

*Northwestern Middle School*  
**Family and Consumer Sciences Department**  
**2011 Curriculum Outline Proposal Following the INFACS Frameworks**  
**Taught by Renee' Hullinger**

**1. Mission Statement and Philosophy:**

The mission of Family and Consumer Sciences Education is to prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and career development.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life."

**2. Indiana Academic Standards – Link directly to Indiana Academic Standards of specific subject area (Not Responsible)**

**3.NWSC Local Standards - Addition of local standards, if applicable, that go over and beyond of Indiana Academic Standards**

Students are assessed with each unit enclosed with a written test, quiz lab, or project.

**4. Course Descriptions – Information taken from IDOE website (Not Responsible)**

**5. Course Outlines – Outline of course in the form of content topics taught:**

**Indiana Family & Consumer Sciences Middle School Curriculum  
Comprehensive/Enrichment Framework**

**Pacing Guide  
Grades  
7, & 8 Total  
Days**

**Units of Study**

**90 days**

**1. Setting and Reaching Life Goals**

Growing and Changing: *Physical, emotional, and social development for early adolescents; Roles and responsibilities; Attitudes; Dealing with change*  
 Getting to Know Yourself: *Standards and ethics; Goals; Interests; Personal heritage*  
 Decision Making, Problem Solving, and Critical Thinking: *Decision-making steps and processes; Choices, options, and consequences; Evaluating information*  
 Identifying and Using Resources: *Personal and community resources; Time and money management; Product information; Consumerism; Advertising; Economics*  
 Leisure Time and Hobbies: *Building knowledge and skills; Exploring interests and opportunities; Taking action for leisure and recreation*

5 days

**2. Dynamic Leadership**

Leadership for Life: *Assuming responsibility for choices and actions; Citizenship; Service; Diversity and multiculturalism; Working with a group*  
 Characteristics, Roles, and Responsibilities of Leaders: *Leadership styles; Role models; Taking risks; Overcoming adversity; Resolving conflict*

2 days

**3. Career Exploration**

Exploring Work: *Why people work; Work and individual identity; Work ethics; Work, society, and the economy*  
 Exploring Self, Family, and Community: *Aptitudes, abilities, and interests; Adult roles, responsibilities, and life events; Career, community, and family connections*  
 Exploring Careers: *Career clusters; Career research; Job shadowing*

3 days

**4. Personal Image**

Communication and Personal Presentation: *Communication skills and styles; Behavior and manners; Personal appearance for the occasion*  
 Clothing Selection: *Fashion, fads, and trends; Consumer considerations; Textile characteristics; Wardrobe planning; Remodeling and production*  
 Clothing Care: *Clothing care labels; Clothing repairs; Stain removal;*

8 days

<i>Laundry; Storage; Textile science applications</i>		
<p>5. Relationships</p> <p>Quality Friendships: <i>Choices; Diversity; Peer pressure; Conflict; Changing relationships; Male/female relationships</i></p> <p>Positive Family Relationships: <i>Roles and responsibilities; Family change; Conflicts; Cooperation</i></p> <p>Relationships in the Community: <i>School; Workplace; Youth activities; Public events; Multicultural and global awareness</i></p>	15 days	
<p>6. Caring for the Environment</p> <p>Source Reduction: <i>Product selection and use; Ethical considerations</i></p> <p>Solid Waste Management: <i>Recycling; Disposal</i></p> <p>Taking Action: <i>Personal and community action plans; Influencing public policy</i></p>	2 days	
<p>7. Nutrition and Wellness, Part I</p> <p>Nutrition: <i>Food groups; Comparing food intake to recommendations</i></p> <p>Kitchen Safety: <i>Cooking safety; Microwave safety; Food safety and sanitation; Kitchen rules and responsibilities</i></p> <p>Cooking Techniques: <i>Reading recipes; Cooking terms, abbreviations, measurements</i></p> <p>Preparing Healthy Foods: <i>Labs-simple preparations; Teamwork in the kitchen; Authentic application of knowledge and skills</i></p>	10 days	
<p>8. Nutrition and Wellness, Part II</p> <p>Food Guidelines: <i>Food guide pyramid, Nutrition labels, Dietary guidelines</i></p> <p>Healthy Lifestyles: <i>Being active for fun and health; Dietary goals; Weight control</i></p> <p>Tools and Skills for Food Preparation: <i>Food preparation equipment and techniques; Kitchen safety and sanitation; Food science applications</i></p> <p>Preparing Healthy Foods: <i>Labs-preparation and production; Teamwork in the kitchen; Authentic application of knowledge and skills</i></p>	10 days	
<p>9. Nutrition and Wellness, Part III</p> <p>Nutrients: <i>Protein; Fats; Carbohydrates; Minerals; Vitamins; Water</i></p> <p>Healthy Food Choices: <i>Selecting foods at home and away</i></p> <p>Food and Wellness Issues: <i>Calcium for healthy bones; Nutrition for sports and fitness; Eating disorders; Cultural foods; etc.</i></p> <p>Tools and Skills for Food Preparation: <i>Review</i></p> <p>Preparing Healthy Foods: <i>Labs-planning, managing, and evaluating;</i></p>	10 days	

<p><i>Teamwork in the kitchen; Authentic application and demonstration of knowledge and skills</i></p>		
<p>10. Safety in Emergencies</p> <p>Emergency Plans: <i>Fire safety; Storm safety; Action plans</i>  First Aid: <i>General first aid techniques; Choking; First aid kits</i>  Personal Safety: <i>Refusal skills; Sexual and physical abuse; Unexpected situations</i></p>	<p>3 days</p>	
<p>11. Caring for Children</p> <p>Getting Ready: <i>Understanding ages and stages; Caregiver responsibilities</i>  Child Safety: <i>Keeping kids safe; Handling emergencies</i>  Healthy Food for Children: <i>Nutrition for children; Preparing snacks for children</i>  Child's Play: <i>Active play; Quiet play; Selecting and/or creating safe and appropriate toys</i></p>	<p>12 days</p>	
<p>12. Personal Space</p> <p>Choosing and Personalizing Your Space: <i>Privacy; Self expression; Comfort; Design</i>  Maintaining Your Space: <i>Arranging and storing; Keeping things orderly and clean</i>  Sharing Space: <i>Respecting others' privacy; Setting rules, compromising, cooperating</i></p>	<p>8 days</p>	
<p>13. Production</p> <p>Providing Goods and Services: <i>Individual, family, and community needs; Human and material resources; Supply and demand; Evaluating options, costs, and outcomes</i>  Workplace skills: <i>Work ethics; Tools of the trade; Operational safety</i>  Product production: <i>Research and development; Resource management; Manufacturing principles; Work patterns; Enhancing productivity</i>  Marketing: <i>Advertising; Inventory; Distribution; Entrepreneurship</i></p>	<p>2 days</p>	

**6. Instructional Resources – List of instructional resources used in course. Please create a subcategory of digital content used for the class (i.e. software, web resources, etc.) (Staff Responsible)**

**FLE**

[www.jumpstart.org](http://www.jumpstart.org)

[www.daveramsey.com/school/home/](http://www.daveramsey.com/school/home/)

[www.moneyskill.org](http://www.moneyskill.org)

[www.handsonbanking.org](http://www.handsonbanking.org)

[www.practicalmoneyskills.com](http://www.practicalmoneyskills.com)

[www.consumerjungle.org](http://www.consumerjungle.org)

**Food Pyramid**

[http://www.mypyramid.gov/global\\_nav/media\\_animation-presentation\\_eng\\_pc.html](http://www.mypyramid.gov/global_nav/media_animation-presentation_eng_pc.html)

[http://www.dairycouncilofca.org/activities/pyra\\_main.htm](http://www.dairycouncilofca.org/activities/pyra_main.htm)

<http://www.mypyramid.gov>

<http://www.mypyramid.gov/kids/index.html>

<http://www.nutritionexplorations.org/kids/activities/arianna.asp>

**Nutrition and Foods**

<http://exhibits.pacsci.org/nutrition/sleuth/sleuth.html>

[http://www.kidshealth.org/kid/closet/games/mission\\_nutrition.html](http://www.kidshealth.org/kid/closet/games/mission_nutrition.html)

<http://www.healthyfridge.org/seekaword.html>

<http://www.nutritionexplorations.org/kids/activities/detective2.asp>

<http://www.nutritionexplorations.org/kids/activities/arianna.asp>

<http://www.allrecipes.com>

<http://www.fastfoodnutrition.org/>

<http://www.studystack.com/wordscramble-8090>

## **Babysitting Safety**

[www.safesitter.org](http://www.safesitter.org)

[urbanext.illinois.edu/babysitting/safety.html](http://urbanext.illinois.edu/babysitting/safety.html)

### **7. Assessments - List of assessments used in course:**

#### 8<sup>th</sup> Grade Assessments

“FLE” Written Test-100pts	Consumer Formal Business Letter Quiz
Check Writing Quiz	Interior Design Project – 100 pt Rubric
Wardrobe Budget Project	3 Meal Labs – 30 pts each
Kitchen Sanitation & Safety	Measuring Quiz

#### 7<sup>th</sup> Grade Assessments

Babysitting Test	Babysitting Flyer (Writing)
Measuring Quiz	6 Food Prep Labs – 20 points each
How to Set the Table Quiz	Laundry Lab -30 pts
Kitchen Sanitation and Safety Quiz	
Sewing Project – 100 points	Food Guide Pyramid Quiz

### **8. Career Resources – Link to [www.learnmoreindiana.org](http://www.learnmoreindiana.org) (Not Responsible)**