

	1	2	3	4	5	6	7	8
<b>LESSON 1 EXPLORE</b>								
<b>Activity 1:</b> Explore Hunger as a National Issue		2.1 2.2 2.4	3.2 3.3		5.3	6.3	7.3 7.4	
<b>Activity 2:</b> Explore Hunger at a Local Level	1.1 1.2	2.1 2.2 2.3 2.4	3.1 3.2 3.3 3.4 3.5	4.1	5.2 5.3	6.2 6.3 6.5	7.3 7.4	
<b>Activity 3:</b> Explore Project Ideas	1.1 1.2 1.3	2.2 2.3	3.2 3.3 3.4 3.5		5.1 5.4 5.5		7.3 7.4	
<b>LESSON 2 PLAN TO ACT</b>								
<b>Activity 1:</b> Set a CLEAR Project Goal	1.1 1.2	2.2 2.3	3.2 3.4 3.5		5.1 5.3 5.5	6.2 6.5	7.3	
<b>Activity 2:</b> Create an Action Plan	1.1 1.2	2.2 2.3	3.2 3.4 3.5		5.1 5.2 5.3 5.5	6.2 6.3 6.5		
<b>LESSON 3 ACT!</b>								
<b>Activity 1:</b> Track and Measure Success	1.1 1.2	2.1 2.3 2.4	3.2 3.4 3.5	4.2	5.1 5.3 5.5	6.3		
<b>Activity 2:</b> Implement the Project	1.1 1.2	2.1 2.3 2.4	3.2 3.4 3.5	4.2	5.1 5.2 5.3 5.5	6.3 6.4 6.5		
<b>LESSON 4 TELL</b>								
<b>Activity 1:</b> Personal Reflection	1.2		3.2 3.5		5.3	6.2 6.3		
<b>Activity 2:</b> Create Story Video and Presentation	1.2		3.2 3.5		5.3	6.2 6.3		
<b>Activity 3:</b> Complete Challenge Submission	1.2		3.2 3.5		5.3	6.2 6.3		

## EXPLORING SELF AND CAREERS

**Comprehensive Standard 1.0** — *Analyze factors that impact self-knowledge and career decisions.*

- 1.1** Investigate personality traits, strengths, interests, and values.
- 1.2** Demonstrate transferable knowledge, attitudes, behaviors, and technical and employability skills in school, community, and workplace settings.
- 1.3** Investigate career paths.

## FINANCIAL LITERACY AND RESOURCE MANAGEMENT

**Comprehensive Standard 2.0** — *Compare/contrast factors that affect individual and family finances and resource management.*

- 2.1** Explore careers related to financial literacy and resource management.
- 2.2** Develop strategies to set financial goals, make intentional financial decisions, and maintain spending plans throughout the lifespan.
- 2.3** Explore a variety of strategies to manage resources (i.e. time, energy, finances, personal skills) and improve the environment.
- 2.4** Explore the effects of technology on individual and family resources locally and globally.

## FOODS, FOOD SCIENCE, AND NUTRITION

**Comprehensive Standard 3.0** — *Explore knowledge, skills, and practices used in food preparation, food science, food technology, and nutrition careers.*

- 3.1** Explore careers in food science, food technology, and nutrition.
- 3.2** Investigate nutrition and wellness practices that enhance individual and family well-being.
- 3.3** Explore the impacts of food science and food technology on food supply and food preparation.
- 3.4** Demonstrate basic food preparation methods and techniques to produce a variety of food products.
- 3.5** Demonstrate teamwork and leadership skills in foods, food science, and nutrition.

## HOSPITALITY AND CULINARY ARTS

**Comprehensive Standard 4.0** — *Explore knowledge, skills, and practices required for careers in culinary arts and hospitality.*

- 4.1** Explore careers in food production, culinary arts, and hospitality.
- 4.2** Demonstrate foundational methods and techniques in the culinary and hospitality industries.

## HUMAN DEVELOPMENT, CAREGIVING, EDUCATION, AND TRAINING

**Comprehensive Standard 5.0** — *Examine principles of child and human growth and development, including caregiving and education concepts across the lifespan.*

- 5.1** Explore careers in human development, caregiving, education, and training.
- 5.2** Explore developmental milestones, and their challenges, throughout the lifespan.
- 5.3** Analyze conditions and situations that influence human growth and development.
- 5.4** Analyze roles and responsibilities of caregiving, education, and training.
- 5.5** Demonstrate teamwork and leadership skills in human development, caregiving, education, and training.

## INTERPERSONAL AND FAMILY RELATIONSHIPS

**Comprehensive Standard 6.0** — *Examine functions and expectations of various types of family and interpersonal relationships.*

- 6.2** Explore interpersonal and family relationship concepts.
- 6.3** Examine diverse perspectives, needs, and characteristics of individuals and families.
- 6.4** Describe factors contributing to healthy relationships.
- 6.5** Demonstrate teamwork and leadership skills in interpersonal relationships.

## INTERIOR DESIGN AND HOUSING

**Comprehensive Standard 7.0** — *Investigate knowledge, skills, and practices used in the fields of interior design and housing.*

- 7.3** Describe safe and healthy living environments.
- 7.4** Describe the impact of housing and interior design on the quality of life for individuals and families.

## MIDDLE LEVEL FRAMEWORK

The Framework for Middle Level Family and Consumer Sciences is a guide to creating an effective and robust middle level family and consumer science program. The framework organizes the family and consumer sciences (FCS) content into eight overarching themes that align with initiatives and priorities of high school FCS programs, pathways, and courses as well as the FCS National Standards 3.0. The framework themes are defined by standards and competencies that identify the foundational content for middle level FCS programs.

## MIDDLE LEVEL STANDARDS AND COMPETENCIES

The middle level standards and competencies are “exit” standards, that is, what the students should know and be able to do at the end of a middle level program. The standards and competencies within the framework are meant to serve as a guideline for middle level programs. As middle level programs occur for various lengths of time and formats, it is reasonable to assume that not all standards will be addressed in every local or state-level program.

Middle level FCS programs serve many purposes, including engaging students in exploring career pathways, building lifelong skills, and engaging students in project-based learning. These purposes are further enhanced through collaboration and integration of programs and resources.