



## **Family & Consumer Science Curriculum Review**

West St. Paul - Mendota Heights - Eagan Area Schools

School District 197

---

Prepared by

Kate Skappel  
Curriculum Coordinator

May 2015

## The Curriculum Review Process

Curriculum in School District 197 is reviewed using a six-year cycle of continuous improvement. This process was adopted in the spring of the 2012-13 school year and includes professional development for teachers that is focused on the creation of digital curriculum and the adoption of innovative instructional practices.

In years 1-3, participating curriculum areas are considered to be in "formal review". In year one a content area team of teachers conducts an in-depth study of the current program to determine its overall effectiveness. Community and staff input is gathered and the team of teachers examines current best practice in curriculum and instruction. Based on the results of the study the team, with assistance from the Curriculum Advisory Committee (CAC), identifies strengths and needs of the existing program, creates a vision for future programming and develops Outcomes that Matter to All and Core Beliefs.

During year two content area teams review the current scope and sequence of the curriculum for grades K-12 and assess how it aligns to state and/or national standards and benchmarks. They then create a district curriculum framework/map that identifies the knowledge, skills, and learning targets that students need to know, be able to do, and act upon. Content area teams also select the materials (paper and electronic) needed to implement the revised curriculum and work to ensure the new curriculum and materials are culturally sensitive and non-discriminatory. If applicable or needed, in year two teams will develop digital curriculum for their content area. Teams also plan professional development activities to ensure proper training and support are provided relative to the new curriculum.

During year three each curriculum area moves to the implementation phase where teachers look at the curriculum as taught, identify holes, design common assessments and begin to review at data. The content area team also recommends grouping strategies, identifies how to accelerate or remediate students, and addresses issues relating to students with special needs (ELL and special education). Additionally, in the spring of year three, the content area team will meet to determine if the intended scope and sequence is achievable and identify areas for additional professional development.

Year four of the curriculum review cycle focuses on measurement and ensuring curriculum is being implemented as intended. Staff will pay careful attention to how well students are responding to the new curriculum and ensure that teachers' and parents' questions are answered. Common assessments continue to be reviewed and refined.

During year five, the revising phase, teams adjust implementation procedures and implement changes as needed. The curriculum is evaluated in terms of how well it is working and where modifications need to be made. Common assessments continue to be reviewed and refined.

In the refining phase, year six, teams continue to refine the curriculum. They determine if adjustments are needed and implement them accordingly. Common assessments continue to be reviewed and refined.

## Summary of Year One Process

A review team was put together including teachers, building and district administrators to evaluate the Family and Consumer Science (FACS) curriculum. Because the number of FACS teachers is small, all teachers were given the opportunity to participate in the review team.

The team gathered input and feedback staff at four Review Planning Team meetings. The feedback gathered during the meetings was used in developing the Outcomes that Matter to All, Core Beliefs and a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for Family and Consumer Science.

A key component of the review process is the SWOT analysis. Through the SWOT analysis the committee identified some significant strengths, which included a newly added college articulation and certification programs in Culinary. Additionally, we offer FACS courses as hybrid learning opportunities including On Your Own and Interior Design.

The committee also identified some weaknesses and opportunities in the program that we will make recommendations on in year two of the review. Areas for consideration include creating consistent programming in FACS between both middle schools, updating textbook resources with digital resources and exploring opportunities to offer college credit or certification programs for students in FACS related careers.

## Family & Consumer Science Review Team

Team Member	Site
Katie Carter	Henry Sibley High School
Barbara Peterson	Heritage Middle School
Linda Zurn	Henry Sibley High School
Kate Skappel	District Office

**Mission (Our Core Purpose)** School District 197 provides a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

**When our work aligns with our Core Purpose, we produce Outcomes That Matter To All, such as:**

Students will

- be successful in life management, employment, and career development.
- strengthen the emotional and physical well-being of individuals, families, and community members.
- use critical and creative thinking skills to make decisions in diverse family, community, and work environments.
- effectively collaborate with others in family, community, academic and work settings.
- function effectively as providers and consumers of goods and services.
- accept responsibility for one's actions and success in family, academic and work life.
- access and effectively apply reliable information from various media sources.
- demonstrate leadership skills necessary for success personally and professionally.

The School District 197 core beliefs for Family and Consumer Sciences program:

1. We believe an effective Family and Consumer Sciences program builds transferable skills that can be practiced in the classroom and applied directly to personal and professional life.
2. We believe an effective Family and Consumer Sciences program teaches students the knowledge and skills necessary to analyze, evaluate, and refine personal financial choices in a changing global economy.
3. We believe an effective Family and Consumer Sciences program utilizes digital technologies to research, organize, evaluate, and communicate information essential for current problem solving and critical thinking.
4. We believe an effective Family and Consumer Sciences program recognizes that a healthy society depends on strong families. Families are a child's first teacher and family and work are interconnected.
5. We believe an effective Family and Consumer Sciences program emphasizes the importance of learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a respectful and open dialogue which leads to a strong and safe learning community.
6. We believe an effective Family and Consumer Sciences program prepares students to make positive lifestyle decisions about nutrition, exercise, and wellness through experiential learning.
7. We believe an effective Family and Consumer Sciences program empowers students to be responsible citizens who are ethical problem solvers and act with the larger community in mind.
8. We believe an effective Family and Consumer Sciences program teaches the impact of society on the environment and how to manage global resources.
9. We believe an effective Family and Consumer Sciences program teaches students to effectively use a variety of communication strategies when interacting with others in diverse environments.
10. We believe an effective Family and Consumer Sciences program develops an appreciation of the elements and principles of design in creating harmony and beauty in the the home and other environments.
11. We believe an effective Family and Consumer Sciences program requires students to go beyond basic mastery of knowledge and skills by exploring and expanding their own learning through service and career opportunities.
12. We believe an effective Family and Consumer Sciences program shows students how to approach career development as a process.

## Family & Consumer Science SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>● Middle School FACS programming still exists</li> <li>● High School course offerings continue to address a wide range of FACS areas</li> <li>● Continues to attract mainstream students</li> <li>● Integrate technology in our programs</li> <li>● The articulation agreements with child psychology and interior design at DCTC</li> <li>● Certificate of Achievement and field experience opportunities through Prostart (Culinary)</li> <li>● Adequate space at the high school for various FACS content areas</li> </ul>	<ul style="list-style-type: none"> <li>● FACS programming not consistent between the middle schools which leads to inconsistent skills in students at the high school level</li> <li>● Child Psychology, On Your Own, Clothing Design and Interior Design textbooks are dated</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>● Expand digital resources</li> <li>● Partnerships in the community (i.e. field trips, expert speakers, internships, field experiences, scholarships, service learning projects)</li> <li>● More attention at the state level for FACS Framework development</li> <li>● Expand college articulation offerings</li> </ul>	<ul style="list-style-type: none"> <li>● The expense of maintaining and replacing program equipment</li> <li>● Competition created by required courses and other elective courses</li> <li>● Trend of cutting FACS programming</li> <li>● Scheduling does not lend itself to sharing staff between buildings</li> <li>● Building FTE's tend to drive course offerings more than actual student registration numbers</li> </ul>