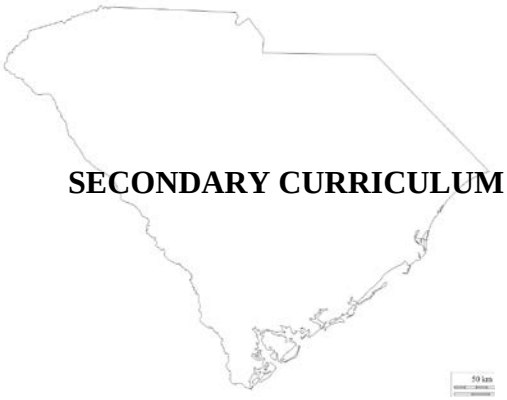
STATEWIDE COURSE SYLLABUS
Family and Consumer Sciences 2



SECONDARY CURRICULUM





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.

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Instructor:
Teacher's Name:
Teacher Room Number:
Phone :
Fax:
Email:
Webpage:
Hours Available:

Career Cluster: Human Services

CIP Code: 190101

Course Number and Title: 5809 Family and Consumer Sciences 2

Course Description: Family and Consumer Sciences 2 is a comprehensive course designed to build upon concepts learned in Family and Consumer Sciences 1. Units covered in this course are career, community, and family connections, consumer services, education and early childhood, facilities management and maintenance, family and community services, food production and services, food science, dietetics, and nutrition, hospitality, tourism, and recreation, interpersonal relationships, interiors and furnishings, and textiles. Students will explore career pathways in Family and Consumer Sciences. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Grade Level: 9-12

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.)

Required Prerequisite: Family and Consumer Sciences 1

National Assessment/Credential:

South Carolina State Standards and Indicators

Unit 1: Topic: B. INTERPERSONAL RELATIONSHIPS

Amount of Time:

1. **State Standard: B1. Analyze factors that contribute to functional and dysfunctional relationships.**

Indicators:

1. Define functional and dysfunctional relationships.
2. Recognize required standards for quality relationships.
3. Identify importance of communication for building relationships.
4. Analyze the principles of group dynamics and theories (teamwork and leadership skills).
5. Identify various problem-solving and decision-making procedures.
6. Explain the importance of maintaining accountability and balance in relationships.
7. Explain common adjustments required for newlyweds.

Unit 2:Topic: C. HUMAN DEVELOPMENT

Amount of Time:

State Standard: C1. Analyze principles of human growth and development.

Indicators:

1. Describe ways ecosystems affect human growth and development.
2. Explain the benefits of self-efficacy.
3. Identify the various stages of the family/parenting life cycle.
4. Describe ways historical and societal issues affect human growth and development.
5. Analyze the physical and emotional changes that occur during the aging process.

Unit 3:Topic: D. FAMILY WELL-BEING

Amount of Time:

State Standard: D1. Analyze various factors that lead to strengthening and improving family systems.

Indicators:

1. Distinguish between open and closed family systems.
2. Identify various factors that impact family systems.
3. Explain the complementary roles of parents.
4. Predict the effect of different crisis situations on the family.

5. Analyze various coping mechanisms.
6. Explain various factors that lead to family resiliency.
7. Describe reciprocal effects of family and society.
8. Identify reorganization strategies applied to various situations.
9. Identify support systems that provide services for families.

Unit 4:Topic: E. FAMILY AND CONSUMER RESOURCES

Amount of Time:

State Standard: E1. Explore the management of resources that meet the needs of individuals and families.

Indicators:
1. Evaluate money management technology.
2. Identify ways credit is used efficiently and inefficiently.
3. Develop a budget for effective money management.
4. Analyze types, policies, and purposes of insurance.
5. Analyze the benefits of estate and will planning.
6. Analyze state and local expenditures.
7. Justify the management of environmental resources.
8. Examine the purpose of government agencies and consumer protection laws.

Unit 5:Topic: F. NUTRITION AND WELLNESS

Amount of Time:

State Standard: F1. Analyze factors that influence nutrition and wellness across the life span.

Indicators:
1. Assess influences affecting food choices through the life span.
2. Develop a modified diet based on nutritional needs and health conditions.
3. Evaluate a selection of foods that promote a healthy lifestyle.
4. Recommend ways to prevent foodborne illnesses.
5. Demonstrate safe and sanitary food handling, packaging, and preparation techniques.
6. Develop a work plan for preparing a meal.
7. Identify basic food science terminology and information used in food preparation applications.

Unit 6: Topic: G. CAREER CONNECTIONS

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Amount of Time:

State Standard: G1: Demonstrate transferable and employability skills in school, community, and workplace settings.

Indicators:

1. Identify time management skills.
2. Explain proper work protocol.
3. Analyze the components of the Family and Medical Leave Act.
4. Analyze Title VII of the Civil Rights Act.
5. Explain discrimination and legal consequences.
6. Illustrate safety considerations in the workplace.
7. Explain basic OSHA guidelines.
8. Demonstrate basic math, reading, and writing skills.
9. Differentiate human service agencies and groups and the services they provide.
10. Analyze economics systems (i.e., free enterprise, socialism, market economy, and capitalism).
11. Demonstrate teamwork skills.
12. Summarize the characteristics of leaders.
13. Conduct meetings following *Robert's Rules of Order*.
14. Organize an FCCLA chapter.

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):

Evaluation and Grading:

1. **Grading System:**

2. **Grading Scale:**

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

Make-up Policy and Extra Help:

Supplies Needed:

Classroom Expectations:

Classroom Procedures:

Student Organization:

Collaborative Partnerships:

Advisory Council: The advisory council meets at least 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:

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	**Learning and Innovation Skills**
• English, Reading or Language Arts • World Languages • Arts • Mathematics • Economics • Science • Geography • History • Government and Civics	• **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	**Life and Career Skills**
• **Information Literacy** Access and Evaluate Information Use and Manage Information • **Media Literacy** Analyze Media Create Media Products • **ICT Literacy** Apply Technology Effectively	• **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		
21st 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: _____