

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

LESSON 1 EXPLORE

Activity 1: Explore Hunger as a National Issue		2.1 2.2 2.5 2.6					7.2 7.4					12.2		14.1 14.2 14.3	
Activity 2: Explore Hunger at a Local Level	1.1 1.3	2.1	3.1				7.2 7.3 7.4 7.5		9.1			12.3	13.3 13.5	14.2 14.5	15.3
Activity 3: Explore Project Ideas	1.1 1.2 1.3	2.1		4.3 4.5								12.3		14.2 14.3	15.3

LESSON 2 PLAN TO ACT

Activity 1: Set a CLEAR Project Goal	1.1 1.2 1.3	2.1		4.3 4.5		6.1	7.2					12.3	13.1	14.2 14.3	15.3
Activity 2: Create an Action Plan	1.1 1.2 1.3	2.1		4.3 4.5								12.3		14.2 14.3	15.3

LESSON 3 ACT!

Activity 1: Track and Measure Success	1.1 1.2 1.3	2.1	3.1 3.2	4.3 4.4 4.5		6.2	7.1 7.2 7.3 7.4 7.5	8.2	9.2	10.3		12.2 12.3	13.2 13.3 13.5	14.2 14.3	15.3
Activity 2: Implement the Project	1.1 1.2 1.3	2.1 2.7	3.1 3.2	4.3 4.4 4.5		6.2	7.1 7.2 7.3 7.4 7.5	8.2	9.2	10.3		12.2 12.3	13.2 13.3 13.5	14.2 14.3	15.3

LESSON 4 TELL

Activity 1: Personal Reflection	1.2			4.2		6.1 6.2	7.2 7.4 7.5					12.3	13.3 13.5	14.1	15.3
Activity 2: Create Story Video and Presentation	1.2			4.2		6.1 6.2	7.2 7.4 7.5					12.3	13.3 13.5	14.1	15.3
Activity 3: Complete Challenge Submission	1.2			4.2		6.1 6.2	7.2 7.4 7.5					12.3	13.3 13.5	14.1	15.3

AREA OF STUDY 1: CAREER, COMMUNITY AND FAMILY CONNECTIONS

Comprehensive Standard — *Integrate multiple life roles and responsibilities in family, work, and community settings.*

- 1.1** Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
- 1.2** Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community and workplace settings.
- 1.3** Evaluate the reciprocal effects of individual and family participation in community and civic activities.

AREA OF STUDY 2: CONSUMER AND FAMILY RESOURCES

Comprehensive Standard — *Evaluate management practices related to the human, economic, and environmental resources in a global context.*

- 2.1** Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
- 2.2** Analyze the relationship between the global environment and family and consumer resources.
- 2.5** Analyze relationships between the economic system and consumer actions in a global context.
- 2.6** Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 2.7** Demonstrate the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security.

AREA OF STUDY 3: CONSUMER SERVICES

Comprehensive Standard — *Integrate knowledge, skills, and practices needed for a career in consumer services.*

- 3.1** Analyze career paths within consumer service industries.
- 3.2** Analyze factors, including cultural, political, and geographical influences, that affect consumer advocacy.

AREA OF STUDY 4: EDUCATION AND EARLY CHILDHOOD

Comprehensive Standard — *Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.*

- 4.2** Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.
- 4.3** Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.
- 4.4** Demonstrate a safe and healthy learning environment for children, youth and adults.
- 4.5** Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.

AREA OF STUDY 6: FAMILY

Comprehensive Standard — *Evaluate the significance of family and its effects on the well-being of individuals and society.*

- 6.1** Analyze the effects of family as a system on individuals and society.
- 6.2** Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

AREA OF STUDY 7: FAMILY AND HUMAN SERVICES

Comprehensive Standard — *Synthesize knowledge, skills, and practices required for careers in family & human services.*

- 7.1** Analyze career paths within family and human services.
- 7.2** Analyze factors in providing family and human services.
- 7.3** Demonstrate professional behaviors, skills, and knowledge in providing family and human services.
- 7.4** Analyze the impact of conditions that could influence the well-being of individuals and families.
- 7.5** Evaluate services for individuals and families with a variety of conditions that could impact their well-being.

AREA OF STUDY 8: FOOD PRODUCTION AND SERVICES

Comprehensive Standard — *Integrate knowledge, skills, and practices required for careers in food production and services.*

- 8.2** Demonstrate food safety and sanitation procedures.

AREA OF STUDY 9: FOOD SCIENCE, DIETETICS, AND NUTRITION

Comprehensive Standard — *Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.*

- 9.1** Analyze career paths within food science, food technology, dietetics, and nutrition industries.
- 9.2** Apply risk management procedures to food safety, food testing, and sanitation.

AREA OF STUDY 10: HOSPITALITY, TOURISM, AND RECREATION

Comprehensive Standard — *Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.*

- 10.3** Apply concepts of quality service to ensure customer satisfaction.

AREA OF STUDY 12: HUMAN DEVELOPMENT

Comprehensive Standard — *Analyze factors that influence human growth and development.*

- 12.2** Analyze conditions that influence human growth and development.
- 12.3** Analyze strategies that promote growth and development across the life span.

AREA OF STUDY 13: INTERPERSONAL RELATIONSHIPS

Comprehensive Standard — *Demonstrate respectful and caring relationships in the family, workplace and community.*

- 13.1** Analyze functions and expectations of various types of relationships.
- 13.2** Analyze personal needs and characteristics and their effects on interpersonal relationships.
- 13.3** Demonstrate communication skills that contribute to positive relationships.
- 13.5** Demonstrate teamwork and leadership skills in the family, workplace, and community.

AREA OF STUDY 14: NUTRITION AND WELLNESS

Comprehensive Standard — *Demonstrate nutrition and wellness practices that enhance individual and family well-being.*

- 14.1** Analyze factors that influence nutrition and wellness practices across the life span.
- 14.2** Examine the nutritional needs of individuals and families in relation to health and wellness across the life span.
- 14.3** Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 14.5** Evaluate the influence of science and technology on food, nutrition, and wellness

AREA OF STUDY 15: PARENTING

Comprehensive Standard — *Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society.*

- 15.3** Evaluate external support systems that provide services for parents.

RATIONALE FOR FAMILY AND CONSUMER SCIENCES

Today's students are the future leaders and members of tomorrow's families, workplaces, and communities. They need to develop the social, emotional and character maturity to be able to act responsibly and productively to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives. Family plays a very important role in our individual lives and in society and is widely recognized as the context in which its members learn about relation to and caring for others, acquire attitudes about learning and work, build communication and reasoning skills, learn right from wrong, and form patterns of responsible citizenship. Family members learn to work together within the family and with other families to improve conditions in the home, workplace, community, and world. Vision and Mission — A Foundation for FCS Standards The vision and mission statements have been widely publicized and utilized and have made significant impact on the directions taken by Family and Consumer Sciences curriculum and program development at the national, state, and local levels. Family and Consumer Sciences Vision Statement: Family and Consumer Sciences empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work, and their interrelationships.

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 success, including:

- 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.
- Managing life, employment and careers successfully.
- 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.

THE FCS NATIONAL STANDARDS

- A based on knowledge and skills needed for home/ personal and family life as well as those needed to succeed in related careers;
- Develop the context for many of the individual career areas within Family and Consumer Sciences Education (e.g. dietetics, early childhood, facilities maintenance, food service, hospitality, interior design, and so forth);
- Provide an excellent system for meeting the needs of individuals preparing for life in a global society while simultaneously preparing for careers;
- Are comprehensive and collectively provide the structure for an integrated approach to Family and Consumer Sciences Education;
- Adaptable and essential to developing an FCS program framework to meet specific needs and courses of study;
- Address the expectations for quality FCS programs and curriculum design;
- Identify the standards for individual FCS career areas through focused and enhanced content detail and additional direction for specific career paths;
- Apply to all students regardless of age, gender, cultural or ethnic background, disabilities, aspirations, interests or motivations.

FCS, like other disciplines, is concerned with the integration of academic knowledge and achievement in a contextual approach. The Family and Consumer Sciences Education National Standards 3.0 form a comprehensive structure designed to accommodate varying state philosophies (e.g. competency-based, conceptual and process perspectives) and multiple issues related to standards and delivery systems. There is wide variation in what, how much, and when concepts in Family and Consumer Sciences Education are introduced to students and in the level of depth to which any particular standard or competency may be developed. Different students will achieve understanding in diverse ways to different degrees of depth and breadth, depending on interest, ability, context, and age of learner. It is expected that delivery will vary; however, inquiry based, project based/problem based instruction with community engagement and real-world applications are embedded. Family, Career and Community Leaders of America (FCCLA) is considered best practice for the authentic application and demonstration of skills developed through FCS classroom learning.