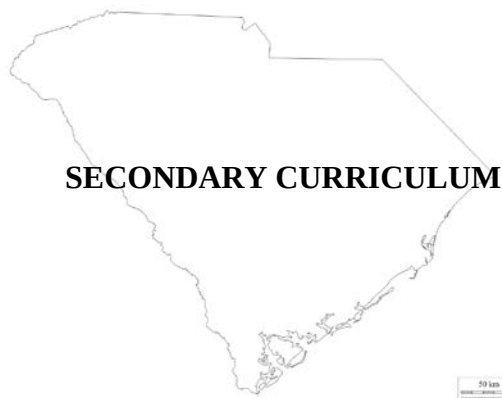


STATEWIDE COURSE SYLLABUS

Family and Consumer Sciences 1

Course Code: 5808



Behavioral Sciences – emphasis on relationships, coping, problem-solving, decision-making skills.

Consumer Sciences - emphasis on decision-making and problem solving processes when purchasing and using goods.

Natural Sciences – emphasis on nutrition and textile science.

Physical Sciences – emphasis on chemical reactions, spatial planning, and environmental issues.

Social Sciences – emphasis on the well-being of families, individuals, and communities.

STATEWIDE COURSE SYLLABUS

Family and Consumer Sciences 1

Course Code: 5808

Teacher's Name:

Teacher Room Number:

Phone :

Fax:

Email:

Webpage:

Hours Available:

Career Cluster: Human Services

CIP Code: 190101

Course Number and Title: 5808 Family and Consumer Sciences 1

Course Description: Family and Consumer Sciences 1 is a comprehensive course designed to provide students with the core knowledge and skills needed to manage their lives. Project based instruction provides students with opportunities to utilize higher order thinking, communication, and leadership skills impacting families and communities. Concepts incorporate personal development, healthy lifestyles, child development, family life, and consumer awareness into a rigorous and relevant curriculum. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Grade Level:

Carnegie Units: 1

(Regulation 43-232: High School Credit - A school may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

Prerequisite:

National Assessment/Credential:

South Carolina State Standards and Indicators

UNIT 1: TOPIC: B. INTERPERSONAL SKILLS

Amount of Time:

State Standard: B1. Analyze personal character traits that impact interpersonal relationships.

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Indicators:

1. Analyze qualities that promote positive self-esteem.
2. Identify different emotions.
3. Describe types of interpersonal relationships and their functions.
4. Compare and contrast positive and negative character traits.
5. Describe various communication styles.
6. Explain the importance of effective communication skills.
7. Distinguish between factors that contribute to healthy and unhealthy relationships.
8. Identify various personal role expectations and conflicts.
9. Differentiate the various patterns/styles of adjustment (e.g., accommodation, compromise, concession, hostility).

Unit 2: Topic: C. CAREER, COMMUNITY, AND FAMILY CONNECTIONS

Amount of Time:

State Standard: C1. Investigate knowledge, skills, and attitudes of potential careers.

Indicators:

1. Distinguish between jobs and careers.
2. Develop strategies for selecting a career.
3. Analyze employment requirements.
4. Analyze components of a paycheck (e.g., net vs. gross pay, take-home pay, bonus, deductions, taxes).
5. Create short- and long-term goals.
6. Identify personal priorities.
7. Execute the steps in problem-solving.
8. Demonstrate effective communication skills.
9. Identify interviewing skills.
10. Apply basic technical and academic skills.
11. Investigate FCCLA membership and involvement.

Unit 3: Topic: D. FAMILY WELL-BEING

Amount of Time:

State Standard: D1. Analyze the effects of cultural and social diversities on individuals and families.

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Indicators:

1. Identify phases of the family life cycle.
2. Analyze caring and nurturing environments.
3. Assess the relationship between work and the family.
4. Differentiate various parenting strategies.
5. Compare culturally diverse societies.
6. Identify the impact of stereotyping and opportunity limitations.
7. Differentiate various family structures.
8. Demonstrate ethical decision-making.

Unit 4:Topic: E. NUTRITION AND WELLNESS

Amount of Time:

State Standard: E1. Analyze factors that affect nutrition and wellness.

Indicators:

1. Identify nutritional guidelines for serving healthy and appealing snacks and meals.
2. Evaluate sources of energy nutrients.
3. Analyze foods using Nutrition Facts Labels.
4. Evaluate safe food handling practices.
5. Demonstrate food preparation techniques.

Unit 5:Topic: F. FAMILY AND CONSUMER RESOURCES

Amount of Time:

State Standard: F1. Examine resources that meet the needs and wants of consumers.

Indicators:

1. Differentiate between needs and wants.
2. Identify and demonstrate consumer skills.
3. Identify community resources available.
4. Demonstrate money management skills.
5. Identify and implement time management skills.
6. Analyze various housing expenses.

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7. Identify types of advertisements.
8. Explore on-line shopping resources.
9. Identify the factors that lead to food and clothing costing methods.
10. Analyze cost cutting strategies.
11. Identify government agencies.

Unit 6:Topic: G. HUMAN DEVELOPMENT

Amount of Time:

State Standard: G1. Analyze the effects heredity, parenting, and environment on human growth and development.

Indicators:

1. Identify forces that impact personality development.
2. Define the theory of Life Course Development.
3. Explain the stages of the life span.
4. Evaluate parenting practices on human development.
5. Describe the importance of nurturing practices.
6. Explain the process of heredity.
7. Identify the various types of Special Needs.
8. Discuss ways the physical environment affects human growth and development.

Unit 7:Topic: H. TEXTILES AND APPAREL

Amount of Time:

State Standard: H1. Demonstrate basic skills for producing, repairing, and altering textile and apparel products.

Indicators:

1. Integrate apparel and textiles terminology in discussions, writings, and presentations.
2. Describe safe and unsafe technical practices.
3. Explain the functions of equipment, tools, and supplies.
4. Evaluate types and care of fabrics and fibers.
5. Demonstrate technical skills.

STATEWIDE COURSE SYLLABUS
Family and Consumer Sciences 1

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Course Outline

	Unit/Lesson	Textbook Chapter		Unit/Lesson	Textbook Chapter
Week 1			Week 10		
Week 2			Week 11		
Week 3			Week 12		
Week 4			Week 13		
Week 5			Week 14		
Week 6			Week 15		
Week 7			Week 16		
Week 8			Week 17		
Week 9			Week 18		

Academic Alignments:

Course content is aligned with the following academic subject areas:

English Language Arts	Health and Safety Education	Technology
Earth Science	Elementary Algebra	Physics
Economics	Geometry	Biology
Chemistry	Intermediate Algebra	Data Analysis
Physical Science	PreCalculus	

Textbook(s):

1. Evaluation and Grading:

1. Grading System:

2. Grading Scale:

A = 100 - 93
B = 92 - 85
C = 84 - 77
D = 76 - 70
F = 69 - below

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Make-up Policy and Extra Help:

Supplies Needed:

Classroom Expectations:

Classroom Procedures:

Student Organization:

Collaborative Partnerships:

Advisory Council: The advisory council meets two times per year, once during the fall semester and once during the spring semester. All parents are invited to join our advisory council. Please contact me if you are interested.

Business/Community Connections: Businesses and community representatives are invited to serve on our advisory council. We encourage our local businesses and community representatives to provide speakers, field trip opportunities, donations, and other resources to support students in the school to work transition.

Dual Credit/Articulation Opportunities (Transition Strategies for Middle School):

Service Learning Projects:

Extended Learning Opportunities:

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21st Century Skills

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

The elements listed below are 21st Century Student Outcomes representing skills, knowledge and expertise students should master to succeed in work and life in the 21st century. These elements are incorporated throughout the course content.

Core Subjects and 21st Century Themes • English, Reading or Language Arts • World Languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics	Learning and Innovation Skills • Creativity and Innovation Think Creatively Work Creatively with Others Implement Innovations • Critical Thinking and Problem Solving Reason Effectively Use Systems Thinking Make Judgments and Decisions Solve Problems • Communication and Collaboration Communicate Clearly Collaborate with Others
Information, Media and Technology Skills • Information Literacy Access and Evaluate Information Use and Manage Information • Media Literacy Analyze Media Create Media Products • ICT Literacy Apply Technology Effectively	Life and Career Skills • Flexibility and Adaptability Adapt to Change Be Flexible • Initiative and Self-Direction Manage Goals and Time Work Independently Be Self-directed Learners • Social and Cross-Cultural Skills Interact Effectively with Others Work Effectively in Diverse Teams • Productivity and Accountability Manage Projects Produce Results • Leadership and Responsibility Guide and Lead Others Be Responsible to Others

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RETURN THIS SIGNED SHEET TO _____ BY _____.

CHECKLIST

Please check each item you have read and understand:

Syllabus Categories	Parent	Student
Course Description		
Unit Topics/Course Standards/Indicators		
National Assessments		
Course Outline		
Academic Alignments		
Textbook		
Evaluation and Grading		
Make-up Policy and Extra Help		
Supplies Needed		
Classroom Expectations		
Classroom Procedures		
Collaborative Partnerships		
Dual Credit and Articulation Opportunities		
Service Learning Projects		
Extended Learning Opportunities		
21 st Century Skills		

Circle the appropriate response below:

I would like to provide support for the class.

_____ Yes _____ No

I would like to be a member of the advisory council.

_____ Yes _____ No

If yes, provide an e-mail address and telephone number:

Please refer to the contact information on the first page if you have suggestions. Your signature below verifies that you have read, understand, and agree with the contents of this syllabus.

Student Signature: _____ Date: _____

Student Printed Name: _____

Parent/Guardian Signature: _____ Date: _____

Parent Printed Name: _____