



ANKENY

COMMUNITY SCHOOL DISTRICT

Department of Academic Services

**Family and Consumer
Sciences
Curriculum Review**

**(Updated April, 2018)
Board approved August, 2018**

Career and Technical Education (CTE) Mission Statement

The mission statement was written collaboratively by representatives of the Family and Consumer Sciences, Industrial Technology, Automotive, Business, and Project Lead the Way teachers, Instructional Coaches and Administrators. The mission statement is a commitment by teachers across the district ensuring a guaranteed and viable curriculum.

Students will learn employability skills by being engaged in relevant, authentic experiences that will prepare them for a lifetime of career success.

Family and Consumer Sciences (FCS) Mission Statement

The mission statement was written collaboratively by representatives of the Family and Consumer Sciences teachers, Instructional Coaches and Administrators. The mission statement is a commitment by teachers across the district ensuring a guaranteed and viable curriculum.

Family and Consumer Sciences unique focus will empower the connection between employability skills, students, and their family to achieve a lifetime of personal success.

Course Purposes

The following course purposes describe what students will know and demonstrate by the end of the grade or course. Each Grade Level Standard and the Components directly align to this statement, or promise, regarding the guaranteed and viable curriculum.

6th Grade

Students will be able to apply child development knowledge to enhance child care skills, practice kitchen safety and sanitation, apply basic food production skills, and identify and explain clothing care procedures.

8th Grade

Students will demonstrate basic skills for producing textile products, demonstrate basic food preparation procedures, and develop knowledge in personal financial management.

Intro to Foods

Students will learn and demonstrate a variety of cooking methods while applying kitchen safety, sanitation, culinary techniques and terminology.

Food Prep I

Students will demonstrate preparation of small servings of salads, starch, cheese, egg, meat, poultry and fish products using a variety of techniques. Students will be introduced to the scientific principles used in food preparation and that involves preparation procedures and techniques to be used with fruits, vegetables, starch products, cheese, eggs, meat, poultry and fish. Students will establish criteria needed to produce a standard product.

Fashion

Students will demonstrate and apply skills related to fashion analysis, design elements, basic sewing construction, as well as marketing techniques.

Fashion Analysis and Design

Students will demonstrate understanding of the apparel business planning process, including strategic planning, merchandise planning, creative planning, technical planning and production planning, as well as discussions of the various types of retailers that sell the apparel products to the consumer. Students will apply design elements and design principles to apparel design analysis.

Interior Design

Students will learn basic decorating techniques for their own bedroom or future home, or as an introduction to a career in interior design. Students will study areas including: floor plans, principles and elements of design, wall coverings, window coverings and floor coverings.

Parenthood

Parenthood students will analyze all aspects of family planning and child rearing from conception to the newborn child). Students will study topics related to the decision to parent, contraception options, STI's, pregnancy (health concerns and prenatal development), childbirth and prenatal development.

Child Development

Child Development students will study all aspects of children's growth and development. Students will analyze and apply concepts relating to physical, social, emotional, and intellectual development, apply child development theories, and explore topics such as child abuse, safety, concerns of children and families, and careers.

Relationships in Reality

Students in this course will examine their beliefs and expectations about being a part of a family and finding a life-long partner. Students will study topics including dating, love, marriage, marriage laws and customs, family life, children, communication, divorce, death and grieving.

Grade Level Standards and Components

The Grade Level Standards and Components represent the guaranteed and viable curriculum for all secondary students in Ankeny. Prioritized through a collaborative process, the Grade Level Standards and Components represent the most critical concepts and skills required to be successful learners in school and beyond high school.

The code in parenthesis represents the standards from the Iowa Career and Technical Education Standards - the original documents used for the prioritization process. Any Grade Level Standard (Bold and Underlined) labeled as a “Focus” area will have evidence in Infinite Campus’ gradebook and student performance will be reported on a report card. Those Grade Level Standards are the most critical to student success and, as a result, have been designated as focus areas.

Those Grade Level Standards (Bold and underlined) labeled as “Foundational” or “Introductory” have been designated as agreed upon areas for instruction, but will not have performance reported in Infinite Campus or on a report card. The difference between the levels is the amount of direct instruction and/or experiences students have with the skill during that grade or course.

Any Components (not bold or underlined) under the Grade Level Standard labeled as “Focus” are the critical formative skills required to demonstrate the Grade Level Standard and evidence of learning will be recorded in Infinite Campus. The preponderance of evidence on each Grade Level Standard will determine the performance level on each Grade Level Standard.

The prioritization process allows teachers to target instruction on the skills required for that grade or course. This allows students to focus on only a few grade level standards and dive deeper into the learning. By having multiple and varied opportunities to demonstrate their learning, reporting on the performance of grade level standards is more accurate.

6th Grade

Course Purpose

Students will be able to apply child development knowledge to enhance child care skills, practice kitchen safety and sanitation, apply basic food production skills, and identify and explain clothing care procedures.

Grade Level Standards and Components

FCS.06.01 Students will define stages of child development in order to enhance childcare skills. (Focus Area)

FCS.06.01.01 Students will explore childcare skills.

FCS.06.01.02 Students will describe the stages of human growth and development.

FCS.06.02 Students will identify and practice kitchen safety and sanitation procedures. (Focus Area)

FCS.06.02.01 Students will define major food borne pathogens. (introductory)

FCS.06.02.02 Students will identify and demonstrate safe food handling and preparation techniques that prevent cross contamination. (Focus)

FCS.06.02.03 Students will practice procedures for cleaning and sanitizing equipment. **

FCS.06.02.04 Students will practice basic skills in safe handling of knives, tools, and equipment. **

FCS.06.02.05 Students will Identify a variety of common kitchen tools and equipment.

FCS.06.02.06 Students will demonstrate basic cooking methods.

FCS.06.03 Students will apply food production skills. (Focus Area)

FCS.06.03.01 Students will utilize measurement tools to practice measurements techniques.

FCS.06.03.02 Students will practice kitchen safety procedures.

FCS.06.03.03 Students will plan, prepare, serve, and evaluate a nutritious meal.

FCS.06.04 Students will identify and apply laundry and clothing care procedures. (Focus Area)

FCS.06.04.01 Students will discuss the importance of clothing selection and care.

FCS.06.05 Students will identify teamwork skills in school, community, and workplace settings.(Foundation)

FCS.06.05.01 Students will identify potential career choices to determine the knowledge, skills, and attitudes associated with each career.

FCS.06.05.02 Students will identify teamwork skills in school, community, and workplace settings.

8th Grade

Course Purpose

Students will demonstrate basic skills for producing textile products, demonstrate basic food preparation procedures, and develop knowledge in personal financial management.

Grade Level Standards and Components

FCS.08.01 Students will demonstrate kitchen safety and sanitation procedures. (Focus)

FCS.08.01.01 Students will demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.(Focus)

FCS.08.01.02 Students will apply kitchen safety procedures. (Focus)

FCS.08.01.03 Students will identify common types of equipment for food preparation, storing and serving. (Foundational)

FCS.08.01.04 Students will select and utilize proper measurement tools to practice measurement techniques. (Foundational)

FCS.08.01.05 Students will identify characteristics of major foodborne pathogens. (Introductory)

FCS.08.01.06 Students will operate tools and equipment following safety procedures. (Introductory)

FCS.08.01.07 Students will demonstrate basic cooking methods. (Introductory)

FCS.08.02 Students will demonstrate sewing skills by constructing a textile product. (Focus)

FCS.08.02.01 Students will demonstrate basic skills for producing and altering textiles products and apparel. (Focus)

FCS.08.02.02 Students will demonstrate professional skills in using a variety of equipment, tools, supplies for fashion, apparel and textile construction, alteration and repair. (Foundational)

FCS.08.03 Students will apply knowledge of Financial Literacy. (Foundational)

FCS.08.03.01 Students will apply management principles to individual and family financial practices. (Foundational)

Intro to Foods

Course Purpose

Students will learn and demonstrate a variety of cooking methods while applying kitchen safety, sanitation, culinary techniques and terminology.

Grade Level Standards and Components

FCS.IF.01 Students will demonstrate kitchen safety and sanitation procedures. (Focus)

FCS.IF.01.01 Students will demonstrate procedures for cleaning and sanitizing equipment to meet inspection requirements and to prevent foodborne illness. (Focus)

FCS.IF.01.02 Students will demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods

FCS.IF.02 Students will apply basic kitchen skills in a variety of situations (Focus)

FCS.IF.02.01 Students will identify and select equipment needed for food preparation and measuring techniques (Focus)

FCS.IF.02.02 Students will demonstrate kitchen math/conversions to alter recipe (Focus)

FCS.IF.02.03 Students will demonstrate how to read/ implement a recipe (mise en place) (Focus)

FCS.IF.02.04 Students will demonstrate knowledge needed to prepare dairy. (Focus)

FCS.IF.02.05 Students will accurately measure ingredients. (Foundational)

FCS.IF.02.06 Students will demonstrate industry standard knife skills. (Foundational)

FCS.IF.02.07 Students will demonstrate using tools and equipment following safety procedures and inspection requirements. (Introductory)

FCS.IF.02.08 Students will demonstrate knowledge needed to prepare quick breads. (Introductory)

FCS.IF.03 Demonstrate skills and knowledge for a variety of cooking methods (Focus)

FCS.IF.03.01 Students will demonstrate knowledge needed to prepare fruits and vegetables.(Focus)

FCS.IF.03.02 Students will demonstrate knowledge needed to prepare eggs. (Focus)

FCS.IF.03.03 Students will demonstrate knowledge needed to prepare meats/poultry. (Focus)

FCS.IF.03.04 Students will demonstrate the fundamentals of time management, organization and readiness. (Introductory)

Food Prep I - Lecture

Course Purpose

Students will demonstrate preparation of small servings of salads, starch, cheese, egg, meat, poultry and fish products using a variety of techniques. Students will be introduced to the scientific principles used in food preparation and that involves preparation procedures and techniques to be used with fruits, vegetables, starch products, cheese, eggs, meat, poultry and fish. Students will establish criteria needed to produce a standard product.

Grade Level Standards and Components

STANDARD 1: Students will know and understand basic kitchen skills

STANDARD 2: Students will know the process and terms for fruit, vegetable and salad preparation

STANDARD 3: Students will know the process and terms for vegetable cookery and basic soup and sauce preparation

STANDARD 4: Students will know the process and terms for pasta, grain, and legumes

STANDARD 5: Students will know the process and terms for fundamentals of baking, eggs and cheese

STANDARD 6: Students will know the process and terms for meat

STANDARD 7: Students will know the process and terms for poultry

STANDARD 8: Students will know the process and terms for finfish and shellfish

Food Prep I - Lab

Course Purpose

Students will demonstrate preparation of small servings of salads, starch, cheese, egg, meat, poultry and fish products using a variety of techniques. Students will be introduced to the scientific principles used in food preparation and that involves preparation procedures and techniques to be used with fruits, vegetables, starch products, cheese, eggs, meat, poultry and fish. Students will establish criteria needed to produce a standard product.

STANDARD 1: Students will successfully apply basic kitchen skills using professionalism, proper techniques, safety/sanitation and mise en place.

STANDARD 2: Students will successfully apply fruit, vegetable and salad preparation using professionalism, proper techniques, safety/sanitation and mise en place.

STANDARD 3: Students will successfully apply vegetable cookery and basic soup and sauce preparation using professionalism, proper techniques, safety/sanitation and mise en place.

STANDARD 4: Students will successfully apply pasta, grain, and legumes preparation using professionalism, proper techniques, safety/sanitation and mise en place.

STANDARD 5: Students will successfully apply fundamentals of baking, eggs and cheese using professionalism, proper techniques, safety/sanitation and mise en place.

STANDARD 6: Students will successfully apply meat preparation using professionalism, proper techniques, safety/sanitation and mise en place.

STANDARD 7: Students will successfully apply poultry preparation using professionalism, proper techniques, safety/sanitation and mise en place.

STANDARD 8: Students will successfully apply finfish and shellfish preparation using professionalism, proper techniques, safety/sanitation and mise en place.

Fashion

Course Purpose

Students will demonstrate and apply skills related to fashion analysis, design elements, basic sewing construction, as well as marketing techniques.

Grade Level Standards and Components

FCS.FM.01 Students will apply design components to fashion products and apparel.

(Focus)

FCS.FM.01.01 Students will apply strategies to analyze trends, design, and promote fashion products.

(Focus)

FCS.FM.01.02 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products. (Focus)

FCS.FM.01.03 Apply appropriate terminology for identifying, comparing and analyzing apparel. (Focus)

FCS.FM.02 Students will demonstrate sewing skills by constructing a textile product.

(Focus)

FCS.FM.02.01 Demonstrate basic skills for producing and altering textile products and apparel. (Focus)

FCS.FM.02.02 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel and textile construction, alteration, and repair. (Introductory)

FCS.FM.03 Students will apply strategies to analyze trends, design, and promote fashion product (Focus)

FCS.FM.03.01 Apply research methods, including forecasting techniques, for marketing apparel and textile products. (Focus)

FCS.FM.03.02 Analyze the cost of constructing, manufacturing, altering, or repairing textile, apparel, and fashion products. (Focus)

FCS.FM.03.03 Apply marketing strategies for textile, apparel, and fashion products. (Introductory)

FCS.FM.03.04 Apply external factors that influence merchandising. (Introductory)

FCS.FM.03.05 Critique varied methods for promoting apparel and textile products. (Introductory)

Fashion Analysis and Design

Course Purpose

Students will demonstrate understanding of the apparel business planning process, including strategic planning, merchandise planning, creative planning, technical planning and production planning, as well as discussions of the various types of retailers that sell the apparel products to the consumer. Students will apply design elements and design principles to apparel design analysis.

Grade Level Standards and Components

FCS.FAD.01 Students will explain fashion terms, designers, and capitals and how they relate to the marketing industry

FCS.FAD.02 Students will explain the role of fashion history

FCS.FAD.03 Students will explore standard and creative methods to develop a classic design

FCS.FAD.04 Students will identify basic garment styles

FCS.FAD.05 Students will describe and apply methods of pattern development.

FCS.FAD.06 Students will describe different forms of apparel retailing.

FCS.FAD.07 Students will explain and apply long term planning components.

FCS.FAD.08 Students will describe design details, fads and classics.

FCS.FAD.9 Students will define and discuss examples of product development variations.

FCS.FAC.10 Students will describe and apply the apparel production process.

FCS.FAD.11 Students will show an understanding of the six elements of design.

FCS.FAD.12 Students will show an understanding of the five design principles.

FCS.FAD.13 Students will explore the business planning components of the apparel industry.

FCS.FAD.14 Students will use planning research to take a product through the product development stages.

FCS.FAD.15 Students will identify and analyze personal, societal and regional figure analysis.

FCS.FAD.16 Students will research and present a cost analysis design board for a specific outfit within a given budget.

FCS.FAD.17 Students will explain how marketing styles, wholesale sales, mass production and private sector marketing relate to price inflation and economic outcomes.

FCS.FAD.18 Students will explore and explain the variety of careers available in the fashion industry

Interior Design

Course Purpose

Students will learn basic decorating techniques for their own bedroom or future home, or as an introduction to a career in interior design. Students will study areas including: floor plans, principles and elements of design, wall coverings, window coverings and floor coverings.

Grade Level Standards and Components

FCS.ID.01 Students will analyze the impact of the elements and principles of design.

(Focus)

FCS.ID.01.01 Students will analyze the effects that the principles and elements of design have on the individual. (Focus)

FCS.ID.02 Students will apply design processes and presentation techniques related to interior design. (Focus)

FCS.ID.02.01 Students will select backgrounds, furniture, lighting, and accessories. (Focus)

FCS.ID.02.02 Students will prepare sketches using appropriate media. (Focus)

FCS.ID.02.03 Students will prepare visual presentations. (Focus)

FCS.ID.03 Students will demonstrate space planning skills relating to housing and interiors. (Focus)

FCS.ID.03.01 Students will draw a floor plan to scale using architectural symbols. (Focus)

FCS.ID.03.02 Students will evaluate floor plans for efficiency in areas including but not limited to home zones and traffic patterns. (Introductory)

FCS.ID.03.03 Students will arrange furniture placement with reference to space, traffic flow, activity, and existing architectural features. (Introductory)

FCS.ID.04 Students will apply information related to background areas of the home. (Focus)

FCS.ID.04.01 Students will examine products, including but not limited to floor coverings, wall coverings, window treatments, and kitchen materials. (Focus)

FCS.ID.04.02 Students will explain the roles and functions of individuals engaged in housing and interior design careers. (Introductory)

Parenthood

Course Purpose

Parenthood students will analyze all aspects of family planning and child rearing from conception to the newborn child). Students will study topics related to the decision to parent, contraception options, STI's, pregnancy (health concerns and prenatal development), childbirth and prenatal development.

Grade Level Standards and Components

FCS.PH.01 Students will examine factors that impact family planning. (Focus)

FCS.PH.01.01 Students will analyze emotional factors related to beginning the parenting process.(Focus)

FCS.PH.01.02 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning. (Focus)

FCS.PH.02 Students will analyze the role of parents.

FCS.PH.02.01 Students will analyze expectations and responsibilities of parenting. (Focus)

FCS.PH.02.02 Students will assess the effect of heredity and environment on human growth and development. (Focus)

FCS.PH.02.03 Students will identify how individuals and families make choices to satisfy needs and wants. (Foundational)

FCS.PH.02.04 Students will explore the role of family in transmitting societal expectations. (Introductory)

FCS.PH.03 Students will analyze biological processes related to prenatal development and birth. (Focus)

FCS.PH.03.01 Students will analyze biological processes related to prenatal development.(Focus)

FCS.PH.03.02 Students will analyze biological processes related to health of child and mother. (Focus)

FCS.PH.03.03 Students will analyze biological processes related to birth. (Focus)

Child Development

Child Development students will study all aspects of children's growth and development. Students will analyze and apply concepts relating to physical, social, emotional, and intellectual development, apply child development theories, and explore topics such as child abuse, safety, concerns of children and families, and careers.

Grade Level Standards and Components

FCS.CD.01 Students will analyze theories/research and their implications on child development. (Focus)

FCS.CD.01.01 Analyze physical, emotional, social, spiritual (moral), and intellectual development. (Focus)

FCS.CD.01.02 Analyze child development theories and their implications for educational and childcare practices. (Focus)

FCS.CD.02 Students will apply strategies that promote children's growth and development. (Focus)

FCS.CD.02.01 Analyze strategies that promote children's growth and development. (Focus)

FCS.CD.02.02 Apply developmentally appropriate guidelines for behavior. (Focus)

FCS.CD.02.03 Arrange learning centers that provide for the children's exploration, discovery, and development. (Focus)

FCS.CD.02.04 Plan safe and healthy meals and snacks. (Foundational)

FCS.CD.02.05 Analyze abilities and needs of children and their effects on children's growth and development. (Introductory)

FCS.CD.02.06 Demonstrate problem-solving skills with children. (Introductory)

FCS.CD.03 Students will analyze the effects of life events on individuals' development. (Focus)

FCS.CD.03.01 Analyze the effect of heredity and environment on human growth and development. (Focus)

FCS.CD.03.02 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development. (Focus)

FCS.CD.03.03 Assess the effects of abuse and neglect on children and families and determine methods for prevention. (Introductory)

FCS.CD.04 Students will explore career options related to child development. (Introductory)

FCS.CD.04.01 Explain the roles and functions of individuals engaged in early childhood, education, and services. (Introductory)

FCS.CD.04.01 Explore potential career choices to determine knowledge, skills, and attitudes associated with each care. (Introductory)

Relationships in Reality

Course Purpose

Students in this course will examine their beliefs and expectations about being a part of a family and finding a life-long partner. Students will study topics including dating, love, marriage, marriage laws and customs, family life, children, communication, divorce, death and grieving.

Grade Level Standards and Components

FCS.RR.01 Analyze various aspects and characteristics of human relationships. (Focus)

FCS.RR.01.01 Analyze processes for building and maintaining interpersonal relationships. (Focus)

FCS.RR.01.02 Analyze the effects of personal characteristics and needs on relationships. (Focus)

FCS.RR.01.03 Predict the effects of various stages of the family life cycle on interpersonal relationships. (Introductory)

FCS.RR.01.04 Identify factors that contribute to healthy and unhealthy relationships. (Introductory)

FCS.RR.01.05 Examine processes for handling unhealthy relationships. (Introductory)

FCS.RR.02 Apply effective communication strategies. (Focus)

FCS.RR.02.01 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. (Focus)

FCS.RR.02.02 Demonstrate effective listening and feedback techniques. (Focus)

FCS.RR.02.03 Identify the role of communication on human growth and development. (Introductory)

FCS.RR.02.04 Identify communication styles and their effects on relationships. (Introductory)

FCS.RR.03 Examine conflict resolution strategies. (Focus)

FCS.RR.03.01 Examine the attitudes and behaviors regarding conflict. (Focus)

FCS.RR.03.02 Apply the roles of decision making and problem solving in reducing and managing conflict. (Focus)

FCS.RR.03.03 Demonstrate nonviolent strategies that address conflict. (Focus)