



INTRODUCTION TO FAMILY AND CONSUMER SCIENCES

Approved by KSD Board of Education: May 19, 2025

Course Description:

This semester course introduces students to the diverse topics within Family and Consumer Sciences. Through hands-on activities, they will develop important life skills while exploring career opportunities in fields such as Nutrition, Culinary Arts, Fashion, Interior Design, and Child Development.

Grade Level: 7th-8th Grades

Unit Scope and Sequence

Unit 1: Foods and Nutrition

Unit 2: Sewing and Interior Design

Unit 3: Child Development and Caregiving

Course Enduring Understandings:

- Following processes can help me create practical products.
- Practical skills in everyday life empower individuals to make informed decisions and thrive in all areas.
- Learning safety practices in food, home, and personal care helps keep ourselves and others safe.
- There are a variety of careers in the Family and Consumer Sciences that positively contribute to everyday life.

Course Essential Questions:

- How can I follow processes to create practical products while keeping myself and others safe?
- How can I apply practical knowledge to solve everyday challenges and improve my daily life?

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Unit 1: Foods and Nutrition

In this unit, students will develop essential kitchen skills, focusing on safety, sanitation, and nutrition. They will learn how to prevent foodborne illnesses, properly use kitchen tools, and follow recipes accurately. Through hands-on practice, students will explore ingredient measurement, the importance of nutrition, and careers in foods, nutrition, and culinary arts.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Safe practices in the kitchen protect myself and others from injury and illness. • Nutrition is an important consideration when planning meals. • Properly reading and applying recipes helps me prepare food for myself and others.	• How nutritious is my food? • How can I keep my kitchen safe? • Why do some foods need to be prepared differently from others? • What careers are possible in foods, nutrition, and culinary arts?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Hygiene • Proper Handwashing Technique • Sanitation • Cross-Contamination • Dishwashing • Kitchen Safety • Nutrition • Recipe • Yield • Measurement • Units of measurement	• Explain why kitchen safety and sanitization procedures are important. • Sanitize, clean, and organize kitchen equipment. • Prevent food-borne illness. • Identify the correct equipment needed to safely and efficiently prepare food. • Safely use kitchen tools. • Identify and measure different ingredients correctly. • Follow a recipe accurately. • Apply nutritional knowledge to food choices. • Analyze the financial costs of preparing foods. • Work cooperatively with others. • Explore careers related to foods, nutrition, and culinary arts.

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Unit 1: Foods and Nutrition

LEADFCS Learning Standards

Priority Standard: Explore knowledge, skills, and practices used in food preparation, food science, food technology, and nutrition careers. (3.0)

Supporting Standards:

- Investigate nutrition and wellness practices that enhance individual and family well-being. (3.2)
 - Examine basic nutrition and wellness principles and guidelines across the lifespan. (3.2.1)
 - Apply nutritional knowledge to healthy meal planning. (3.2.2)
- Explain the impacts of food science and food technology on food supply and food preparation (3.3)
 - Conduct basic food science experiments and food technology procedures. (3.3.1)
 - Investigate locally grown foods, gardens, local suppliers, and food systems. (3.3.2)
- Demonstrate basic food preparation methods and techniques to produce a variety of food products. (3.4)
 - Apply basic safety and sanitation practices in food production settings. (3.4.1)
 - Demonstrate basic food preparation skills to plan and produce a variety of foods and food products. (3.4.2)
- Demonstrate teamwork and leadership skills in foods, food science, and nutrition. (3.5)

Priority Standard: Explore careers in food science, food technology, and nutrition (3.1)

Priority Standard: Explore careers in food production, culinary arts, and hospitality. (4.1)

Supporting Standards:

- Analyze factors that impact self-knowledge and career decisions. (1.0)
- Investigate career paths (1.3)
 - Research jobs, education, and training for specific career pathways. (1.3.3)
 - Explore aptitudes, interests, education, and training opportunities for potential career pathways (1.3.4)
 - Explore entrepreneurial endeavors to pursue a potential career (1.3.2)
- Demonstrate transferable knowledge, attitudes, behaviors, and technical, and employability skills in school, community, and workplace settings. (1.2)
 - Investigate opportunities available in career and technological student organizations. (1.2.1)
 - Engage in career and technical student development opportunities to develop personal, career, and leadership skills. (1.2.2)
 - Demonstrate ethical behaviors (for example: integrity, responsibility, accountability) in a global work environment. (1.2.3)
 - Demonstrate digital citizenship. (1.2.4)

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Unit 2: Sewing and Interior Design

In this unit, students will explore how the elements and principles of design influence both fashion and interior spaces. They will learn to identify and apply design concepts to create visually appealing items and environments. Through hands-on activities, students will practice basic hand-sewing techniques to complete a project. Additionally, they will examine how design impacts everyday life and explore careers in textiles, fashion, interior design, and housing.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
Applying the elements and principles of design creates visually appealing items and spaces.	- How are elements and principles used in design? - How does design impact everyday life? - How do design elements differ between fashion design and interior design?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Elements of Design - Line - Shape - Space - Size - Texture - Color/Value - Principles of Design - Balance/Symmetry - Repetition/Rhythm - Contrast - Harmony - Dominance/Emphasis - Unit - Basic Sewing Tools - Clearance Spaces	- Identify and apply different elements of design. - Identify and apply different principles of design. - Identify and explain the purpose of basic sewing tools. - Use hand sewing skills to create a product. - Apply elements and principles of design to manipulate the appearance and/or aesthetic of a living space. - Explore careers related to textiles, fashion, interior design, and housing.

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Unit 2: Sewing and Interior Design

LEADFCS Learning Standards

Priority Standard: Demonstrate knowledge and skills used in the textiles, apparel, and fashion industries. (8.0)

Supporting Standards:

- Investigate the care, choice, and construction of apparel and textiles products. (8.2)
 - Explore how apparel meets the needs of individuals and families (8.2.1)
 - Demonstrate basic construction skills to create, repair, or repurpose clothing or textile items. (8.2.2)
 - Investigate care methods for clothing and textiles. (8.2.3)
 - Compare and contrast different textile fibers, fabrics, and finishes. (8.2.4)
- Examine textiles and fashion knowledge and skills. (8.3)
 - Apply the elements and principles of design in textiles and fashion settings. (8.3.2)
 - Utilize the design thinking process. (8.3.3)
- Demonstrate teamwork and leadership skills in apparel and textiles. (8.5)

Priority Standard: Investigate knowledge, skills, and practices used in the fields of interior design and housing. (7.0)

Supporting Standards:

- Demonstrate interior design knowledge and skills. (7.2)
 - Apply the elements and principles of design. (7.2.1)
 - Demonstrate the design thinking process. (7.2.2)
- Describe safe and healthy living environments. (7.3)
 - Identify ways to create a safe and secure home environment. (7.3.1)
 - Explore the concepts of sustainability and universal design (7.3.2)
 - Explore trends and cultural influences on interior design and housing. (7.3.3)
- Describe the impact of housing and interior design on the quality of life for individuals and families. (7.4)
 - Identify personal, family, and multi-use spaces within a home. (7.4.1)
 - Examine factors that influence housing decisions. (7.4.2)
- Demonstrate teamwork and leadership skills in interior design and housing. (7.5)

Priority Standard: Explore career pathways in the interior design and housing industries. (7.1)

Priority Standard: Explore careers in the textiles, apparel, and fashion industries. (8.1)

Supporting Standards:

- Analyze factors that impact self-knowledge and career decisions. (1.0)
- Investigate career paths (1.3)
 - Research jobs, education, and training for specific career pathways. (1.3.3)
 - Explore aptitudes, interests, education, and training opportunities for potential career pathways (1.3.4)
 - Explore entrepreneurial endeavors to pursue a potential career (1.3.2)
- Demonstrate transferable knowledge, attitudes, behaviors, and technical, and employability skills in school, community, and workplace settings. (1.2)
 - Investigate opportunities available in career and technological student organizations. (1.2.1)
 - Engage in career and technical student development opportunities to develop personal, career, and leadership skills. (1.2.2)
 - Demonstrate ethical behaviors (for example: integrity, responsibility, accountability) in a global work environment. (1.2.3)
 - Demonstrate digital citizenship. (1.2.4)

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Unit 3: Child Development and Caregiving

In this unit, students will develop essential babysitting skills, focusing on effective communication, child development, and basic first aid. They will learn how to interact with children of different ages, plan developmentally appropriate activities, and respond to minor first-aid situations. Through role-playing and hands-on practice, students will also explore best practices for working with parents, managing caregiving responsibilities, and understanding career opportunities in human development and childcare.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
- Effective communication strategies can help me advocate for myself and care for others. - Knowing an individual's developmental needs is an important part of caregiving. - I can respond to minor first-aid needs.	- How can I communicate effectively with people of all ages? - How can I select developmentally appropriate activities for children of different ages? - How can I respond appropriately to the basic first-aid needs of young children?
Students must know:	Students must be able to:
- Every child develops differently. - Basic Motor Skill Development - Stages of cognitive development - Sensorimotor - Preoperational - Concrete - Formal - Developmentally appropriate practices - Questions to ask of a parent before caring for a child. - First Aid - Emergency phone numbers	- Practice written and verbal interpersonal skills that promote positive and productive relationships with children and adults. - Work cooperatively with people of different ages. - Identify basic stages of development. - Interview a parent to understand child development stages while building interpersonal skills. - Plan age-appropriate learning activities for children. - Utilize proper caregiving etiquette. - Identify ways to manage income received from caregiving jobs. - Apply first aid concepts to scenarios. - Explore careers related to child development and caregiving.

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Unit 3: Child Development and Caregiving

LEADFCS Learning Standards

Priority Standard: Examine principles of child and human growth and development, including caregiving and education concepts across the lifespan. (5.0)

Supporting Standards:

- Explore developmental milestones, and their challenges throughout the lifespan. (5.2)
 - Identify the life stages and related milestones for each age. (5.2.1)
- Analyze the conditions and situations that influence human growth and development. (5.3)
 - Recognize diverse needs (physical, emotional, intellectual, and social) and related nurturing practices that maximize human growth and development. (5.3.1)
 - Analyze strategies that promote growth and development across the lifespan. (5.3.2)
- Analyze the roles and responsibilities of caregiving, education, and training. (5.4)
 - Create a safe environment for individuals across the lifespan. (5.4.1)
- Demonstrate teamwork and leadership skills in human development, caregiving, education, and training. (5.5)
- Examine diverse perspectives, needs, and characteristics of individuals and families. (6.3)

Priority Standard: Explore careers in human development, caregiving, education, and training. (5.1)

Priority Standard: Explore careers related to interpersonal and family relationships. (6.1)

Supporting Standards:

- Analyze factors that impact self-knowledge and career decisions. (1.0)
- Investigate career paths (1.3)
 - Research jobs, education, and training for specific career pathways. (1.3.3)
 - Explore aptitudes, interests, education, and training opportunities for potential career pathways (1.3.4)
 - Explore entrepreneurial endeavors to pursue a potential career (1.3.2)
- Demonstrate transferable knowledge, attitudes, behaviors, and technical, and employability skills in school, community, and workplace settings. (1.2)
 - Investigate opportunities available in career and technological student organizations. (1.2.1)
 - Engage in career and technical student development opportunities to develop personal, career, and leadership skills. (1.2.2)
 - Demonstrate ethical behaviors (for example: integrity, responsibility, accountability) in a global work environment. (1.2.3)
 - Demonstrate digital citizenship. (1.2.4)