

Indiana Department of Education
Academic Standards Course Framework

MIDDLE SCHOOL FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences (F&CS) at the middle school level prepares students to begin their journey toward becoming independent, productive citizens. The Middle School F&CS Education program in Indiana is designed to be comprehensive, holistic, and multidisciplinary across F&CS areas of study, and to be compatible with local school-wide approaches. Multiple F&CS areas of study are integrated into the F&CS program and offered at each grade level (sixth, seventh, and eighth). Core F&CS Concepts and Core Process Competencies create a foundation for teaching and learning. The Middle School F&CS curriculum provides learning experiences in five domains:

- Career Planning and Continued Education
- Financial Literacy
- Nutrition and Wellness
- Human Development and Relationships
- Life Skills and Resource Management

Course Details:

- DOE Course Code: 0492
- Grade Levels: 6, 7, and 8
- **Length of course** varies according to local program resources and needs:
 - Minimum - 90 hours over the two- or three-year period a student is in middle school
 - Recommended/Preferred - at a minimum, 180 hours over the middle school years for achievement of the essential units and standards needed by all students; additional days are required for coverage of the more comprehensive Middle School F&CS Framework content and for "elective" units or classes that offer enrichment and/or in-depth coverage of additional F&CS content
- **Indiana State Board of Education Rules:** middle school students are to receive instruction every year in a minimum of two of the following program areas: Agriculture, Business, Family and Consumer Sciences, and Technology Education.

F&CS programs at the middle school are to be based on curriculum and instruction standards that incorporate:

- student-centered curriculum with emphasis on hands-on involvement;
- focus on practical problem solving skills in developmentally appropriate real-life applications;
- activities that carry into family, work, and community settings;
- activities that aid students in planning for school-to-work transitions;
- increased efforts to maximize involvement in total school programs and in development of the school's basic educational goals for all learners; and
- learning environments, including project-based learning, designed to meet developmental needs of students.

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The Family and Consumer Sciences academic standards for Middle School F&CS support the course description, which can be found at <https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx>

FCS-MS 1	MIDDLE SCHOOL CAREER PLANNING AND CONTINUED EDUCATION: <i>Students demonstrate knowledge and skills necessary for success in further education, career, and life.</i>
FCS-MS 1.1	Exploring Self, Family, and Community: Analyze factors that impact self-formation, including;
FCS-MS 1.1.1	<ul style="list-style-type: none"> • Standards and ethics

FCS-MS 1.1.2	<ul style="list-style-type: none"> Goals, priorities, values
FCS-MS 1.1.3	<ul style="list-style-type: none"> Aptitudes, abilities, interests, motivations
FCS-MS 1.1.4	<ul style="list-style-type: none"> Roles, responsibilities, and life events
FCS-MS 1.1.5	<ul style="list-style-type: none"> Family, career, community, and global connections
FCS-MS 1.1.6	<ul style="list-style-type: none"> Behavior, etiquette, and personal appearance in different situations
FCS-MS 1.2	Exploring Work: Explore factors that impact personal image and feelings of personal worth, including;
FCS-MS 1.2.1	<ul style="list-style-type: none"> Work and individual identity
FCS-MS 1.2.2	<ul style="list-style-type: none"> Work ethics and time management/prioritization
FCS-MS 1.3	Exploring Careers: Investigate personal attributes, standards, goals, interests, and aptitudes as they relate to career concepts, including;
FCS-M 1.3.1	<ul style="list-style-type: none"> Career clusters, career pathways , career research
FCS-M 1.3.2	<ul style="list-style-type: none"> Career planning, four-year course planning
FCS-M 1.3.3	<ul style="list-style-type: none"> Study skills, listening skills, note-taking

FCS-MS 2	MIDDLE SCHOOL FINANCIAL LITERACY: <i>Students will apply management practices to personal, family, and financial resources.</i>
FCS-MS 2.1	Identifying and Managing Resources: Identify and manage resources to provide for personal and family needs and wants, including;
FCS-MS 2.1.1	<ul style="list-style-type: none"> Personal and community resources
FCS-MS 2.1.2	<ul style="list-style-type: none"> Consumer protection laws and resources, marketing/advertising techniques
FCS-MS 2.1.3	<ul style="list-style-type: none"> Taxes and income
FCS-MS 2.1.4	<ul style="list-style-type: none"> Controlling personal information, financial account fraud
FCS-MS 2.1.5	<ul style="list-style-type: none"> Volunteering/charitable giving
FCS-MS 2.2	Personal and Family Financial Literacy: Demonstrate skills to manage financial resources to meet personal and family goals, including;
FCS-MS 2.2.1	<ul style="list-style-type: none"> Budgeting/personal finance plan
FCS-MS 2.2.2	<ul style="list-style-type: none"> Banking and financial institutions, electronic banking
FCS-MS 2.2.3	<ul style="list-style-type: none"> Managing credit and debt, credit cards vs. debit cards
FCS-MS 2.2.4	<ul style="list-style-type: none"> Saving/Investing, , and Insurance
FCS-MS 2.2.5	<ul style="list-style-type: none"> Checking accounts, utilizing financial records

FCS-MS 3	MIDDLE SCHOOL NUTRITION AND WELLNESS: <i>Students will demonstrate nutrition, wellness, and food preparation practices that enhance individual and family well-being.</i>
FCS-MS 3.1	Nutrition: Evaluate nutrition choices and practices in a variety of settings, using reliable guidelines and sources of information, including;
FCS-MS 3.1.1	<ul style="list-style-type: none"> Dietary guidelines/MyPlate
FCS-MS 3.1.2	<ul style="list-style-type: none"> Comparing food intake to recommendations/ Serving/Portion Sizes
FCS-MS 3.1.3	<ul style="list-style-type: none"> Nutrients, nutritional label analysis
FCS-MS 3.1.4	<ul style="list-style-type: none"> Selecting foods at home and away
FCS-MS 3.2	Food and Wellness Issues: Examine factors and issues that impact current and future health and wellness, including;
FCS-MS 3.2.1	<ul style="list-style-type: none"> Activity and exercise
FCS-MS 3.2.2	<ul style="list-style-type: none"> Food safety and food borne illnesses

FCS-MS 3.2.3	<ul style="list-style-type: none"> Wellness issues (for example, calcium/osteoporosis, diabetes, obesity, eating disorders, cardio-vascular health)
FCS-MS 3.3	Preparing and Serving Food: Demonstrate skills needed for preparing and serving foods, including;
FCS-MS 3.3.1	<ul style="list-style-type: none"> Laboratory/kitchen safety and sanitation practices
FCS-MS 3.3.2	<ul style="list-style-type: none"> Cooking terms, equivalents, abbreviations, measurements
FCS-MS 3.3.3	<ul style="list-style-type: none"> Reading and using recipes
FCS-MS 3.3.4	<ul style="list-style-type: none"> Techniques and equipment for preparing and serving food
FCS-MS 3.3.5	<ul style="list-style-type: none"> Teamwork in the laboratory setting and hands on activities

FCS-MS 4	MIDDLE SCHOOL HUMAN DEVELOPMENT AND RELATIONSHIPS: <i>Students will demonstrate relationship skills and understanding in contexts across the life span such as school, parenting, and the workplace.</i>
FCS-MS 4.1	Positive Family Relationships: Analyze factors that contribute to positive relationships with family members, including;
FCS-MS 4.1.1	<ul style="list-style-type: none"> Roles and responsibilities
FCS-MS 4.1.2	<ul style="list-style-type: none"> Coping with family changes
FCS-MS 4.1.3	<ul style="list-style-type: none"> Setting rules, compromising, cooperating
FCS-MS 4.2	Caring for Children and Others: Demonstrate skills for positive guidance and care-giving of children and others, including;
FCS-MS 4.2.1	<ul style="list-style-type: none"> Understanding ages and developmental stages from birth through adolescence
FCS-MS 4.2.2	<ul style="list-style-type: none"> Caregiver responsibilities / Babysitting Skills
FCS-MS 4.2.3	<ul style="list-style-type: none"> Handling emergencies and keeping children safe
FCS-MS 4.2.4	<ul style="list-style-type: none"> Nutritious and developmentally appropriate foods for children
FCS-MS 4.2.5	<ul style="list-style-type: none"> Children's play and toys (for learning as well as safety, recalls, and age appropriate)
FCS-MS 4.3	Communication: Examine factors that contribute to positive relationships, including;
FCS-MS 4.3.1	<ul style="list-style-type: none"> Communication skills and styles
FCS-MS 4.3.2	<ul style="list-style-type: none"> Conflict prevention and resolution
FCS-MS 4.4	Quality Friendships: Analyze factors that contribute to positive relationships with peers, including;
FCS-MS 4.4.1	<ul style="list-style-type: none"> Peer pressure, assuming responsibility for choices and actions
FCS-MS 4.4.2	<ul style="list-style-type: none"> Appreciating diversity
FCS-MS 4.4.3	<ul style="list-style-type: none"> Changing male/female relationships

FCS-MS 5	MIDDLE SCHOOL LIFE SKILLS AND RESOURCE MANAGEMENT: <i>Students will integrate multiple life roles and responsibilities in school, family, career, and community settings.</i>
FCS-MS 5.1	Leadership for Life: Demonstrate teamwork and leadership skills, including;
FCS-MS 5.1.1	<ul style="list-style-type: none"> Leadership skills and styles
FCS-MS 5.1.2	<ul style="list-style-type: none"> Taking risks, overcoming setbacks
FCS-MS 5.1.3	<ul style="list-style-type: none"> Character/citizenship, service
FCS-MS 5.1.4	<ul style="list-style-type: none"> Working in a group
FCS-MS 5.1.5	<ul style="list-style-type: none"> Leadership development through FCCLA projects or Chapter activities
FCS-MS 5.2	Decision Making, Problem Solving, and Critical Thinking: Accomplish tasks and fulfill responsibilities by using thinking and problem-solving processes, including;

FCS-MS 5.2.1	<ul style="list-style-type: none"> Decision-making, evaluating information, and planning processes
FCS-MS 5.2.2	<ul style="list-style-type: none"> Choices, options, and consequences
FCS-MS 5.3	Personal Safety: Demonstrate skills needed for responsibility for self and self-protection, including;
FCS-MS 5.3.1	<ul style="list-style-type: none"> Refusal skills
FCS-MS 5.3.2	<ul style="list-style-type: none"> Physical, emotional, and sexual abuse
FCS-MS 5.4	Caring for Resources: Demonstrate skills needed to care for personal and family resources, including;
FCS-MS 5.4.1	<ul style="list-style-type: none"> Reading use/care labels and manuals
FCS-MS 5.4.2	<ul style="list-style-type: none"> Care, repair, and storage of personal resources
FCS-MS 5.4.3	<ul style="list-style-type: none"> Clothing care, repair, stain removal, laundry
FCS-MS 5.5	Caring for the Environment: Analyze resource consumption and apply conservation practices, including;
FCS-MS 5.5.1	<ul style="list-style-type: none"> Product selection and use
FCS-MS 5.5.2	<ul style="list-style-type: none"> Reduce, reuse, recycle
FCS-MS 5.6	Using Technology Wisely in Personal and Family Settings: Demonstrate skills to use technology and evaluate impact of change and innovations in school, family, career, and community settings;
FCS-MS 5.6.1	<ul style="list-style-type: none"> Technology integration throughout FACS units and topics as available
FCS-MS 5.6.2	<ul style="list-style-type: none"> Digital etiquette on email, cell phones, etc.
FCS-MS 5.6.3	<ul style="list-style-type: none"> Digital ethics; plagiarism, commenting vs. anonymity