

Mandan Public School District

Family and Consumer Science Curriculum

Mandan Public Schools

Family and Consumer Science

Curriculum



2010

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Preface

The Mandan Public Schools 7-12 Family and Consumer Science Curriculum Committee revised and updated the 7-12 Family and Consumer Science Curriculum. The 7-12 Family and Consumer Science Committee included the current draft of the North Dakota Family and Consumer Science Content Standards in the curriculum. This updated curriculum will provide Mandan Public School students with the best possible curriculum to assist our students in their career planning and career decision-making.

One new benchmark was added that is unique to Mandan Public Schools and is not included in the state standards. This benchmark is 5.6.3. I italicized and underlined this benchmark so that it is easily recognized when reading through the standards.

The 7-12 Family and Consumer Science Curriculum is articulated in two ways. First, the curriculum is presented based on the current draft of the North Dakota 7-12 Family and Consumer Science Content Standards. The committee identified each benchmark specific student skill and determined the degree to which each benchmark should be addressed in each course. The following IDM coding system was used to convey this:

- I – Introduce
- D – Develop
- M – Master.

The 7-12 Family and Consumer Science Curriculum is also articulated according to the 21st Century Skills. The committee identified which 7-12 Family and Consumer Science Curriculum benchmarks address specific 21st Century Skills. These 21st Century Skills and the match to Mandan Public Schools 7-12 Family and Consumer Science Standards can be seen in Appendix A.

The 7-12 Family and Consumer Science Curriculum IDM matrix lists all of the 7-12 Family and Consumer Science courses that are available to students at Mandan Middle School and Mandan High School. Seventh and 8th Grade Family and Consumer Science courses are offered at Mandan Middle School. All of the other Family and Consumer Science courses are offered as electives at Mandan High School. Please read the course descriptions to learn more about the course content.

Thanks to the 7-12 Family and Consumer Science Curriculum Committee for their time, effort, and professionalism in working on this curriculum. I also thank the students and parents who served on the Family and Consumer Science Advisory Committee. Mandan Public Schools is fortunate to have such dedicated hardworking professionals who teach our students Family and Consumer Science courses.

Dr. Gaylynn Becker
District Curriculum/Data Director

Mandan Public Schools 2010 7-12 Family and Consumer Science Curriculum Writing Committee Members

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Vision, Mission, Slogan and Philosophy

Mandan Public School District's vision is **"Empowering excellence."** Its mission is **"Empowering every student to lead a productive life and positively contribute to society."** Its slogan is **"Mandan Schools: Where the Best Begin."**

The principal objective of the Board shall be to provide maximum educational opportunities for their students to develop in accordance with their individual needs, abilities, and level of maturity. Teachers shall make efforts to aid students to achieve their maximum development mentally, physically, socially, spiritually, and emotionally so that they may properly adjust to our complex democratic society.

The district shall back up its educational program with supporting services necessary for students' health, safety, and personal well being.

Philosophy of the 7-12 Family and Consumer Science Curriculum:

Family and Consumer Sciences is an important part of a well-rounded education. In order to function in today's society, individuals should understand, interpret and apply learned skills. Content standards provide opportunities for application of this knowledge in real life situations. Our curriculum is designed with an integrated approach to the relationships among individuals, families, community and the environments in which they function. These skills are necessary for successful family life, such as positive communication, problem solving, resource management and teamwork. Employers will require these core skills in students for paid employment.

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Students, who learn about contributing factors to good health, have a chance to practice these behaviors and evaluate wellness information through classroom activities. Investigating a variety of sources will better prepare them to make responsible lifestyle choices.

As educators, we will assist each individual in reaching his/her potential through the development of:

- A. Live skills needed for day-to-day management in the family and workplace.
- B. Human relation skills including personal, family and parenting abilities.
- C. Consumer skills for obtaining, utilizing, and conserving resources.
- D. Life management and problem-solving skills needed to coordinate the multiple adult roles throughout the life span.

Through Family and Consumer Sciences, academic and process skills such as decision making, problem solving, and critical thinking are integrated into daily classroom instruction. Heavy consideration is also given to cultural diversity and the effects on such environments. Courses have high credibility by teaching practical skills while reinforcing mathematic, language arts, science, social studies and health concepts.

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7-12 Family and Consumer Science Curriculum Codes

I – Introduce

D – Develop

M – Master

Anything beyond the mastery level we assume that reinforcement will occur in the more advanced courses.

Standard 1:												
CAREER, COMMUNITY, AND FAMILY CONNECTIONS-integrate multiple life roles and responsibilities in family, work, and community settings.	7 th Grade FACS	8 th Grade FACS	Creative Living	Parenting	Fashions	Foods & Nutrition	Specialty Foods	Home Furnishings	Culinary Arts	Family Living	Independent Living	Occupational Child Care
Topic 1.1: Analyze strategies to manage multiple life roles and responsibilities.											M	
1.1.1 List and describe trends in the workplace and community that impact individuals and families (e.g., policies, issues, ethics, worker benefits, etc.)			I									
1.1.2 Describe how individual career goals can affect the family			M	D						D	D	
1.1.3 Set personal goals for learning and leisure	I									D	D	
1.1.4 Predict the potential impact of career path decisions on balancing work and family				D						D	I	
1.1.5 Analyze the impact of social, economic, and technological change on work and family dynamics											D	
1.1.6 Develop a life plan for achieving individual, family, and career goals				D						D	D	
Topic 1.2: Identify transferable and employability skills.											D	
1.2.1 Apply communication skills (e.g., reading, writing, speaking, etc.)			I	D					D		M	M
1.2.2 Explore a variety of careers with emphasis on those requiring Family and Consumer Sciences skills (e.g., Textiles and Clothing, Food Production, Hospitality and Tourism, Interior Design, Food Science, etc.)			I/ D						I		D	M
1.2.3 List job seeking and job keeping skills			D						D		D	M

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Day Care ☐ Leisure Activities ☐ Transportation ☐ Technology ☐ Media																				
Topic 2.2: Analyze the relationship of the environment to family and consumer resources.																				
2.2.1 Determine individual and family responsibility in relation to environmental trends and issues.				D																
2.2.2 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.				I															D	
2.2.3 Examine environmental issues affecting families and future generations.				D																
2.2.4 Investigate government regulations for conserving natural resources.																				
Topic 2.3: Identify consumer rights and responsibilities.																				
2.3.1 Define consumer rights and responsibilities.				D / M																
2.3.2 Examine state and federal policies and laws providing consumer protection (e.g., attorney general’s office, tenants’ rights, return policies, internet purchases, public health issues, etc.)				D / M															D	
2.3.3 Demonstrate skills used in seeking information related to consumer rights.				M																
2.3.4 Investigate how policies become laws related to consumer rights.																				
Topic 2.4: Describe interrelationships between consumer actions and the economic system.																				
2.4.1 Explain individual and family roles and actions in the economic system (e.g., dual career families, spending vs. saving, credit, etc.)																			I	
2.4.2 Examine economic impacts of laws and regulations that pertain to consumers and providers of services																				
Topic 2.5: Demonstrate management of financial resources to meet the goals of individuals and families across the life span.																			D	D
2.5.1 Develop a personal/ family financial plan (i.e., budget)				I	I														D	M
2.5.2 Apply management principles to individual and family financial practices (e.g., coupons, sales flyers, impulse spending, etc.)																				
2.5.3 Identify personal and legal documents related to																				M

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managing individual and family finances (e.g., sales receipts, checking accounts, social security card, student I.D., birth certificate, wills, living wills, taxes, etc.)													
Standard 3: Family – Evaluate the significance of family and its impact on the well-being of individuals and society. (Based on National Standard # 6)		7th Grade FACS	8th Grade FACS	Creative Living	Parenting	Fashions	Foods & Nutrition	Specialty Foods	Home Furnishings	Culinary Arts	Family Living	Independent Living	Occupational Child
Topic 3.1: Analyze the impact of family as a system on individuals and society.			I										
3.1.1 Define family as the basic unit of society.				D	D						D / M		
3.1.2 Describe the role of family in transmitting societal expectations, culture, and traditions				I / D	D						D		
3.1.3 Identify global influences on today’s families (e.g., war, outsourcing, immigration, famine, etc.)				I	D						I / D		
3.1.4 Discuss the role of family in developing independence, interdependence, and commitment of family members				I / D	D						D / M		
3.1.5 Investigate the impact of change and transitions over the life span (e.g., interview people at various stages of life to gain insights, etc.)					D						D		
Topic 3.2: Analyze the influence of diversity on individuals, families, and society.													
3.2.1 Describe diversity and its impact on individuals and families (e.g., culture, ethnicity, gender, roles, age, economics, disabilities, etc.)				D							I		
3.2.2 Identify examples of respect for diversity (e.g., gender, equity, age, culture, ethnicity, etc.)				D									
3.2.3 Examine ways that attitudes towards diversity affects behavior (e.g., prejudice, acceptance, empathy, etc.)				D	D								
3.2.4 Examine the impact of global community on the need to acknowledge diversity.					I								

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Standard 4:													
FOOD—Demonstrate knowledge and basic skills needed for food preparation and dietary choices. Integrate knowledge, skills, and practices required for individual and family food choices and preparation. <i>(Based on National Standard # 8)</i>	7 th Grade FACS	8 th Grade FACS	Creative Living	Parenting	Fashions	Foods & Nutrition	Specialty Foods	Home Furnishings	Culinary Arts	Family Living	Independent Living	Occupational Child	
Topic 4.1: Demonstrate food safety and sanitation procedures.						D					I		
4.1.1 Describe safety and sanitation procedures	D	D	D / M			M							
4.1.2 Describe food handling and preparation techniques (e.g., cross contamination)	D	D	M			D	M						
4.1.3 Demonstrate proper receiving, storage, food handling, and preparation techniques	D	D	D			D					I		
Topic 4.2: Demonstrate selection, use, and care of food preparation equipment.						M					I		
4.2.1 Demonstrate use of utensils and equipment	I	I	M			M					D		
4.2.2 Demonstrate procedures for caring for and storing utensils and equipment			M			M	M				M		
4.2.3 Organize equipment and work space for efficiency and safety.			D			M							
4.2.4 Investigate advances in technology and trends in equipment.						M	M		D				
Topic 4.3: Investigate principles of nutrition regarding food choices.						D					I		
4.3.1 Describe menu-planning principles (e.g. nutritional requirements, special dietary needs, Food Pyramid, time management, cost, etc.)			D / M			D							
4.3.2 Describe food and nutrition information sources (e.g. labels, RDAs, Food Pyramid, food guidelines, etc.)		I	D / M	D		M					M		
4.3.3 Apply menu-planning principles (e.g. nutritional requirements, special dietary needs, Food Pyramid, time management, cost, etc.) to develop and modify menus		I	D / M	M		D			I / D		M		
4.3.4 Apply food and nutrition information (e.g. - labels, RDAs, Food Pyramid, food guidelines, etc.) to food choices		I		D		M	D				D		

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Topic 4.4: Examine historical, cultural, and social diversity regarding food.						I						
4.4.1 Explore customs and social trends (e.g. etiquette, fad diets, etc.)			D			M	D / M					
4.4.2 Recognize historical, cultural, and social influences regarding food.			D			I	D					
4.4.3 Analyze factors contributing to historical, cultural, and social dietary choices.						I	D		D			
Topic 4.5: Demonstrate skills for preparing food.						D						D
4.5.1 Identify correct weight and measurement techniques.			M			D						D
4.5.2 Define appropriate cooking terminology when reading and following a recipe.	I		D / M			M	M		M			D
4.5.3 Identify a variety of cooking methods (e.g. roasting, baking, broiling, steaming, etc.)	I		D			D						
4.5.4 Demonstrate correct weight and measurement techniques. (e.g. altering recipes, ingredient substitution, equivalents, etc.)	I		M			D	M		M			M
4.5.5 Apply the fundamentals of time management, planning, and advance-preparation in the preparation of food.	D		M			D			D / M			M
4.5.6 Apply appropriate cooking terminology when reading and following a recipe.	I		M			D			M			M
4.5.7 Demonstrate preparation techniques for various food categories			D / M			M	M					
4.5.8 Investigate preparation techniques for various foods (e.g. regional, ethnic, global, etc.)			M									

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Standard 5: Housing, Interiors, and Furnishings: Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding housing, interiors, and furnishings. <i>(Based on National Standard # 11)</i>												
	7 th Grade FACS	8 th Grade FACS	Creative Living	Parenting	Fashions	Foods & Nutrition	Specialty Foods	Home Furnishings	Culinary Arts	Family Living	Independent Living	Occupational Child
Topic 5.1: Examine individual and family needs, goals, and resources for housing, interiors, and furnishings.		I						I			I	
5.1.1 Assess human needs, safety, space, and technology as they relate to housing and interior design goals (e.g., universal design, home, office, etc.)		I	D					I/ D			D	
5.1.2 Assess individual, family, and financial resources needed to achieve housing and interior goals.			M					I/ D			M	
5.1.3 Critique design plans to meet individual and family needs, goals, and resources (e.g., basic construction terminology, quality construction standards, etc.)			D					D				
5.1.4 Explore resources for housing assistance (e.g., homeless, low income housing, Habitat for Humanity, fuel assistance, etc.)								D				
Topic 5.2: Evaluate design decisions in relation to available resources and options.												
5.2.1 Identify the elements and principles of design		I	D / M									
5.2.2 Determine the effects that the elements and principles of design have on aesthetics and function		I	D					M				
5.2.3 Determine the psychological impact that the elements and principles of design have on the individual			D									
5.2.4 Illustrate application of design elements and principles (e.g., formal or informal in presentations)			M					M				
5.2.5 Explore current trends (e.g., feng shui, etc.)			I					D				
Topic 5.3: Analyze influences on architectural and furniture design.								D				
5.3.1 Recognize historical architectural design and current housing and interior design trends.			I									

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5.3.2 Explore features of furnishings that are characteristic of various historical periods									D				
5.3.3 Examine the development of architectural styles throughout history			I						D				
5.3.4 Consider future trends in architectural and furniture design.			I									D	
Topic 5.4: Examine floor plans and furniture arrangement.			I									I	
5.4.1 Examine floor plans for efficiency and safety (e.g., zones, traffic patterns, storage, etc.)			I	D								I	
5.4.2 Arrange furniture with reference to principles of design, traffic flow, activity, and existing architectural features.			I	D					D	I/ D		M	
5.4.3 Interpret information provided on blueprints.			I						D				
Topic 5.5: Evaluate the use of housing and interior furnishings and products in meeting individual and family needs.													
5.5.1 Examine product information (e.g., floor coverings, wall coverings, textiles, window treatments, etc.)				M					I				
5.5.2 Demonstrate measuring, estimating, and pricing skills.				M									
5.5.3 Investigate manufacturers, products and materials (e.g., considering care, maintenance, safety, and environmental issues)									D				
Topic 5.6: Demonstrate how to plan, organize, and maintain an efficient home environment.												I	
5.6.1 Identify procedures for a clean and safe environment.				I					D			D	
5.6.2 Examine the various types of cleaning methods and their environmental effects.													
<u>5.6.3 Compare and contrast renting vs. buying</u>			I										

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Standard 6:												
Human Development – Analyze factors that impact human growth and development. (Based on National Standard #12)	7 th Grade FACS	8 th Grade FACS	Creative Living	Parenting	Fashions	Foods & Nutrition	Specialty Foods	Home Furnishings	Culinary Arts	Family Living	Independent Living	Occupational Child Care
Topic 6.1: Describe principles of human growth and development across the life span.												
6.1.1 List the four areas of human development (i.e., physical, emotional, social and intellectual)			D	M								
6.1.2 Define interrelationships among physical, emotional, social, and intellectual aspects of personal growth and development		I	D	M								
6.1.3 Describe physical, emotional, social, and intellectual development at various ages or stages		I	D	M								
6.1.4 Discuss interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.				D								
6.1.5 Compare and contrast human development theories (e.g., those of Maslow, Piaget, etc.)				I/ D								
Topic 6.2: Describe conditions that influence human growth and development.									D			
6.2.1 List hereditary and environmental factors that impact human growth and development			I	D								
6.2.2 Give examples of social, economic, and technological factors that impact individual growth and development			M	D								
6.2.3 Investigate the impact of heredity and environment on human growth and development			I	D								
6.2.4 Examine the effects of gender, ethnicity, and culture on individual development			I	D								
6.2.5 Summarize effects of life events on individuals' growth and development (e.g., abuse, neglect, divorce, remarriage, birth order, childbearing, adoption, marriage, etc.)			M	D						D		
6.2.6 Interpret and reflect on the effects of life events on individuals' physical and emotional development (e.g., self-study project, journal, etc.)			M	D						D		
6.2.7 Predict consequences of managing or not			D	M								

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managing personal and social influences on human development (e.g., FAS, seeking assistance for problems, etc.)														
Topic 6.3: Identify strategies that promote growth and development across the life span.														
6.3.1 Examine the influences of communication in relation to human growth and development			I	D										
6.3.2 Practice communication skills which foster human growth and development			D	D										
6.3.3 Describe the impact of nurturing skills on human growth and development			D / M	M										
6.3.4 List and describe choices that support development across the life span (e.g., choices on drinking, smoking, nutrition, etc.)				D							D	D		
6.3.5 Analyze the role of support systems in meeting human growth and development needs (e.g., friends, family, religion, government services, clubs, etc.)			D / M	D / M							I/ D			
6.3.6 Identify community resources and services that contribute to long term well-being and development (e.g., locate resources in local community, such as food pantry, big brother/big sister, etc.)			M	I/ D							I/ D			
Standard 7:														
Interpersonal Relationships – Demonstrate respect and caring relationships in the family, workplace, and community. <i>(Based on National Standard # 13)</i>	7th Grade FACS	8th Grade FACS	Creative Living	Parenting	Fashions	Foods & Nutrition	Specialty Foods	Home Furnishings	Culinary Arts	Family Living	Independent Living	Occupational Child Care		
Topic 7.1: Describe functions and expectations of various types of relationships.													I	
7.1.1 List factors that contribute to healthy and unhealthy relationships.			D	D							D	D		
7.1.2 Describe how to build and maintain interpersonal relationships (e.g., parent-child, siblings, peer, friendship, dating, marriage, teacher-student, employer employee, etc.)			D	D							D	D		
7.1.3 Identify strategies for handling unhealthy relationships.			D	D							D	D		

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7.1.4 Examine the impact of various stages of the family life cycle on interpersonal relationships.											D	
7.1.5 Compare and contrast physical, emotional, social, and intellectual responses in healthy and unhealthy relationships.												D
Topic 7.2: Identify personal needs and characteristics and their impact on interpersonal relationships.												
7.2.1 Give examples of the impact of personal characteristics on relationships.			D	D							D	
7.2.2 Describe the effects of personal needs, self-esteem, and self-image on relationships.			D								D	D
7.2.3 Predict the impact of life events and conditions on relationships				I/ D							D	
7.2.4 Assess the impact of personal standards and codes of conduct on interpersonal relationship (e.g., role plays, case study, discussion, classroom debate, etc.)			D	D							D	
Topic 7.3: Demonstrate communication skills that contribute to positive relationships.		I									D	D
7.3.1 Explain communication styles and their effects on relationships (e.g., assertive, aggressive, passive, etc.)			I/ D	D							D / M	
7.3.2 Describe the roles and functions of communication in family, work, and community settings			D								D	D
7.3.3 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication		I	I	D							D	D
7.3.4 Identify barriers to communication in family, work, and community settings			I	D							D	D
7.3.5 Demonstrate effective listening and feedback techniques			I	D							D	D
7.3.6 Define ethical principles of communication in family, community, and work settings											D	
7.3.7 Describe the impact of communication technology in family, work, and community settings (e.g. cell phone, email, etc.)		I	I								D	
Topic 7.4: Evaluate conflict prevention and management techniques.												I
7.4.1 Define and list positive and negative examples and results of conflict (e.g., positive – personal growth, better understanding; negative – divorce, war, etc.)			D	I							D / M	D
7.4.2 Explain how similarities and differences among people affect conflict prevention and management.			D								D	
7.4.3 Interpret the role of decision making and			D	I							D	

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problem solving in reducing and managing conflict.													
7.4.4 Describe nonviolent strategies that address conflict.			D								D		
7.4.5 Choose effective responses to harassment													
7.4.6 Identify community resources that support conflict prevention and management													
Topic 7.5: Demonstrate teamwork and leadership skills.	I												
7.5.1 Identify factors that create an environment of encouragement and respect of all group members.			D										
7.5.2 Develop skills to motivate, strengthen and encourage the potential of each group member			D										
7.5.3 Identify ways to develop team and community spirit													
7.5.4 Demonstrate ways to organize and delegate responsibilities (e.g., lab planning, committee assignments, etc.)	I		D			M						D	
7.5.5 Demonstrate processes for cooperating, compromising, and collaborating			D										
Topic 7.6: Demonstrate behaviors that support healthy interpersonal relationships.													
7.6.1 Examine criteria for making decisions about interpersonal relationships.			D / M										
7.6.2 Apply criteria for assessing issues and situations, and for taking action			D										
7.6.3 Identify ethical behavior in family, community, and workplace settings (e.g., classroom debate, role play, case study, discussion, etc.)													
7.6.4 Analyze the relative merits of opposing points of view regarding current ethical situations													
Standard 8: Nutrition and Wellness – Demonstrate nutrition and wellness practices that enhance individual and family well-being. <i>(Based on National Standard # 6)</i>													
Topic 8.1: Describe factors that influence nutrition practices across the life span.							D						

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8.1.1 Define components of individual and family wellness (i.e., physical, emotional, social, and intellectual)			D			I					
8.1.2 Describe components of individual and family wellness (i.e., physical, emotional, social, and intellectual)				M		I					
8.1.3 Describe the impact of psychological, cultural, and social influences on food choice and other nutrition practices			D			D					
8.1.4 Identify the governmental, economic, and technological influences on food choices and practices (e.g., Food Guide Pyramid, Nutrition Guidelines, Nutrition Labeling, etc.)						D					
8.1.5 Investigate the impact of global and local events and conditions on food choices and practices											
8.1.6 Examine legislation and regulations related to nutrition and wellness issues											
8.1.7 Discuss the governmental, economic, and technological influences on food choices and practices (e.g., food budget and inflation)						I					
Topic 8.2: Explain the nutritional needs of individuals and families in relation to health and wellness across the life span.						D					D
8.2.1 Describe the effect of nutrition on health, appearance, and peak performance.			D / M	D		D					
8.2.2 Explain the relationship of nutrition and wellness to individual and family health throughout the life span			M	D		D					D
8.2.3 Describe the impact of food and diet fads, food addictions, and eating disorders on wellness		I	D			D					D
8.2.4 Analyze sources of food and nutrition information (e.g., food labels related to health and wellness, etc.)			M	D		M	M				D
8.2.5 Analyze sources of food and nutrition information (e.g., websites, publications relating to health and wellness)			M	D		M					D
Topic 8.3: Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.						M					
8.3.1 Describe purposes of guidelines in planning to meet nutrition and wellness needs (e.g. food pyramid, dietary guidelines, RDAs, etc)			D / M	D		D					M
8.3.2 Apply guidelines in planning to meet nutrition and wellness needs (e.g. food pyramid, dietary guidelines, RDAs, etc)			D / M			D					

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8.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods			M			D						
8.3.4 Describe health and nutrition needs of individuals and families with special requirements (e.g., diseases, elderly, pregnant, athletes, etc.)			D	D		D						
Topic 8.4: Evaluate factors that affect food safety, from production to consumption.												
8.4.1 Define and apply conditions and practices that promote safe food handling (e.g., food borne illnesses, etc.)			D			D						
8.4.2 Demonstrate practices that promote safe food handling			D			D					D	
8.4.3 Describe safety and sanitation practices throughout the food production cycle			I									
8.4.4 Determine how changes in national and international food production and distribution systems impact the food supply												
8.4.5 Identify federal, state, and local inspection and labeling systems that protect the health of individuals and the public						I					I	
8.4.6 Investigate public dialogue about food safety and sanitation												
Topic 8.5: Evaluate the impact of science and technology on food composition, safety, and other issues.												
8.5.1 Explain how the scientific and technical advances in food processing, storage, product development, and distribution impact nutrition and wellness.						D						
8.5.2 Explain the impact of technological advances on selection, preparation, and home storage of food.												
8.5.3 Investigate how scientific and technical advances impact the nutrient content, availability, and safety of foods												
8.5.4 Investigate the effects of food science and technology on meeting nutritional needs (e.g., genetically modified foods, food processing, etc.)						D						
Topic 8.6: Apply wellness practices that enhance individual and family wellness.												
8.6.1 Define factors of individual and family wellness (i.e., physical, emotional, social, and intellectual)						D					D	
8.6.2 Describe factors of individual and family wellness (i.e., physical, emotional, social, and intellectual)			I/ D			D					D	
8.6.3 Apply concepts needed to enhance and promote personal wellness (e.g., leisure activities, stress	I		I/ D								D	

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management, coping skills, etc.)														
8.6.4 Apply decision making skills to choices that affect personal wellness	I		D / M	D										D
Standard 9: Parenting – Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families. <i>(Based on National Standard # 15)</i>		7th Grade FACS	8th Grade FACS	Creative Living	Parenting	Fashions	Foods & Nutrition	Specialty Foods	Home Furnishings	Culinary Arts	Family Living	Independent Living	Occupational Child Care	
Topic 9.1: Identify roles and responsibilities of parenting.														
9.1.1 Identify parenting roles across the life span					D									
9.1.2 Define expectations and responsibilities of parenting.			M	D										
9.1.3 Describe the impact of parenting practices on the individual, family, and society.			M	D / M										
9.1.4 Describe societal conditions that impact parenting across the life span (e.g., dual income families, war, famine, single parent families, family isolation, etc.)			D	D										
9.1.5 Compare and contrast cultural differences in roles and responsibilities of parenting.														
Topic 9.2: Evaluate parenting practices that influence human growth and development.					M									
9.2.1 Identify nurturing practices that support human growth and development (e.g., showing affection, support, praise, etc.)			M	D										
9.2.2 List signs of child abuse and neglect			D	D										
9.2.3 Explain nurturing practices that support human growth and development			M	D										
9.2.4 Describe the impact of abuse and neglect on children and families				D										
9.2.5 Investigate methods for preventing abuse and neglect			M	D										
9.2.6 Select communication strategies that promote positive self-esteem in family members			D	I										
9.2.7 Define and explain discipline, punishment, and			D	D										

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guidance														
9.2.8 Determine criteria for selecting care and services for children			I	D / M										
9.2.9 Investigate the societal impacts of positive and negative parenting practices			D	D / M										
9.2.10 Evaluate strengths and weakness of child care programs			I	D										
9.2.11 Investigate emerging research on human growth and development				D										
Topic 9.3: Identify external support systems that provide services for parents.														
9.3.1 List community resources and services available to families				D / M										
9.3.2 Review current laws and policies related to parenting				I										
9.3.3 Research community resources that provide opportunities related to parenting														
Topic 9.4: Analyze physical and emotional factors related to beginning the parenting process.			D	D										
9.4.1 List the factors of prenatal development and birth in relation to the health of the parents and child			D	I / D										
9.4.2 Discuss factors of prenatal development and birth in relation to the health of the parents and child (e.g. communicable disease, substance abuse, weight management, etc.)			D	I / D										
9.4.3 Describe physical processes related to prenatal development, birth, and health of child and mother			D	D										
9.4.4 List alternatives to biological parenthood				I										
9.4.5 Examine implications of alternatives to biological parenthood				I										
9.4.6 Determine legal and ethical impacts of technology (e.g., in vitro, stem cell research, choosing characteristics, etc.)														

Standard 10:														
Textiles and Apparel - Demonstrate knowledge and basic skills needed to make informed consumer decisions regarding textiles and apparel. <i>(Based on National Standard # 16)</i>	7 th Grade FACS	8 th Grade FACS	Creative Living	Parenting	Fashions	Foods & Nutrition	Specialty Foods	Home Furnishings	Culinary Arts	Family Living	Independent Living	Occupational Child Care		
Topic 10.1: Evaluate fiber and textile materials.					I									
10.1.1 Identify and compare manufactured and natural fibers.					D									
10.1.2 Determine performance characteristics of fibers and textiles.					M									
10.1.3 Assess effects of textile characteristics (e.g., on design, construction, care, use and maintenance, health issues/allergens of products.)		I												
10.1.4 Select appropriate procedures for care of textiles products.					D									
10.1.5 Review textiles legislation, standards, and labeling in the global economy.					M									
Topic 10.2: Demonstrate skills needed to produce, alter, or repair textiles products and apparel.		D			I						D			
10.2.1 Identify equipment, tools, and supplies and their purpose in apparel and textile construction.	D	D	D		D						D			
10.2.2 Utilize appropriate equipment for apparel and textile construction.	D	D	M		D									
10.2.3 Explain construction terminology.	D	D	D		D									
10.2.4 Demonstrate basic skills for producing and altering textiles products and apparel (e.g. measuring, pressing, machine operation, etc.)		D	M		M						M			
10.2.5 Explore current technology and trends that facilitate design and production of textiles products and apparel.					I									
Topic 10.3: Demonstrate apparel and textiles design skills.														
10.3.1 Recognize elements and principles of design (e.g. balance, color, texture, etc.)			D		M									
10.3.2 Apply elements and principles of design (e.g. balance, color, texture, etc.)		I	M		M									
Topic 10.4: Evaluate consumer skills necessary for					M									

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textiles and apparel purchasing.																
10.4.1 Identify factors that influence textiles and apparel purchasing (e.g. name brands, age, special needs, occupational needs, budget, etc.)						I										
10.4.2 Recognize the consumer skills needed for the effective use of resources. (e.g. repair, alterations, mass produced vs. self-constructed, etc.)			D			D										
10.4.3 Assess ethical considerations for purchasing apparel and textiles products (e.g. USA made vs. third world, natural fur vs. fake-fur, etc.)						D										
Topic 10.5: Examine historical, cultural, and social influences on textiles and apparel.						I										
10.5.1 Explore customs and social norms.																
10.5.2 Recognize historical, cultural, and social influences on current textiles and apparel trends																
Standard 11: Early Childhood, Education, and Services – Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. <i>(Based on National Standard # 4)</i>																
	7th Grade FACS	8th Grade FACS	Creative Living	Parenting	Fashions	Foods & Nutrition	Specialty Foods	Home Furnishings	Culinary Arts	Family Living	Independent Living	Occupational Child Care				
Topic 11.1: Analyze career paths within early childhood, education, and services.																
11.1.1 Determine the roles and functions of individuals engaged in early childhood, education, and services.																D
11.1.2 Explore opportunities for employment and entrepreneurial endeavors.			D	I												I/ D
11.1.3 Examine education and training requirements and opportunities for career paths in early childhood, education, and services.																D
11.1.4 Examine the impact of early childhood, education, and services occupations on local, state, national, and global economies.																D
Topic 11.2: Analyze developmentally appropriate practices to plan for early childhood, education, and services.																
11.2.1 Examine child development theories and their																

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implications for educational and childcare practices.														
11.2.2 Determine a variety of assessment methods to observe and interpret children’s growth and development.														
11.2.3 Consider cultural and environmental influences when assessing children’s development.				I										
11.2.4 Determine special needs of children.														
11.2.5 Put into effect strategies that promote children’s growth and development.														
Topic 11.3: Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.														
11.3.1 Examine a variety of curriculum and instructional models.														D
11.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.														M
11.3.3 Implement an integrated curriculum that incorporates a child’s language, learning styles, home experiences, and cultural values.														D
11.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.														
11.3.5 Arrange learning centers that provide for children’s exploration, discovery, and development.														D
11.3.6 Establish activities, routines, and transitions.														M
Topic 11.4: Demonstrate a safe and healthy learning environment for children.														
11.4.1 Manage physical space to maintain a safe and healthy environment.				D										D
11.4.2 Apply safe and healthy practices that comply with state regulations.				D										D
11.4.3 Implement strategies to teach children health, safety, and sanitation habits.														
11.4.4 Provide safe and healthy meals and snacks.														M
11.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.														
11.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.				D										
11.4.7 Demonstrate security and emergency procedures.				D										
Topic 11.5: Demonstrate techniques for positive collaborative relationships with children.														
11.5.1 Establish developmentally appropriate				D										

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guidelines for behavior.																				
11.5.2 Demonstrate problem-solving skills with children.																				
11.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.																				D
11.5.4 Implement strategies for constructive and supportive interactions between children and families.																				
11.5.5 Present information to parents regarding developmental issues and concerns related to child abuse or neglect to the designated authorities.																				
Topic 11.6: Demonstrate professional practices and standards related to working with children.																				
11.6.1 Utilize opportunities for continuing training and education.																				
11.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.																				
11.6.3 Implement federal, state, and local standards, policies, regulations, and laws which impact children, families, and programs.																				I
11.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.																				
11.6.5 Apply business management skills to planning businesses in early childhood, education, and services.																				
Standard 12: Food Production and Services – Integrate knowledge, skills, and practices required for careers in food production and services. <i>(Based on National Standard # 8)</i>																				
	7th Grade FACS	8th Grade FACS	Creative Living	Parenting	Fashions	Foods & Nutrition	Specialty Foods	Home Furnishings	Culinary Arts	Family Living	Independent Living	Occupational Child Care								
Topic 12.1: Analyze career paths within early childhood, education, and services.																				
12.1.1 Determine the roles and functions of individuals engaged in food production and services careers.																				
12.1.2 Explore opportunities for employment and entrepreneurial endeavors.																				I

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12.1.3 Examine education and training requirements and opportunities for career paths in food production and services.									I			
12.1.4 Examine the impact of food production and services occupations on local, state, national, and global economies.												
Topic 12.2: Demonstrate food safety and sanitation procedures.												
12.2.1 Use Occupational Safety and Health Administration’s (OSHA) Right to Know Law and Material Safety Data Sheets (MSDS) and explain their requirements in handling hazardous materials.									D			
12.2.2 Demonstrate waste disposal and recycling methods.												
12.2.3 Demonstrate ability to maintain necessary records to document time and temperature control, employee health, maintenance of equipment, and other elements of food preparation, storage, and presentation.									D			
Topic 12.3: Demonstrate selecting, using, and maintaining food production equipment.												
12.3.1 Operate tools and equipment following safety procedures and OSHA requirements.									D			
12.3.2 Maintain tools and equipment following safety procedures and OSHA requirements.												
12.3.3 Demonstrate procedures for cleaning and sanitizing equipment.												
12.3.4 Examine efficiency of equipment purchases based on long-term business needs, specific regulations, and codes related to foods.												
12.3.5 Demonstrate procedures for storage of equipment and tools									D			
Topic 12.4: Demonstrate planning menu items based on standardized recipes to meet customer needs.												
12.4.1 Use computer based menu systems.												
12.4.2 Apply menu-planning principles to develop and modify menus.												
12.4.3 Examine food and equipment needed for menus.												
12.4.4 Do menu layout and design.									D			
12.4.5 Prepare requisitions for production requirements.												
12.4.6 Record performance of menu items.									M			
Topic 12.5: Demonstrate commercial preparation for all menu categories to produce a variety of food products.												

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12.5.1 Demonstrate skills in knife, tool, and equipment handling.										D		
12.5.2 Demonstrate a variety of cooking methods including roasting and baking, broiling, smoking, grilling, sautéing, frying, deep frying, braising, stewing, poaching, steaming, working, convection, microwaving, and other emerging technologies.										I/ D / M		
12.5.3 Utilize weights and measures to demonstrate proper scaling and measurement techniques.										M		
12.5.4 Apply the fundamentals of time and temperature to cooking, cooling, and reheating of a variety of foods.												
12.5.5 Prepare various meats, seafood, and poultry.										M		
12.5.6 Prepare various stocks, soups, and sauces.												
12.5.7 Prepare various fruits, vegetables, starches, and farinaceous items.		I								M		
12.5.8 Prepare various salads, dressings, marinades, and spices.												
12.5.9 Prepare sandwiches, canapés, and appetizers.										M		
12.5.10 Prepare baked goods and desserts.	I	I								M		
12.5.11 Prepare breakfast meats, eggs, cereals, and batter products.	I									M		
12.5.12 Demonstrate food presentation techniques										D		
12.5.13 Examine the applicability of convenience food items.										D		
Topic 12.6: Demonstrate implementation of food service management functions.												
12.6.1 Apply principles of purchasing and receiving in food service operations.										I		
12.6.2 Practice inventory procedures including first-in first-out concept, date markings, and specific record keeping.										I		
12.6.3 Apply accounting principles in planning and forecasting profit and loss.												
12.6.4 Examine the areas of legal liability within the food service industry.												
12.6.5 Verify human resource policies including rules, regulations, laws, and hiring/compensation/overtime.												
12.6.7 Conduct staff orientation, regular training and education, and on-the job training/retraining.												
12.6.8 Implement marketing plan for food service operations.										D		
12.6.9 Design internal/external disaster plan.												
Topic 12.7: Demonstrate the concept of internal and external customer service.												

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12.7.1 Examine the role of service as a strategic component of performance.												
12.7.2 Demonstrate quality services which exceed the expectations of customers.									D			
12.7.3 Examine the relationship between employees and customer satisfaction.												
12.7.4 Apply strategies for resolving complaints.									D			
12.7.5 Demonstrate sensitivity to diversity and individuals with special needs.												

Course Descriptions and Course Outlines

Family & Consumer Science Courses at Mandan Middle School

7th Grade Family and Consumer Science – Elective: middle school 1 semester course. This course is an introduction to Family and Consumer Science. Students will learn about self-concept which includes: time management skills, communication skills, decision-making skills and peer pressure which will be applied throughout life. In addition, students will also learn about child development from the ages of birth to 6 years. A foods and nutrition unit will provide students the opportunity to learn how to measure ingredients. During this learning process, students will make cakes, cookies, bread and some other foods. Students will be taught how to read pattern markings and assemble pattern pieces for the sewing project. Students will also be able to spell correctly and identify sewing machine parts.

8th Grade Family and Consumer Science - Elective: middle school 1 semester course. This course is an introduction to Family and Consumer Science. Students will learn the basic ideas of decorating and designs of our housing unit. In addition, students will understand the pros and cons of renting vs. buying a home. Students will also learn about foods, and nutrition while demonstrating kitchen skills while preparing food in the lab. Lastly, students will identify pattern marking, laying pattern pieces on fabric and correctly cutting and assembling pieces to make a sweatshirt.

Family & Consumer Science Courses at Mandan High School

Creative Living – Elective: Grades 9-12 – 1 unit of credit – 2 semester course. This course is an introduction to the field of Family and Consumer Science. Units to be studied include: purpose of the family and care of children; developing leadership skills; financial planning for now and your future; housing décor, energy conservation; understanding yourself and parents, friendships and dating skills; nutrition, food safety and preparation. Hands on activities include: sewing a quilt, apron, and pajama pants, room design project, finance project, food labs and taking Real Care Baby home for a night or weekend. Additional charges apply for projects.

Parenting – Elective: Grades 10-12 – ½ unit of credit – 1 semester course. This course will take students from conception to the teen years. Students will study how children develop through heredity and environment; guidance of children at all ages and how to make the most of life for children with special needs. Taking home RealCare Baby for a weekend is a requirement of this course. Researching all topics on the internet in and out of class will be stressed. **It is highly recommended to have taken Creative Living before this course.**

Fashions – Elective: Grades 10-12 – ½ unit of credit – 1 semester course.

The purpose of this course is to expose students to the world of fashion. Topics included are: history of fashion, famous designers, elements and principles of design, communication through clothing, planning and purchasing of a wardrobe, and fashion careers. There will be various projects throughout the semester that will have **additional costs** to each student. **It is highly recommended to have taken Creative Living before this course.**

Foods and Nutrition – Elective: Grades 10-12 – ½ unit of credit – 1 semester course.

The purpose of this course is to improve nutritional knowledge with the hope that it will eventually lead to healthy eating throughout the lifespan. Students are exposed to: meal planning and food service, the Food Guide Pyramid, proper storage and care of food and equipment, special diets, and also the proper preparation of food. **It is highly recommended to have taken Creative Living before this course.**

Specialty Foods – Elective: Grades 10-12 – ½ unit of credit – 1 semester course. Taking this class will give you an opportunity to sample foods from different parts of the world. In this course we aim to go beyond basic nutrients and investigate cultural significance of food and cooking methods used in other countries as well as regional differences in the United States. This is also a chance to use unique equipment that is native to Italian, Chinese, and Mexican cuisine. **It is highly recommended to have taken Food & Nutrition before this course.**

Home Furnishings – Elective: Grades 10-12 – ½ unit of credit – 1 semester course. The learning experiences in this course are planned to help the students recognize family needs and values as they pertain to housing. Students will evaluate factors for selecting and financing housing, furnishings and appliances. The classroom redecoration project is a way for students to use their learned knowledge of color, furnishings and design. Other topics covered are floor plans, historic housing styles, and housing related careers. Additional charges apply for projects. **It is highly recommended to have taken Creative Living before this course.**

Culinary Arts – Elective: Grades 11-12 – 1 unit of credit – 1 semester, 2-hour course.

Prerequisite: Specialty Foods OR Food & Nutrition

Culinary Arts/Baking will focus on developing skills needed for working in the food service industry with an emphasis on baking techniques. Topics will range from finding a career and gaining employment to starting and running your own business. Through lab experiences, students will learn about production of many different cooking styles and will get to practice various preparation methods. This course will also teach students many baking procedures. This will give students a chance to be artistic with arranging food trays, garnishing and decorating desserts. Other class projects include creating marketing plans and menus for a new restaurant or existing businesses, as well as numerous class competitions in the lab setting.

Family Living – Elective: Grades 11-12 – ½ unit of credit –1 semester course. The course is designed for exploring yourself and your responsibilities and readiness toward independent life, dating, engagement, marriage and having a family. Course material deals with societal expectations on career success, family, wealth, well-being and how it impacts the family structure. Students will explore the different family units and learn how to develop strong family bonds. Other areas of study are using the decision making process in all areas of life and enduring crisis in the family. Activities include creating a “Me Book”, evaluating the families depicted in “My Big Fat Greek Wedding” and “Yours, Mine & Ours” videos. Students will examine the costs of a wedding, planning family meals, and preparing a meal on a budget. **It is highly recommended to have taken Creative Living before this course.**

Independent Living – Elective: Grades 11-12 – ½ unit of credit – 1 semester course. This course is designed to help prepare students for living on their own. Units of instruction include: sewing and mending, foods and nutrition, apartment/college preparation, and banking and finance. Hands on activities are planned throughout the semester including quilt construction and food labs. There will be an **additional cost** to students for their quilt materials. **It is highly recommended to have taken Creative Living before this course.**

Occupational Child Care – Elective: Grades 11-12 – 1 unit of credit – 1 semester, 2-hour course. The purpose of this course is to teach employability skills for students to work in any child care setting. Students will learn extensively about the developmental stages from infancy to six years of age. While examining children’s different stages and styles of learning, the students will be developing age appropriate lessons to use during their job site experience. This course has an on-the-job learning experience that has additional requirements for completion. During this portion of the class, students may be placed in pre-school, early child care, or elementary school settings. Upon completion, students receive a certificate verifying hours of education/experience earned by taking this course. **Students will be responsible for providing transportation to their assigned jobsite and adhering to a dress code. It is highly recommended to have taken Parenting before this course**

APPENDIX A

21st Century Skills – 8th Grade

The Partnership for 21st Century Skills organization in cooperation with the National Council of Teachers of English developed a 21st Century Skills Map. The 21st Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21st Century Skills Map and Mandan Middle School's Family and Consumer Science Curriculum. Not all of the 21st Century Skills are addressed by Mandan Middle School's Family and Consumer Science Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21st Century Skills align to specific benchmarks in each grade. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21st Century Skills 1-12. In front of each 21st Century Skill is a digit which indicates the grade level at which the 21st Century Skill was developed. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit in numerical sequence.

The numbers in parenthesis below the 21st Century sub-skills refer to Mandan Middle School's Family and Consumer Science Curriculum. The first digit in parenthesis refers to the standard. The second digit in the parenthesis refers to the topic. The third digit in parenthesis refers to the benchmark.

It is important that these 21st Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21st Century Skills.

8.1 Creativity and Innovation

8.1.1 Demonstrate originality and inventiveness in work
(7.5.4; 11.5.5)

8.1.2 Be open and responsive to new and diverse perspectives

8.1.3 Develop and communicate new ideas to others
(7.5.1; 11.5.5)

8.2 Critical Thinking & Problem Solving

8.2.1 Frame, analyze and synthesize information in order to solve problems and answer questions
(1.1.2; 4.2.4; 4.4.1; 5.2.2; 5.2.3; 5.4.2; 5.4.3; 6.1.5; 6.2.5; 6.2.6; 6.2.7; 6.3.5; 7.1.5; 7.2.2; 7.3.6; 7.4.3; 7.6.4; 9.1.5; 9.2.10; 9.4.3; 11.5.5)

8.2.2 Make complex choices and decisions
(2.1.2; 4.4.3; 5.4.2; 6.2.6; 6.2.7; 8.6.4; 9.1.5; 9.2.10)

8.2.3 Identify and ask significant questions that clarify various points of view

8.3 Communication

8.3.1 Articulate thoughts and ideas clearly and effectively

(1.2.1; 5.2.4; 6.1.5; 6.2.5; 6.3.3; 6.3.4; 7.1.5; 7.2.2; 7.2.3; 7.3.1; 7.3.2; 7.3.3; 7.3.6; 9.1.5; 9.2.4; 9.2.10; 9.4.3; 10.2.3)

8.3.2 Articulate thoughts and ideas clearly and effectively through writing

(1.2.1; 9.2.2)

8.4 Collaboration

8.4.1 Assume shared responsibility for collaborative work

(2.1.2; 2.2.1)

8.4.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

(1.1.2; 1.1.3; 1.2.4; 5.1.2; 5.1.3)

8.4.3 Demonstrate the ability to work effectively with diverse teams

(1.2.4; 3.2.1; 3.2.2; 3.2.3; 3.2.4; 7.4.2; 7.4.3; 7.5.5; 12.7.5)

8.5 Information Literacy

8.5.1 Use information accurately and creatively for the issue or problem at hand

8.5.2 Use information accurately and creatively to generate new knowledge

8.5.3 Evaluate information critically and competently

8.5.4 Possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information

8.6 Media Literacy

8.6.1 Examine how values and points of view are included or excluded and how media can influence beliefs and behaviors

8.6.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors

8.7 ICT Literacy

8.7.1 Use technology as a tool to research, organize, evaluate and communicate information, and possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information
(9.4.6; 11.6.2)

8.7.2 Use digital technology and communication tools appropriately to access, evaluate, and create information
(2.3.3; 12.4.1)

8.7.3 Demonstrate an understanding of legal, ethical, and safe online behavior

8.8 Flexibility & Adaptability

8.8.1 Adapt to varied roles and responsibilities

8.9 Initiative & Self-Direction

8.9.1 Utilize time efficiently and manage workload
(4.3.1; 12.5.4)

8.9.2 Monitor one's own understanding and learning needs
(1.1.2; 1.1.3; 1.1.4)

8.10 Social & Cross-Cultural Skills

8.10.1 Bridge cultural differences and use differing perspectives to increase innovation and the quality of work
(4.5.8; 9.1.5; 10.5.1; 10.5.2)

8.11 Productivity & Accountability

8.11.1 Set and meet high standards and goals for delivering quality work on time
(4.3.1; 4.5.5)

8.12 Leadership & Responsibility

8.12.1 Demonstrate integrity and ethical behavior
(7.3.6; 12.7.5)

Appendix B

21st Century Skills – 12th Grade

The Partnership for 21st Century Skills organization in cooperation with the National Council of Teachers of English developed a 21st Century Skills Map. The 21st Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21st Century Skills Map and Mandan High School's Family and Consumer Science Curriculum. Not all of the 21st Century Skills are addressed by Mandan High School's Family and Consumer Science Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21st Century Skills align to specific benchmarks in each grade. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21st Century Skills 1-12. In front of each 21st Century Skill is a digit which indicates the grade level at which the 21st Century Skill was developed. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit in numerical sequence.

The numbers in parenthesis below the 21st Century sub-skills refer to Mandan High School's Family and Consumer Science Curriculum. The first digit in parenthesis refers to the standard. The second digit in the parenthesis refers to the topic. The third digit in parenthesis refers to the benchmark. When only 2 digits appear in parenthesis, that means that all benchmarks in this topic address this 21st Century Skill.

It is important that these 21st Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21st Century Skills.

12.1 Creativity and Innovation

12.1.1 Develop and communicate new ideas to others

12.1.2 Demonstrate originality and inventiveness in work

12.1.3 Act on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

12.2 Critical Thinking & Problem Solving

12.2.1 Frame, analyze and synthesize information in order to solve problems and answer questions

(2.1; 2.4; 5.1; 5.3; 10.1; 10.2; 11.6.4; 12.2; 12.3; 12.5; 12.6)

12.2.2 Identify and ask significant questions that clarify various points of view

(2.2; 5.2; 7.6.2)

12.2.3 Exercise sound reasoning in understanding

(2.1; 5.5; 5.6; 10.2.1; 12.2; 12.3; 12.5; 12.6)

12.3 Communication

12.3.1 Articulate thoughts clearly and effectively through writing, speaking, and multimedia
(3.1; 7.1; 7.2; 7.3; 12.6; 12.7.1; 12.7.2; 12.7.3)

12.3.2 Articulate thoughts clearly and effectively through writing
(1.2.1; 7.2; 7.3)

12.4 Collaboration

12.4.1 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
(7.5; 7.6; 11.5; 12.6; 12.7)

12.4.2 Assume shared responsibility for collaborative work
(7.5; 7.6; 12.6; 12.7)

12.4.3 Demonstrate the ability to work effectively with diverse teams
(3.2; 6.2; 7.5; 7.6; 11.5; 12.6; 12.7)

12.5 Information Literacy

12.5.1 Possess and share a fundamental understanding of the ethical/legal issues surrounding the access and use of information
(4.3; 7.6.3; 7.6.4; 8.3; 8.5.4; 9.4.1; 9.4.4; 9.4.5; 9.4.6; 11.1.4; 11.6)

12.5.2 Use information accurately and creatively for the issue or problem at hand
(2.2; 4.1; 4.2; 4.5; 8.1; 8.6; 9.3; 10.3.1; 10.3.4; 11.4; 12.1)

12.6 Media Literacy

12.6.1 Understand how media messages are constructed, for what purposes and using which tools, characteristics and conventions

12.7 ICT Literacy

12.7.1 Use technology as a tool to research, organize, evaluate and communicate information, and possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information
(8.5.1; 8.5.2; 9.3.3; 11.1; 11.1.1)

12.7.2 Use technology as a tool to communicate information
(5.4; 12.4.1)

12.7.3 Use digital technology, communication tools and/or networks appropriately to integrate, evaluate, and create information
(8.5.3)

12.8 Flexibility & Adaptability

12.8.1 Work effectively in a climate of ambiguity and changing priorities
(1.1; 5.1; 7.1; 9.1)

12.9 Initiative & Self-Direction

12.9.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
(4.3; 8.2; 9.2; 10.4; 11.2)

12.9.1 Demonstrate commitment to learning as a lifelong process
(2.5; 6.3; 8.2; 8.3)

12.10 Social & Cross-Cultural Skills

12.10.1 Bridge cultural differences and use differing perspectives to increase innovation and the quality of work
(3.2; 4.4; 7.4; 10.5; 11.2.3; 11.2.4)

12.10.2 Leverage the collective intelligence of groups when appropriate
(6.1)

12.11 Productivity & Accountability

12.11.1 Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)
(1.2)

12.12 Leadership & Responsibility

12.12.1 Act responsibly with the interests of the larger community in mind
(1.3; 2.3; 11.3)

Appendix C

Middle School Family & Consumer Sciences **7th Grade Essential Skills**

Essential Skills

Seventh grade teachers at Mandan Middle School in Mandan Public Schools have determined that in order to be successful, students entering 7th grade need specific knowledge and skills.

Family and Consumer Science

Upon entering 7th Grade students need to be able to:

- Know the Food Guide Pyramid
- Understand self concept skills
- Know the difference between measuring cups and spoons

Upon leaving the 7th Grade students will be able to:

- Assemble fabric pieces to finish a sewing project of one of the following projects: cinch bag, duffel bag, pillow or pillowcase.
- Identify and spell correctly sewing machine parts
- Understand the development of children ages birth to 6 years
- Utilize decision-making skills, self esteem, time management and communication skills
- Correctly measure ingredients for cooking and baking

Appendix D

Middle School Family & Consumer Sciences **8th Grade Essential Skills**

Eighth grade FACS teachers at Mandan Middle School in Mandan Public Schools have determined that in order to be successful, students entering 8th grade FACS need specific knowledge and skills.

Family and Consumer Science

Upon entering 8th Grade FACS classes, students need to be able to:

- Measure dry ingredients and wet ingredients
- Understand children's needs and development
- Problem solving skills when measuring
- Difference between hand and machine stitches
- Identify and spell sewing machine parts

Upon leaving the 8th Grade FACS classes, students will be able to:

- Measure ingredients
- Identify decorating designs
- Understand renting vs. buying
- Understand how to store fruits, vegetables, meats and canned items
- Layout pattern pieces and assemble pieces to make a sweatshirt

Appendix E

Family & Consumer Sciences **Essential Skills**

Family & Consumer Sciences teachers at Mandan High School in Mandan Public Schools have determined that in order to be successful, students entering high school FACS classes, need specific knowledge and skills.

Family and Consumer Science

In order to be successful in FACS classes at Mandan High School, students need to be able to:

- Utilize problem solving skills.
- Read at or above grade level.
- Follow 2-3 step directions.
- Use of effective time management.
- Identify common large and small kitchen appliances, such as stove, fridge, mixers, etc.
- Identify common kitchen utensils, such as rubber scrapers, measuring tools, etc.
- Measure both dry and liquid ingredients correctly.
- Complete simple math computations such as, addition, subtraction, multiplication and division without the aid of a calculator.
- Compute fractions, decimals and percentages; for example numerator divided by denominator to find decimal and convert to a percentage.
- Use a calculator for more advanced math computations.
- Write a complete sentence.
- Write a complete paragraph.
- Read content information and pick out important points.
- Know how to measure using a 12" ruler.