & 14, 2016	6-8 Family and Consumer Sciences (FCS) Curriculum Materials Selection Committees met
February 2, 2017	WearTec (eTextile) Staff Development training session
February-April 2017	6-8 FCS Course Guides and Assessments created based on approved 6-12 Framework
April 13, 2017	PK-12 Wellness Studies Curriculum Planning Committee met to confirm the 6-8 FCS instructional materials
April 25 & 27, 2017	Curriculum Materials Community Review meetings held to preview 6-8 FCS instructional resources
May 15, 2017	Instructional Materials Selection Committee proposal to Educational Services and recommendation to the Board of Education for approval
September-October 2017	Curriculum Materials Community Review meetings held to preview 9-12 FCS instructional resources
September 2017-January 2018	9-12 FCS Course Guides and Assessments created based on approved 6-12 Framework
January 17, 2018	PK-12 Wellness Studies Curriculum Planning Committee met to confirm the 9-12 FCS instructional materials
January 18 & 23, 2018	Curriculum Materials Community Review meetings held to preview 9-12 FCS instructional resources
February 19, 2018	Instructional Materials Selection Committee proposal to Educational Services and recommendation to the Board of Education for approval

# Introduction to Family and Consumer Sciences Matrix

## Introduction

This matrix displays the Millard Public Schools Family and Consumer Sciences Standards and Indicators. These Millard Standards align with the National Standards for Family and Consumer Sciences Education and Nebraska State Human Sciences/Family and Consumer Sciences Course Standards in effect during the 2015-2016 school year.

The matrix documents the scope and sequence of courses within three career pathways:

- Food and Nutrition
- Housing and Textile Design
- Human Development and Family

Each of the career pathways includes the following strands:

- Academic Skills and Applications
- Acquire, allocate, and utilize personal family and community services
- Develop nurturing, caring, and responsible individuals and families
- Knowledge, skills and actions needed related to family, employment, and community
- College and Career Readiness Skills

## Legend



Cell without shading: Millard or State concept standard or indicator exists



Shaded cell: No Millard or State concept standard or indicator exists

The Family and Consumer Sciences standards within the Framework are listed by course.

## Nomenclature

The Standards and Indicators are sequenced in the following matrix. Each pathway section leads with a 6-12 Comprehensive Standard related to each of the pathways and are followed by specific standards and indicators as noted. Standards are in bold print throughout the matrix.

FCS            Family and Consumer Sciences  
M            Millard Standard

6, 8, 12        Grade level

## Course Level Standards

### Food and Nutrition Pathway

FN6    Child Care, Food and Nutrition 6/7  
FN8    Food, Nutrition, and Family Connections  
IFN    Introduction to Food and Nutrition  
CS    Culinary Skills  
ACS    Advanced Culinary Skills

Housing and Textile Design Pathway

IL6 Integrated Learning Lab 6/7  
IL8 Integrated Learning Lab 8  
ID Interior Design  
TCD Textiles and Clothing Design  
CD Creative Design

Human Development and Family Pathway

FN6 Child Care, Food and Nutrition 6/7  
CDV Child Development  
ALP Adult Life and Parenting

Examples

FCS M 12.CDV.1            FCS = Family and Consumer Sciences Framework,  
M = Millard Standard,  
12. = By Grade 12,  
CDV. = Course Level Standards—Child Development  
1 = Course Standard

FCS M 08.FN8.4.a        FCS = Family and Consumer Sciences Framework,  
M = Millard Standard,  
08. = By Grade 8,  
FN8. = Course Level Standards—Food, Nutrition and Family  
Connections  
4. = Course Standard  
a = Indicator

**6-12 Food and Nutrition Pathway Comprehensive Standards:  
Students will demonstrate knowledge and technical skills to make food and nutrition decisions.**

**Pathway Standards and Indicators**

<b>Strands</b>	<b>Child Care, Food &amp; Nutrition 6/7<sup>th</sup></b>	<b>Food, Nutrition &amp; Family Connections 8<sup>th</sup></b>	<b>Introduction to Food and Nutrition</b>	<b>Culinary Skills</b>	<b>Advanced Culinary Skills</b>
<b>ACADEMIC SKILLS AND APPLICATIONS</b>	<b>FCS M 06.FN6.1</b> <b>Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b> (MA Comp. Standard)	<b>FCS M 08.FN8.1</b> <b>Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b> (MA Comp. Standard)	<b>FCS M 12.IFN.1</b> <b>Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b> (MA Comp. Standard)	<b>FCS M 12.CS.1</b> <b>Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b> (MA Comp. Standard)	<b>FCS M 12.ACS.1</b> <b>Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b> (MA Comp. Standard)
	FCS M 06.FN6.1.a Apply appropriate procedures and tools to determine measurements	FCS M 08.FN8.1.a Convert between different standard measurement units			
	FCS M 06.FN6.1.b Use ratio and rate reasoning to solve real-world and mathematical problems	FCS M 08.FN8.1.b Use ratio and rate reasoning to solve real-world and mathematical problems	FCS M 12.IFN.1.a Understand and describe ratios and rates and the relationships between multiple quantities	FCS M 12.CS.1.a Understand and describe ratios and rates and the relationships between multiple quantities	FCS M 12.ACS.1.a Understand and describe ratios and rates and the relationships between multiple quantities
	<b>FCS M 06.FN6.2</b> <b>Students will learn and apply reading skills and strategies to comprehend text.</b> (LA-Reading Comp. Standard)	<b>FCS M 08.FN8.2</b> <b>Students will learn and apply reading skills and strategies to comprehend text.</b> (LA-Reading Comp. Standard)	<b>FCS M 12.IFN.2</b> <b>Students will learn and apply reading skills and strategies to comprehend text.</b> (LA-Reading Comp. Standard)	<b>FCS M 12.CS.2</b> <b>Students will learn and apply reading skills and strategies to comprehend text.</b> (LA-Reading Comp. Standard)	<b>FCS M 12.ACS.2</b> <b>Students will learn and apply reading skills and strategies to comprehend text.</b> (LA-Reading Comp. Standard)
	FCS M 06.FN6.2.a Apply new content specific vocabulary to prior knowledge and use in new situations (e.g., recipe reading; culinary terminology)	FCS M 08.FN8.2.a Apply new content specific vocabulary to prior knowledge and use in new situations (e.g., recipe reading; culinary terminology)	FCS M 12.IFN.2.a Apply new content specific vocabulary to prior knowledge and use in new situations (e.g., recipe reading; culinary terminology)	FCS M 12.CS.2.a Apply new content specific vocabulary to prior knowledge and use in new situations (e.g., recipe reading; culinary terminology)	FCS M 12.ACS.2.a Apply new content specific vocabulary to prior knowledge and use in new situations (e.g., recipe reading; culinary terminology)

<b>ACADEMIC SKILLS AND APPLICATIONS</b>	FCS M 06.FN6.2.b Apply knowledge of organizational patterns to informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) (LA S 06.1.6.j)	FCS M 08.FN8.2.b Apply knowledge of organizational patterns to informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) (LA S 08.1.6.j)	FCS M 12.IFN.2.b Apply knowledge of organizational patterns to informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) (LA S 12.1.6.j)	FCS M 12.CS.2.b Apply knowledge of organizational patterns to informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) (LA S 12.1.6.j)	FCS M 12.ACS.2.b Apply knowledge of organizational patterns to informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) (LA S 12.1.6.j)
	<b>FCS M 06.FN6.3</b> <b>Students will analyze and make sound financial choices by using appropriate resources.</b>	<b>FCS M 08.FN8.3</b> <b>Students will analyze and make sound financial choices by using appropriate resources.</b>	<b>FCS M 12.IFN.3</b> <b>Students will analyze and make sound financial choices by using appropriate resources.</b>	<b>FCS M 12.CS.3</b> <b>Students will analyze and make sound financial choices by using appropriate resources.</b>	<b>FCS M 12.ACS.3</b> <b>Students will analyze and make sound financial choices by using appropriate resources.</b>
<b>ACQUIRE, ALLOCATE, AND UTILIZE PERSONAL FAMILY AND COMMUNITY RESOURCES</b>	<b>FCS M 06.FN6.4</b> <b>Students will apply management techniques and appropriate food preparation skills necessary for acquisition, allocation, and utilization of resources.</b>	<b>FCS M 08.FN8.4</b> <b>Students will apply management techniques and consumer skills necessary for acquisition, allocation, &amp; utilization of personal, family, and community resources.</b>	<b>FCS M 12.IFN.4</b> <b>Students will apply and analyze management techniques and food preparation skills necessary for the acquisition, allocation, and utilization of food industry resources.</b>	<b>FCS M 12.CS.4</b> <b>Students will apply and analyze management techniques and food preparation skills necessary for the acquisition, allocation, and utilization of food industry resources.</b>	<b>FCS M 12.ACS.4</b> <b>Students will evaluate management techniques and food preparation skills necessary for the acquisition, allocation, and utilization of food industry resources.</b>
	FCS M 06.FN6.4.a Utilize resources to make decisions about food and nutrition	FCS M 08.FN8.4.a Utilize resources to make decisions about food and nutrition	FCS M 12.IFN.4.a Utilize resources to collect and analyze information to make decisions about food and nutrition		
			FCS M 12.IFN.4.b Create management plan for purchasing and/or producing healthful food (e.g., meal planning)		FCS M 12.ACS.4.a Practice management and allocation of resources from a food industry leadership perspective (e.g., front/back of house)
	FCS M 06.FN6.4.b Apply time management skills to prepare meals	FCS M 08.FN8.4.b Apply time management skills to prepare meals	FCS M 12.IFN.4.c Demonstrate effective time management skills to prepare meals	FCS M 12.CS.4.a Demonstrate effective time management skills to prepare meals	FCS M 12.ACS.4.b Demonstrate effective time management skills to prepare meals

<b>ACQUIRE, ALLOCATE, AND UTILIZE PERSONAL FAMILY AND COMMUNITY RESOURCES</b>			<b>FCS M 12.IFN.4.d</b> Compare and contrast local food sources and large industrial food production		
			<b>FCS M 12.IFN.5</b> <b>Students will plan, manage, and evaluate a diet using the USDA guidelines.</b>		
			<b>FCS M 12.IFN.5.a</b> Apply nutrient information to food labels, USDA guidelines, and resources to manage healthy weight for a healthy lifestyle		
			<b>FCS M 12.IFN.5.b</b> Create a dietary plan appropriate to meet personal nutrition and fitness		
<b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b>	<b>FCS M 06.FN6.5</b> <b>Students will identify the relationship of food and nutrition to developing nurturing, caring, and responsible individuals and families.</b>	<b>FCS M 08.FN8.5</b> <b>Students will understand the relationship of food and nutrition, to developing nurturing, caring, and responsible individuals and families.</b>	<b>FCS M 12.IFN.6</b> <b>Students will evaluate the relationships of food and nutrition to developing nurturing, caring, and responsible individuals and families.</b>		
			<b>FCS M 12.IFN6.a</b> Evaluate the relationship between nutritious food and personal health and health of the family		
		<b>FCS M 08.FN8.5.a</b> Understand importance of food and nutrition	<b>FCS M 12.IFN6.b</b> Examine importance of food and nutrition in the development and maintenance of the human body		

<b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b>			FCS M IFN.6.c Examine relationship between nutritious food and health across the lifespan		
			<b>FCS M 12.IFN.7 Students will analyze the six essential nutrients in food.</b>		
			FCS M 12.IFN.7.a Examine vitamins, minerals, proteins, carbohydrates, fats, and water		
			FCS M 12.IFN.7.b Determine the relationship of the six essential nutrients to the gastrointestinal system		
			<b>FCS M 12.IFN.8 Students will synthesize the relationship between genetics, weight control, and lifestyle.</b>		
			FCS M 12.IFN.8.a Determine factors that contribute to obesity		
			<b>FCS M 12.IFN.9 Students will evaluate nutritional needs throughout the lifespan.</b>		
<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b>	<b>FCS M 06.FN6.6 Students will identify and apply a safe working environment using equipment and technology appropriately.</b>	<b>FCS M 08.FN8.6 Students will determine and demonstrate a safe working environment using equipment and technology appropriately.</b>	<b>FCS M 12.IFN.10 Students will model food handling techniques to prevent foodborne illnesses.</b>	<b>FCS M 12.CS.5 Students will model food handling techniques to prevent foodborne illnesses.</b>	<b>FCS M 12.ACS.5 Students will model food handling techniques to prevent foodborne illnesses.</b>

<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b>	FCS M 06.FN6.6.a Apply safe practices when responsible for self and others	FCS M 08.FN8.6.a Apply safe practices when responsible for self and others	FCS M 12. IFN.10.a Examine challenges to food safety in relation to foodborne illness and prevention	FCS M 12.CS.5.a Examine challenges to food safety in relation to foodborne illness and prevention	FCS M 12.ACS.5.a Examine challenges to food safety in relation to foodborne illnesses and prevention
	FCS M 06.FN6.6.b Define and identify prevention methods and risks of cross-contamination	FCS M 08.FN8.6.b Identify prevention methods and risks of cross-contamination	FCS M 12.IFN.10.b Summarize the factors that lead to cross-contamination	FCS M 12.CS.5.b Summarize the factors that lead to cross-contamination	FCS M 12.ACS.5.b Summarize the factors that lead to cross-contamination
	FCS M 06.FN6.6.c Apply safe food-handling procedures and prevention	FCS M 08.FN8.6.c Apply safe food-handling procedures and prevention	FCS M 12.IFN.10.c Evaluate criteria necessary to become a safe food handler	FCS M 12.CS.5.c Evaluate criteria necessary to become a safe food handler	FCS M 12.ACS.5.c Evaluate criteria necessary to become a safe food handler
	FCS M 06.FN6.6.d Identify cleaning procedures for work surfaces and equipment	FCS M 08.FN8.6.d Demonstrate proper procedures for cleaning work surfaces and equipment	FCS M 12.IFN.10.d Demonstrate appropriate cleaning and sanitizing techniques needed for maintaining a safe food service operation	FCS M 12.CS.5.d Demonstrate appropriate cleaning and sanitizing techniques needed to maintaining a safe food service facility	FCS M 12.ACS.5.d Document appropriate cleaning and sanitizing techniques needed for maintaining a safe food service facility
			FCS M 12.IFN10.e Apply guidelines for monitoring food safety during preparation and service	FCS M 12.CS.5.e Apply guidelines for monitoring food safety during preparation and service	FCS M 12.ACS.5.e Diagram the flow of food through a foodservice establishment (i.e., guidelines for keeping food safe during purchasing, receiving, and storing)
	<b>FCS M 06.FN6.7 Students will apply introductory food preparation skills to prepare a variety of food.</b>	<b>FCS M 08.FN8.7 Students will apply basic food preparation skills and prepare a variety of food.</b>	<b>FCS M 12.IFN.11 Students will demonstrate food preparation methods and techniques to produce a variety of food products.</b>	<b>FCS M 12.CS.6 Students will demonstrate food preparation methods and techniques.</b>	<b>FCS M 12.ACS.6 Students will demonstrate advanced food preparation methods and techniques in order to produce a variety of food products to workplace and industry standards.</b>

<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b>	FCS M 06.FN6.7.a Identify basic kitchen equipment and small appliances	FCS M 08.FN8.7.a Identify and practice using basic kitchen equipment and tools	FCS M 12.IFN.11.a Identify and practice using various kitchen equipment and tools	FCS M 12.CS.6.a Apply safe equipment use, knife skills, food/plate presentation, and food evaluation	FCS M 12.ACS.6.a Demonstrate professional and safe food preparation methods and techniques in order to produce a variety of food products
				FCS M 12.CS.6.b Prepare a variety of food products which build on culinary preparation techniques (e.g., moist/dry heat cooking methods, incorporation of seasonings, flavorings, aromatics, fats, foams, gels, and emulsions)	FCS M 12.ACS.6.b Prepare a variety of food products which incorporate cultural influences and all menu categories
<b>COLLEGE AND CAREER READINESS SKILLS</b>  Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Personal Responsibility	<b>FCS M 06.FN6.8</b> <b>Students will identify career paths of interest and utilize resources to develop personal education and career plan to meet goals and objectives.</b> (Personal Development & Well-Being Comp. Standard)	<b>FCS M 06.FN8.8</b> <b>Students will explore employment opportunities and careers relating to food and nutrition.</b>	<b>FCS M 12.IFN.12</b> <b>Students will identify various career paths and employment opportunities related to the food and nutrition pathway.</b>	<b>FCS M 12.CS.7</b> <b>Students will evaluate career paths related to the food industry.</b>	<b>FCS M 12.ACS.7</b> <b>Students will evaluate and experience career paths within the food production and food service industries.</b>
	FCS M 06.FN6.8.a Research and describe a career path of interest	FCS M 08.FN8.8.a Research and describe a career relating to food and nutrition	FCS M 12.IFN.12.a Examine career paths and employment opportunities related to food and nutrition	FCS M 12.CS.7.a Analyze a specific career related to the food industry	FCS M 12.ACS.7.a Evaluate a career path within the food production and food service industry
		FCS M 08.FN8.8.b Identify knowledge and skills necessary for careers related to food and nutrition	FCS M 12.IFN.12.b Identify knowledge and skills necessary for careers related to food and nutrition	FCS M 12.CS.7.b Examine roles, duties, and functions of individuals in food production and service careers	FCS M 12.ACS.7.b Experience career opportunities within the food production and/or food service industry
			<b>FCS M 12.IFN.13</b> <b>Students will demonstrate creativity and innovation.</b> (M CCR Comp. Standard 2)	<b>FCS M 12.CS.8</b> <b>Students will demonstrate creativity and innovation.</b> (M CCR Comp. Standard 2)	<b>FCS M 12.ACS.8</b> <b>Students will demonstrate creativity and innovation.</b> (M CCR Comp. Standard 2)

<b>COLLEGE AND CAREER READINESS SKILLS</b>  Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Personal Responsibility			FCS M 12.IFN.13.a Utilize information, knowledge, and experience to generate original ideas and challenge assumptions (CCR M 12.2.C)	FCS M 12.CS.8.a Utilize information, knowledge, and experience to generate original ideas and challenge assumptions (CCR M 12.2.C)	FCS M 12.ACS.8.a Utilize information, knowledge, and experience to generate original ideas and challenge assumptions (CCR M 12.2.C)
	<b>FCS M 06.FN6.9</b> Students will engage team members, implement teamwork, and utilize individual talents and skills. (CCR M 8.3.B)	<b>FCS M 08.FN8.9</b> Students will engage team members, implement teamwork, and utilize individual talents and skills. (CCR M 8.3.B)	<b>FCS M 12.IFN.14</b> Students will engage team members, build consensus, and utilize individual talents and skills. (CCR M 12.3.B)	<b>FCS M 12.CS.9</b> Students will engage team members, build consensus, and utilize individual talents and skills. (CCR M 12.3.B)	<b>FCS M 12.ACS.9</b> Students will engage team members, build consensus, and utilize individual talents and skills. (CCR M 12.3.B)
	FCS M 06.FN6.9.a Responsible for own contribution to collaborative learning process (CCR M 8.3.B)	FCS M 08.FN8.9.a Responsible for own contribution to collaborative learning process (CCR M 8.3.B)	FCS M 12.IFN.14.a Demonstrate ability to negotiate and find compromise in a collaborative learning process	FCS M 12.CS.9.a Demonstrate ability to negotiate and find compromise in a collaborative learning process	FCS M 12.ACS.9.a Demonstrate ability to negotiate and find compromise in a collaborative learning process
	FCS M 06.FN6.9.b Assign and/or assume roles to involve all team members and build upon talents and skills of team members (CCR M 8.3.B)	FCS M 08.FN8.9.b Assign and/or assume roles to involve all team members and build upon talents and skills of team members (CCR M 8.3.B)	FCS M 12.IFN.14.b Encourage others to participate and utilize individual talents and skills of team members	FCS M 12.CS.9.b Encourage others to participate and utilize individual talents and skills of team members	FCS M 12.ACS.9.b Encourage others to participate and utilize individual talents and skills of team members
	<b>FCS M 06.FN6.10</b> Students will demonstrate critical thinking and problem-solving skills. (M CCR Comp. Standard 1)	<b>FCS M 08.FN8.10</b> Students will demonstrate critical thinking and problem-solving skills. (M CCR Comp. Standard 1)	<b>FCS M 12.IFN.15</b> Students will demonstrate critical thinking and problem-solving skills. (M CCR Comp. Standard 1)	<b>FCS M 12.CS.10</b> Students will demonstrate critical thinking and problem-solving skills. (M CCR Comp. Standard 1)	<b>FCS M 12.ACS.10</b> Students will demonstrate critical thinking and problem-solving skills. (M CCR Comp. Standard 1)
	<b>FCS M 06.FN6.11</b> Students will demonstrate the ability to focus, prioritize, organize, and handle unfamiliar situations. (CCR M 8.1.E)	<b>FCS M 08.FN8.11</b> Students will demonstrate the ability to focus, prioritize, organize, and handle unfamiliar situations. (CCR M 8.1.E)	<b>FCS M 12.IFN.16</b> Students will exhibit ability to focus, prioritize, organize, and handle ambiguity. (CCR M 12.1.E)	<b>FCS M 12.CS.11</b> Students will exhibit ability to focus, prioritize, organize, and handle ambiguity. (CCR M 12.1.E)	<b>FCS M 12.ACS.11</b> Students will exhibit ability to focus, prioritize, organize, and handle ambiguity. (CCR M 12.1.E)

<b>COLLEGE AND CAREER READINESS SKILLS</b>  Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Personal Responsibility	<b>FCS M 06.FN6.12</b> <b>Students will recognize factors and goals in a problem situation.</b> (CCR M 8.1.F)	<b>FCS M 08.FN8.12</b> <b>Students will recognize factors and goals in a problem situation.</b> (CCR M 8.1.F)	<b>FCS M 12.IFN.17</b> <b>Students will recognize factors, constraints, goals, and relationships in a problem situation.</b> (CCR M 12.1.F)	<b>FCS M 12.CS.12</b> <b>Students will recognize factors, constraints, goals, and relationships in a problem situation.</b> (CCR M 12.1.F)	<b>FCS M 12.ACS.12</b> <b>Students will recognize factors, constraints, goals, and relationships in a problem situation.</b> (CCR M 12.1.F)
	<b>FCS M 06.FN6.13</b> <b>Students will evaluate possible solutions for the purpose of solving the problem.</b> (CCR M 8.1.G)	<b>FCS M 08.FN8.13</b> <b>Students will evaluate possible solutions for the purpose of solving the problem.</b> (CCR M 8.1.G)	<b>FCS M 12.IFN.18</b> <b>Students will evaluate solutions and determine the potential value toward solving the problem.</b> (CCR M 12.1.G)	<b>FCS M 12.CS.13</b> <b>Students will evaluate solutions and determine the potential value toward solving the problem.</b> (CCR M 12.1.G)	<b>FCS M 12.ACS.13</b> <b>Students will evaluate solutions and determine the potential value toward solving the problem.</b> (CCR M 12.1.G)

Course	Child Care, Food & Nutrition 6/7 <sup>th</sup>	Food, Nutrition & Family Connections 8 <sup>th</sup>	Introduction to Food and Nutrition	Culinary Skills	Advanced Culinary Skills
Materials	PK-12 Wellness Studies Curriculum Planning Committee confirmed the Open Educational Resources (OER) and staff created resources		<i>Food for Today</i> (McGraw-Hill, 2016)	<i>Introduction to Culinary Arts</i> (Pearson, 2017) <i>Culinary Arts</i> (KP Education Systems)	

**6-12 Housing and Textile Design Pathway Comprehensive Standards:  
Students will demonstrate knowledge and technical skills to solve problems and make decisions related to housing, textiles, and consumerism.**

**Pathway Standards and Indicators**

<b>Strands</b>	<b>Integrated Learning Lab 6/7</b>	<b>Integrated Learning Lab 8</b>	<b>Interior Design</b>	<b>Textiles &amp; Clothing Design</b>	<b>Creative Design</b>
<b>ACADEMIC SKILLS AND APPLICATIONS</b>	<b>FCS M 06.IL6.1</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 08.IL8.1</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 12.ID.1</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 12.TCD.1</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 12.CD.1</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes. (LA-Speaking/Listening Comp. Standard)
	<b>FCS M 06.IL6.2</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA –Number Comp. Standard)	<b>FCS M 08.IL8.2</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA –Number Comp. Standard)	<b>FCS M 12.ID.2</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA –Number Comp. Standard)	<b>FCS M 12.TCD.2</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA –Number Comp. Standard)	<b>FCS M 12.CD.2</b> Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines. (MA –Number Comp. Standard)
		<b>FCS M 08.IL8.2.a</b> Utilize geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections	<b>FCS M 12.ID.2.a</b> Communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections	<b>FCS M 12.TCD.2.a</b> Communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections	
	<b>FCS M 06.IL6.3</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)		<b>FCS M 12.ID.3</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)		<b>FCS M 12.CD.3</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)

<b>ACADEMIC SKILLS AND APPLICATIONS</b>			FCS M 12.ID.3.a Apply computational skills in relation to interior design (e.g., conversions, pricing, fractions, etc.)	FCS M 12.TCD.2.b Apply computational skills in relation to fashion (e.g., conversions, pricing, fractions, etc.)	FCS M 12.CD.3.a Apply computational skills in relation to design (e.g., conversions, pricing, fractions, etc.)
	<b>FCS M 06.IL6.4</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)	<b>FCS M 08.IL8.3</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)	<b>FCS M 12.ID.4</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)	<b>FCS M 12.TCD.3</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)	<b>FCS M 12.CD.4</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)
<b>ACQUIRE, ALLOCATE, AND UTILIZE PERSONAL FAMILY AND COMMUNITY RESOURCES</b>	<b>FCS M 06.IL6.5</b> Students will apply the practical reasoning process to identify, research, justify, and apply solutions.	<b>FCS M 08.IL8.4</b> Students will apply the practical reasoning process to identify, research, justify, and apply solutions.	<b>FCS M 12.ID.5</b> Students will apply housing and design concepts and theories, such as green design, in relation to available resources and options.		<b>FCS M 12.CD.5</b> Students will apply the practical reasoning process to identify, research, justify, and apply solutions related to textiles and/or interiors.
	FCS M 06.IL6.5.a Analyze the need and constraints of the problem	FCS M 08.IL8.4.a Analyze the need and constraints of the problem	FCS M 12.ID.5.a Evaluate the use of elements and principles of design in housing and commercial and residential interiors		FCS M 12.CD.5.a Analyze the need and constraints of the problem
	FCS M 06.IL6.5.b Research the problem and develop possible solutions	FCS M 08.IL8.4.b Research the problem and develop possible solutions	FCS M 12.ID.5.b Analyze the psychological impact the principles and elements of design have on the individual		FCS M 12.CD.5.b Research the problem and develop possible solutions
	FCS M 06.IL6.5.c Select a logical solution to the problem and begin the implementation process	FCS M 08.IL8.4.c Select a logical solution to the problem and begin the implementation process	FCS M 12.ID.5.c Analyze the effects that the principles and elements of design have on aesthetics and function		FCS M 12.CD.5.c Select a logical solution to the problem and begin the implementation process

<b>ACQUIRE, ALLOCATE, AND UTILIZE PERSONAL FAMILY AND COMMUNITY RESOURCES</b>	<b>FCS M 06.IL6.7</b> <b>Students will demonstrate the use of appropriate resources to solve a specific problem.</b>	<b>FCS M 08.IL8.5</b> <b>Students will demonstrate the use of appropriate resources to solve a specific problem.</b>		<b>FCS M 12.TCD.4</b> <b>Students will demonstrate skills to produce, alter, or repair fashion, apparel, and textile products.</b>	
	FCS M 06.IL6.7.a Demonstrate safe use of equipment to produce a project	FCS M 08.IL8.5.a Demonstrate safe use of equipment to produce a project		FCS M 12.TCD.4.a Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair	
				FCS M 12.TCD.4.b Explain production processes for creating fibers, yarn, woven and knit fabrics, and nonwoven textile products	
				FCS M 12.TCD.4.c Analyze current technology and trends that facilitate design and production of textile, apparel, and fashion products	
				FCS M 12.TCD.4.d Demonstrate basic skills for producing and altering textile products and apparel	
				<b>FCS M 12.TCD.5</b> <b>Students will construct elements of textile, apparel, and fashion merchandising.</b>	

<b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b>				FCS M 12.TCD.5.a Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products	
				FCS M 12.TCD.5.b Analyze ethical considerations for merchandising	
	<b>FCS M 06.IL6.8</b> Students will identify the impact of problems and solutions on the quality of life.	<b>FCS M 08.IL8.6</b> Students will identify the impact of problems and solutions on the quality of life.			<b>FCS M 12.CD.6</b> Students will identify the impact of problems and solutions on the quality of life.
	FCS M 06.IL6.8.a Evaluate a textile product for cost, quality, appearance, and care	FCS M 08.IL8.6.a Evaluate a textile product for cost, quality, appearance, and care			FCS M 12.CD.6.a Evaluate and critique the end result and make appropriate improvements
			<b>FCS M 12.ID.6</b> Students will evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.		
			FCS M 12.ID.6.a Assess client's community, family, and financial resources needed to achieve housing and interior design goals		
			FCS M 12.ID.6.b Critique design plans to address client's needs, goals and resources		

<p><b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b></p>			<p>FCS M 12.ID.6.c Justify design solutions relative to client needs, including diversity and cultural needs, and design process</p>		
<p><b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b></p>			<p><b>FCS M 12.ID.7</b> <b>Students will analyze career paths within the housing, interior design, and furnishing industries.</b></p>	<p><b>FCS M 12.TCD.6</b> <b>Students will analyze career paths within the textile apparel and design industries.</b></p>	
			<p>FCS M 12.ID.7.a Analyze career paths and opportunities for employment and entrepreneurial endeavors</p>	<p>FCS M 12.TCD.6.a Explain the roles and functions of individuals engaged in textiles and apparel careers</p>	
			<p>FCS M 12.ID.7.b Summarize education, training, and credentialing requirements and opportunities for career paths in housing and interior design</p>	<p>FCS M 12.TCD.6.b Analyze opportunities for employment and entrepreneurial endeavors</p>	
			<p>FCS M 12.ID.7.c Analyze the attitudes, traits, and values for professional responsibility, accountability, and effectiveness required for careers in housing and interior design</p>	<p>FCS M 12.TCD.6.c Summarize education and training requirements and opportunities for career paths in textile and apparel services</p>	
			<p><b>FCS M 12.ID.8</b> <b>Students will demonstrate design, construction, document reading, and space planning skills.</b></p>		

<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b>			FCS M 12.ID.8.a Interpret information provided on construction documents		
			FCS M 12.ID.8.b Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, and electrical and mechanical systems		
			FCS M 12.ID.8.c Draft an interior space to scale using architecture symbols		
			FCS M 12.ID.8.d Arrange furniture placement with reference to principles of design, traffic flow, activity, and existing architectural features		
			FCS M 12.ID.8.e Demonstrate graphic communication skills (e.g., presentations, sketching)		
				<b>FCS M 12.TCD.7 Students will evaluate fiber and textile products and materials.</b>	
				FCS M 12.TCD.7.a Apply appropriate terminology for identifying, comparing, and analyzing the most common generic textile fibers	

<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO FAMILY, EMPLOYMENT, AND COMMUNITY</b>				FCS M 12.TCD.7.b Evaluate performance characteristics of textile fiber and fabrics	
				FCS M 12.TCD.7.c Analyze effects of textile characteristics on design, construction, care, use, and maintenance of products	
<b>COLLEGE AND CAREER READINESS SKILLS</b>  Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Personal Responsibility		<b>FCS M 08.II.8.7</b> Students will appreciate new and creative ideas of others in order to provide constructive feedback.			
	<b>FCS M 06.II.6.9</b> Students identify recognize factors, constraints, goals, and relationships in a problem situation. (CCR M 8.1.F)	<b>FCS M 08.II.8.8</b> Students identify recognize factors, constraints, goals, and relationships in a problem situation. (CCR M 8.1.F)	<b>FCS M 12.ID.9</b> Students will evaluate factors, constraints, goals, and relationships in a problem situation. (CCR M 12.1.F)	<b>FCS M 12.TCD.8</b> Students will evaluate factors, constraints, goals, and relationships in a problem situation. (CCR M 12.1.F)	<b>FCS M 12.CD.7</b> Students will evaluate factors, constraints, goals, and relationships in a problem situation. (CCR M 12.1.F)
		<b>FCS M 08.II.8.9</b> Students will identify information, knowledge, and experience to generate original ideas. (CCR M 8.2.C)	<b>FCS M 12.ID.10</b> Students will utilize information, knowledge, and experience to generate original ideas and challenge assumptions. (CCR M 12.2.C)	<b>FCS M 12.TCD.9</b> Students will utilize information, knowledge, and experience to generate original ideas and challenge assumptions. (CCR M 12.2.C)	<b>FCS M 12.CD.8</b> Students will utilize information, knowledge, and experience to generate original ideas and challenge assumptions. (CCR M 12.2.C)
	<b>FCS M 06.II.6.10</b> Students will contribute to team-oriented projects, problem-solving activities, and assignments. (CCR M 8.3.A)	<b>FCS M 08.II.8.10</b> Students will contribute to team-oriented projects, problem-solving activities, and assignments. (CCR M 8.3.A)	<b>FCS M 12.ID.11</b> Contribute to team-oriented projects, problem-solving activities, and assignments. (CCR M 12.3.A)	<b>FCS M 12.TCD.10</b> Contribute to team-oriented projects, problem-solving activities, and assignments. (CCR M 12.3.A)	<b>FCS M 12.CD.9</b> Contribute to team-oriented projects, problem-solving activities, and assignments. (CCR M 12.3.A)
	<b>FCS M 06.II.6.11</b> Students will demonstrate the ability to manage time. (CCR M.8.4.D)	<b>FCS M 08.II.8.11</b> Students will demonstrate the ability to manage time. (CCR M.8.4.D)	<b>FCS M 12.ID.12</b> Students will demonstrate the ability to manage time. (CCR M 12.4.D)	<b>FCS M 12.TCD.11</b> Students will demonstrate the ability to manage time. (CCR M 12.4.D)	<b>FCS M 12.CD.10</b> Students will demonstrate the ability to manage time. (CCR M 12.4.D)

<b>COLLEGE AND CAREER READINESS SKILLS</b>	<b>FCS M 06.IL6.12</b> Students will demonstrate the ability to follow directions. (CCR M 8.4.E)	<b>FCS M 08.IL8.12</b> Students will demonstrate the ability to follow directions. (CCR M 8.4.E)	<b>FCS M 12.ID.13</b> Students will demonstrate the ability to follow directions. (CCR M 12.4.E)	<b>FCS M 12.TCD.12</b> Students will demonstrate the ability to follow directions. (CCR M 12.4.E)	
<b>INFORMATION MEDIA AND TECHNOLOGY SKILLS</b>  Evaluation, and use of Digital Resources / Technology		<b>FCS M 08.IL8.13</b> Students will apply design knowledge, skills, processes, and theories and communicate design ideas through oral, written, and visual presentations.	<b>FCS M 12.ID.14</b> Students will apply design knowledge, skills, processes, and theories and communicate design ideas through oral, written, and visual presentations.		<b>FCS M 12.CD.11</b> Students will apply design knowledge, skills, processes, and theories and communicate design ideas through oral, written, and visual presentations.
		FCS M 08.IL8.13.a Prepare sketches, elevations, and renderings using appropriate media	FCS M 12.ID.14.a Prepare sketches, elevations, and renderings using appropriate media		
		FCS M 08.IL8.13.b Create floor plans using architectural drafting skills and computer aided design software	FCS M 12.ID.14.b Utilize a variety of presentation media such as photography, video, computer, and software for client presentations		FCS M 12.CD.11.a Utilize a variety of presentation media such as photography, video, computer, and software for client presentations
			FCS M 12.ID.14.c Create floor plans using architectural drafting skills and computer aided design software		
	<b>FCS M 06.IL6.13</b> Use a variety of technological resources to solve problems. (Technology Comp. Standard)	<b>FCS M 08.IL8.14</b> Use a variety of technological resources to solve problems. (Technology Comp. Standard)	<b>FCS M 12.ID.15</b> Use a variety of technological resources to solve problems. (Technology Comp. Standard)	<b>FCS M 12.TCD.13</b> Use a variety of technological resources to solve problems. (Technology Comp. Standard)	<b>FCS M 12.CD.12</b> Use a variety of technological resources to solve problems. (Technology Comp. Standard)

<b>Course</b>	<b>Integrated Learning Lab 6/7</b>	<b>Integrated Learning Lab 8</b>	<b>Interior Design</b>	<b>Textiles &amp; Clothing Design</b>	<b>Creative Design</b>
Materials	PK-12 Wellness Studies Curriculum Planning Committee confirmed the Open Educational Resources (OER) and staff created resources		<i>Interior Design</i> (Goodheart-Willcox, 2017)	Open Educational Resources (OER)	<i>Interior Design</i> (Goodheart-Willcox, 2017)

**6-12 Human Development and Family Pathway Comprehensive Standards:  
Students will demonstrate knowledge and responsible decision-making skills related to human development and families.**

**Pathway Standards and Indicators**

<b>Strands</b>	<b>Child Care, Food and Nutrition 6/7</b>	<b>Child Development</b>	<b>Adult Life and Parenting</b>
<b>ACADEMIC SKILLS AND APPLICATIONS</b>		<b>FCS M 12.CDV.1</b> Students will learn and apply reading skills and strategies to comprehend text. (LA-Reading Comp. Standard)	<b>FCS M 12.ALP.1</b> Students will learn and apply reading skills and strategies to comprehend text. (LA-Reading Comp. Standard)
		<b>FCS M 12.CDV.2</b> Students will learn and apply writing skills and strategies to communicate. (LA-Writing Comp. Standard)	<b>FCS M 12.ALP.2</b> Students will learn and apply writing skills and strategies to communicate. (LA-Writing Comp. Standard)
	<b>FCS M 06.FN6.14</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of reasons. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 12.CDV.3</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of reasons. (LA-Speaking/Listening Comp. Standard)	<b>FCS M 12.ALP.3</b> Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of reasons. (LA-Speaking/Listening Comp. Standard)
		<b>FCS M 12.CDV.4</b> Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international level. (SS Comp. Standard)	<b>FCS M 12.ALP.4</b> Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international level. (SS Comp. Standard)
	<b>FCS M 06.FN6.15</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)	<b>FCS M 12.CDV.5</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)	<b>FCS M 12.ALP.5</b> Students will analyze and make sound financial choices by using appropriate resources. (Financial Comp. Standard)
		<b>FCS M 12.CDV.6</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)	<b>FCS M 12.ALP.6</b> Students will use resources to develop a personal education and career plan to meet goals and objectives. (Personal Development & Well-Being Comp. Standard)

<b>ACQUIRE, ALLOCATE, AND UTILIZE PERSONAL FAMILY AND COMMUNITY RESOURCES</b>			<b>FCS M 12.ALP.7</b> <b>Students will evaluate the impact of resources on the individual and family (e.g., money, time, etc.).</b>
			<b>FCS M 12.ALP.8</b> <b>Students will evaluate the impact of life events on the individual and family (e.g., relationships, parenting, loss, education, employment, empty nest, health).</b>
			FCS M 12.ALP.8.a Evaluate the impact of global influences
			<b>FCS M 12.ALP.9</b> <b>Students will examine external support systems that provide services to families (e.g., social services, WIC, etc.).</b>
<b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b>	<b>FCS M 06.FN6.16</b> <b>Students will understand the development of a child.</b>	<b>FCS M 12.CDV.7</b> <b>Students will understand the development of a child.</b>	<b>FCS M 12.ALP.10</b> <b>Students will understand the development of a child.</b>
	<b>FCS M 06.FN6.17</b> <b>Students will recognize personal traits needed to care for children.</b>	<b>FCS M 12.CDV.8</b> <b>Students will analyze principles of human growth and development from prenatal to age 5 (e.g., developmental sequence, basic needs, independence).</b>	<b>FCS M 12.ALP.11</b> <b>Students will analyze principles of human growth and development across the lifespan.</b>
	FCS M 06.FN6.17.a Understand the need for effective decision-making skills related to child care (e.g., maturity of child care provider, safe environment, etc.)	FCS M 12.CDV.8.a Analyze physical, emotional, social and intellectual development from prenatal to age 5	FCS M 12.ALP.11.a Analyze physical, emotional, social and intellectual development across the lifespan
		FCS M 12.CDV.8.b Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development from prenatal to age 5	FCS M 12.ALP.11.b Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development across the lifespan

<b>DEVELOP NURTURING, CARING, AND RESPONSIBLE INDIVIDUALS AND FAMILIES</b>		FCS M 12.CDV.8.c Analyze research about human growth and development, including research on brain development from prenatal to age 5 (e.g., Piaget, Maslow, etc.)	
			<b>FCS M 12.ALP.12</b> <b>Students will analyze family systems that support human growth and development.</b>
			FCS M 12.ALP.12.a Analyze parenting practices
			FCS M 12.ALP.12.b Identify the impact of culture on family systems
<b>KNOWLEDGE, SKILLS, AND ACTIONS NEEDED RELATED TO EMPLOYMENT, FAMILY, AND COMMUNITY</b>	<b>FCS M 06.FN6.18</b> <b>Students will meet basic human needs for infants and young children.</b>	<b>FCS M 12.CDV.9</b> <b>Students will examine and analyze conditions that influence human growth and development.</b>	<b>FCS M 12.ALP.13</b> <b>Students will examine and analyze conditions that influence human growth and development.</b>
	FCS M 06.FN6.18.a Select and prepare healthy snacks and meals for children	FCS M 12.CDV.9.a Describe impact of conditions on human development from prenatal to age 5 (e.g., health, career, mobility, etc.)	FCS M 12.ALP.13.a Describe impact of conditions on human development throughout the lifespan (e.g., health, career, mobility, etc.)
	FCS M 06.FN6.18.b Select and create activities that enhance physical, emotional, intellectual, and social development of children		
		<b>FCS M 12.CDV.10</b> <b>Students will analyze career paths within family and community services.</b>	<b>FCS M 12.ALP.14</b> <b>Students will analyze career paths within family and community services.</b>
<b>COLLEGE AND CAREER READINESS SKILLS</b> Critical Thinking, Communication, Collaboration, Creativity, Citizenship, Personal Responsibility		<b>FCS M 12.CDV.11</b> <b>Students will recognize factors, constraints, goals, and relationships in a problem situation.</b> (CCR M 12.1.F)	<b>FCS M 12.ALP.15</b> <b>Students will recognize factors, constraints, goals, and relationships in a problem situation.</b> (CCR M 8.1.F)

<b>INFORMATION MEDIA AND TECHNOLOGY SKILLS</b>	<b>FCS M 06.FN6.19</b> <b>Comply with policies and regulations.</b> (CCR M 8.4.K)	<b>FCS M 12.CDV.12</b> <b>Comply with policies and regulations.</b> (CCR M 12.4.K)	<b>FCS M 12.ALP.16</b> <b>Comply with policies and regulations.</b> (CCR M 12.4.K)
Evaluation, and use of Digital Resources / Technology	FCS M 06.FN6.19.a Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources	FCS M 12.CDV.12.a Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources	FCS M 12.ALP.16.a Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources
		<b>FCS M 12.CDV.13</b> <b>Students will design, develop, and use digital learning activities to demonstrate knowledge and skills related to curriculum content.</b>	<b>FCS M 12.ALP.17</b> <b>Students will design, develop, and use digital learning activities to demonstrate knowledge and skills related to curriculum content.</b>
		FCS M 12.CDV.13.a Apply the practical reasoning process to child development concepts	FCS M 12.ALP.17.a Apply the practical reasoning process to parenting and adult life

<b>Course</b>	<b>Child Care, Food and Nutrition 6/7</b>	<b>Child Development</b>	<b>Adult Life and Parenting</b>
Materials	PK-12 Wellness Studies Curriculum Planning Committee confirmed the Open Educational Resources (OER) and staff created resources	<i>Child Development: Early Stages Through Age 12</i> (Goodheart-Willcox, 2016)	<i>Interpersonal Relationships</i> (Goodheart-Willcox, 2018)

## Appendix

6-8 Proposed Course Changes .....	30
6-8 Proposed Course Descriptions .....	31
9-12 Family and Consumer Sciences Flow Chart.....	32
9-12 Proposed Course Changes .....	33
9-12 Proposed Course Descriptions .....	34

## 6-8 Proposed Course Changes

As part of the research process, creation of standards and indicators, and alignment of courses, the Curriculum Planning Committee determined which courses would best address the revised standards and indicators. In some cases, this meant revising, replacing, or abandoning courses, which resulted in the following proposed changes.

PREVIOUS COURSE(S)	PROPOSED COURSE	RATIONALE/IMPACT
Foods, Nutrition & Family Living <ul style="list-style-type: none"> <li>● 6<sup>th</sup> or 7<sup>th</sup> grade</li> <li>● Required Hexter</li> </ul>	Child Care, Food & Nutrition <ul style="list-style-type: none"> <li>● 6<sup>th</sup> or 7<sup>th</sup> grade</li> <li>● Hexter</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Focuses on problem-solving instructional approach related to food, nutrition and babysitting</li> </ul>
Textiles, Clothing & Design <ul style="list-style-type: none"> <li>● 6<sup>th</sup> or 7<sup>th</sup> grade</li> <li>● Required Hexter</li> </ul>	Integrated Learning Lab <ul style="list-style-type: none"> <li>● 6<sup>th</sup> or 7<sup>th</sup> grade</li> <li>● Hexter</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Focuses on problem-solving instructional approach related to such topics as health, science, math, technology, housing, textiles, etc.</li> </ul>
Career Planning <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Required Hexter</li> </ul>	Academic Seminar 8 <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Hexter</li> </ul>	<ul style="list-style-type: none"> <li>● Moved to Counseling Framework</li> <li>● Aligns to Counseling Standards and Indicators</li> </ul>
Designing Spaces <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Elective Hexter</li> </ul>	Integrated Learning Lab 8 <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Hexter</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Focuses on an integrated problem-solving instructional approach related to such topics as health, science, math, technology, housing, textiles, etc.</li> <li>● Addresses elective proposal within the 2016 Middle Level Schedule Review</li> </ul>
Foods for Teens <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Elective Hexter</li> </ul>	Food, Nutrition & Family Connections <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Hexter</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Focuses on problem-solving instructional approach related to food and nutrition</li> </ul>
Money Management <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Elective Hexter</li> </ul>	Course has been updated to a digital format	<ul style="list-style-type: none"> <li>● Content has been updated</li> <li>● Focuses on the relationship between earning, spending, and saving money while recognizing the impact of needs, wants and values</li> </ul>
Super Sewing <ul style="list-style-type: none"> <li>● 8<sup>th</sup> grade</li> <li>● Elective Hexter</li> </ul>	Retire this course	<ul style="list-style-type: none"> <li>● Transition to problem solving approach within an integrated learning lab</li> </ul>

## 6-8 Proposed Course Descriptions

### **5710 Child Care, Food and Nutrition**

**6 or 7 1 Hexter**

Course Description: Students will use problem-solving skills to identify and implement solutions for living in an ever-changing society. Problems will include kitchen safety, healthy choices, food preparation for independence, consumer skills, and babysitting.

### **5722 Integrated Learning Lab**

**6 or 7 1 Hexter**

Course Description: Students will work within problem and project-based investigations focused on current topics or projects that are relevant in today's world. This course will assist students in finding innovative solutions through analysis and collaboration on open-ended, experiential projects. Integrated topics and problems may include health, science, mathematics, and technology concepts and solutions as students solve new problems and adapt to new situations.

### **5810 Food, Nutrition and Family Connections**

**8 1 Hexter**

Course Description: Students will use food preparation techniques and equipment to prepare a variety of food. Students will learn about nutrition, food preparation methods, consumer skills, and ethnic dishes.

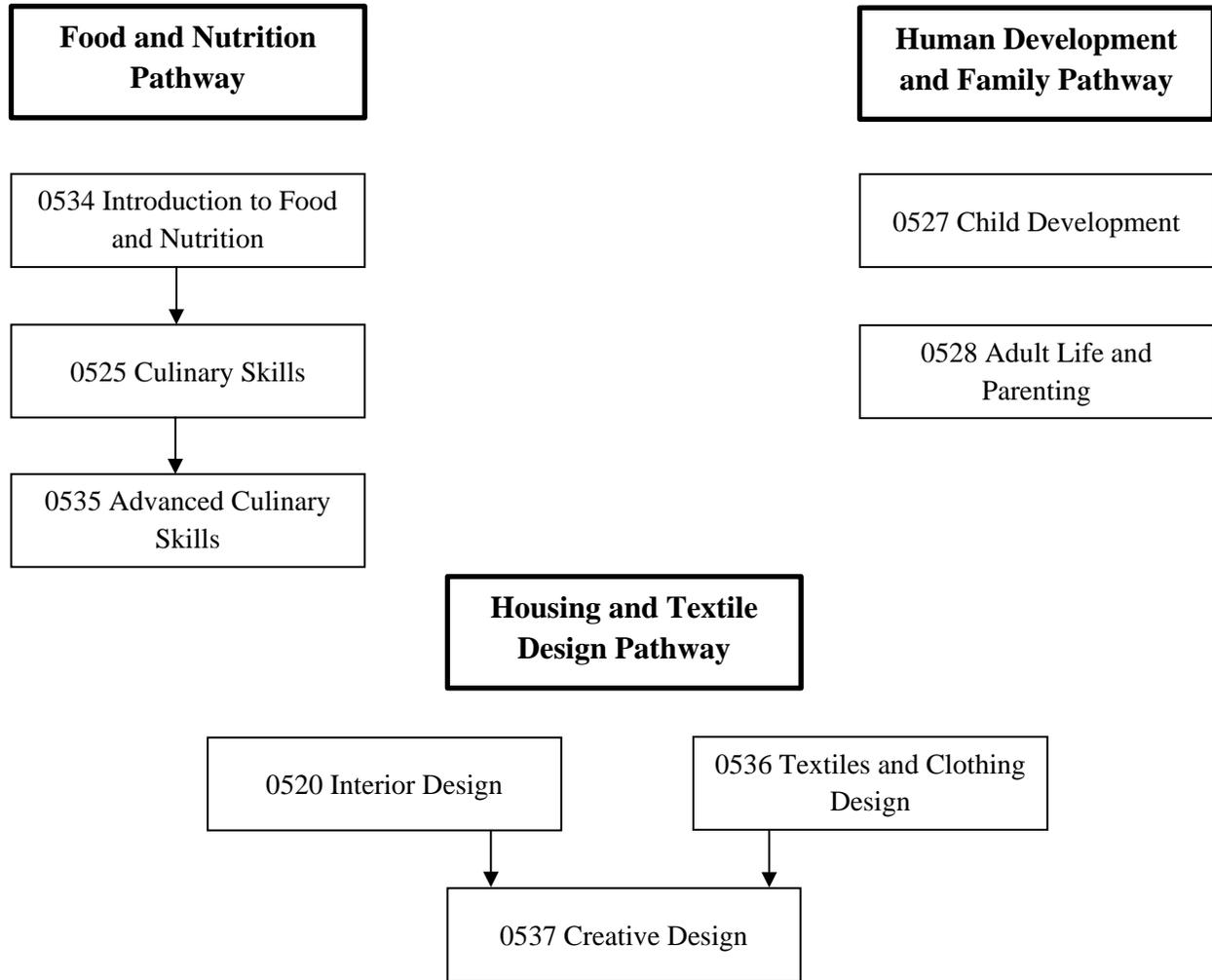
### **5822 Integrated Learning Lab 8**

**8 1 Hexter**

Course Description: Students will define an issue or interest and work within problem and project-based investigations focused on what is relevant in today's world. This course will assist students in finding innovative solutions through analysis and collaboration on open-ended, experiential projects. Integrated topics and problems may include health, science, mathematics, and technology concepts and solutions as students solve new problems and adapt to new situations.

## 9-12 FAMILY AND CONSUMER SCIENCES

### Family and Consumer Sciences Career Pathways and Courses



Students who have enrolled in Family and Consumer Sciences courses may participate in FCCLA: Family, Career and Community Leaders of America.

## 9-12 Proposed Course Changes

As part of the research process, creation of standards and indicators, and alignment of courses, the Curriculum Planning Committee determined which courses would best address the revised standards and indicators. In some cases, this meant revising, replacing, or abandoning courses, which resulted in the following proposed changes.

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Adult Living <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Adult Life and Parenting <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides a second course in the Human Development and Family Program of Study</li> </ul>
Child Development <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Child Development <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides an introductory course in the Human Development and Family Program of Study</li> </ul>
Clothing, Textiles and Design <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Textiles and Clothing Design <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Develops foundational skills to support to advanced studies in housing and textile design</li> </ul>
Creative Textiles <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Creative Design <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> <li>● Prerequisite: Interior Design or Textiles and Clothing Design</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides a capstone course to complete the Housing and Textiles Design Program of Study</li> </ul>
Culinary Skills <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Culinary Skills <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> <li>● Prerequisite: Introduction to Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides an intermediate course in the Food and Nutrition Program of Study</li> </ul>
Foods for Today <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Introduction to Food and Nutrition <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Develops foundational skills to support advanced studies in food and nutrition</li> </ul>
Interior Design <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Interior Design <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides an introductory course in the Housing and Textile Program of Study</li> </ul>
International Foods <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> </ul>	Advanced Culinary Skills <ul style="list-style-type: none"> <li>● Elective</li> <li>● 5 Credits</li> <li>● Prerequisite: Culinary Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures Millard FCS Standards and Indicators are taught</li> <li>● Provides a capstone course to complete the Food and Nutrition Program of Study</li> </ul>

## 9-12 Proposed and Updated Course Descriptions

### **0534 Introduction to Food and Nutrition**

**5 Credits**

Course Description: Students will learn the basics of nutrition, food preparation and dietary decision-making utilizing digital resources and laboratory experiences. Students will incorporate skills to impact their present and future health and well-being.

**Prerequisites:** None

### **0525 Culinary Skills**

**5 Credits**

Course Description: Students will develop skills in safety, sanitation and basic food preparation techniques required in food preparation. This course is designed for students who want to expand their food preparation skills and/or pursue a career in culinary arts, food service, or the hospitality industry.

**Prerequisites:** Introduction to Food and Nutrition

### **0535 Advanced Culinary Skills**

**5 Credits**

Course Description: Students will advance their food preparation skills while applying management principles needed for the Food Service and Hospitality profession. This course will emphasize gourmet specialties, garnishes, and cultural influences.

**Prerequisites:** Culinary Skills

### **0520 Interior Design**

**5 Credits**

Course Description: Students will evaluate and create floor plans for residential and commercial spaces. Students will utilize the elements and principles of design to create aesthetically pleasing spaces while considering functionality and eco-friendly design. Interior design is a project oriented class that will use technology to enhance learning.

**Prerequisites:** None

### **0536 Textiles and Clothing Design**

**5 Credits**

Course Description: Students will learn clothing construction techniques and garment design while working individually and collaboratively. Students will research careers in the textile, clothing, and design industry to explore employment and entrepreneurial endeavors. Students will design and create their own textile project using digital sewing equipment and patterns.

**Prerequisites:** None

### **0537 Creative Design**

**5 Credits**

Course Description: Students will be using reasoning skills to solve practical-real world problems in the areas of fashion design and interior design. Students will create individualized design projects to be documented in a professional portfolio.

**Prerequisites:** Interior Design or Textiles and Clothing Design

### **0527 Child Development**

**5 Credits**

Course Description: Students will explore the physical, social, emotional, and intellectual factors that relate to the developing child from prenatal to age 5. This course will develop personal skills while also preparing students for child-related career fields by interacting with children, learning from guest speakers, and participating in problem-based scenarios. This course fulfills the Human Resources Graduation Requirement.

**Prerequisites:** None

**0528 Adult Life and Parenting****5 Credits**

Course Description: Students will analyze factors that influence human growth and development through a lifespan. Class activities will focus on impacts of life events, resource management, and support systems required throughout life. The course helps students enhance interpersonal relationships and understand the effect of these relationships on families, work, and society. This course fulfills the Human Resources Graduation Requirement.

**Prerequisites:** None

## Revisions to Approved Frameworks to Support the Middle Level Schedule Change for 2018-2019 and Beyond

This an addendum to each of the related frameworks.

Previous	Revised
<b>Art</b>	
Art 6, 7; required	elective
<b>Business and Information Technology</b>	
Computer Applications 6, 7; required Computational Thinking	Elective Computational Thinking and Coding
<b>Family and Consumer Science</b>	
Childcare, Foods & Nutrition, 6 or 7; required	elective
Integrated Learning Lab 6 or 7; required	elective
<b>Industrial Technology</b>	
Industrial Technology 6, 7; required	elective
<b>Music</b>	
General Music 6, 7; required	elective
<b>Language Arts</b>	
Reading 6, 7, 8; required	Young Adult Literature 6, 7, 8; elective
<b>New</b>	Creative Writing 6, 7, 8; elective
<b>Social Studies</b>	
<b>New</b>	Law and Public Service 6, 7, 8; elective
<b>World Language</b>	
Spanish 6	Spanish A; elective
Spanish 7	Spanish B; elective
Language 8	Spanish C; elective
Spanish I	Spanish II-A; elective
	Spanish II-B; elective

### New or revised course descriptions

#### **2652/2752/2852 Young Adult Literature (6, 7, 8)**

**1 Year**

This course is designed with the avid reader in mind! Students will read and familiarize themselves with a wide variety of genres from full novels to short stories, articles, poems, blogs, etc. Each hexter will focus on a new and engaging theme. Similar to a book club, students will share responsibility for facilitating discussion of whole class texts and within smaller literature circles. Emphasis will be placed on independent, active reading and responding to both fiction and nonfiction text.

#### **2656/2756/2856 Creative Writing (6, 7, 8)**

**1 Hexter**

This course is an introduction to creative writing for middle school students who enjoy writing and who want to improve their writing techniques. Students will read mentor texts and write daily. Within different units, writers will experiment with a variety of genre and will share their writing in small groups and potentially with the class.

#### **4602/4702/4802 Law and Public Service (6, 7, 8)**

**1 Hexter**

Students will learn about law and public service. This six week course explores the importance of Civic Responsibility, Legal Services, Law Enforcement Services, Correction Services, Security and Protective Services and Emergency and Fire Management Services within our government.

**1618 Spanish A****1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish A is the first year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

**1718 Spanish B****1 Year**

Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish B is the second year of a three year course to be completed in 8th grade. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

**1818 Spanish C****1 Year**

Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the Spanish culture. Spanish C is the third year of a three year course sequence. The course meets on alternate days. Spanish A, Spanish B and Spanish C make up a three year course sequence equivalent to the Spanish I course at the high school.

**1620 Spanish I-A (KMS/NMS for Aldrich students only)****1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). This course begins in sixth grade, meets on alternate days, and will continue with Spanish II-A in seventh grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

**1722 Spanish II-A****1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days, and will continue with Spanish II-B in eighth grade. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.

**1826 Spanish II-B****1 Year**

This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets on alternate days. Spanish I-A, Spanish II-A, and Spanish II-B constitute a three-year course sequence equivalent to Spanish I and Spanish II taught at the high school.