

| Middle School | |
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| Exploration of Family and Consumer Issues | |
| Family and Consumer Education Benchmarks | |
| | The student will: |
| | Standard 1: Analyze how the well being of individuals in society is dependent upon the family. |
| 1.1 | Examine the development and composition of family systems. |
| | Standard 3: Evaluate nutritional and wellness practices to promote individual and family well being throughout the life span. |
| 3.1 | Evaluate the nutritional information and content of food to meet health and wellness needs of individuals and families. |
| 3.2 | Plan, select, prepare, and serve food to meet the nutritional standards of individuals and families across the life span. |
| 3.3 | Evaluate handling and storage of food to meet health and safety needs. |
| 3.8 | Identify healthy life styles. |
| 3.9 | Differentiate the importance of healthy versus unhealthy choices including physical, mental, and social factors |
| 3.10 | Understand responsibilities and consequences of personal behaviors. |
| | Standard 5: Create respectful and caring relationships in the family, workplace, and community. |
| 5.1 | Describe attributes of respectful, healthy relationships. |
| 5.2 | Assess one's own perspectives, needs, and characteristics and their influences on relationships with others. |
| 5.3 | Demonstrate empathy with others based on their perspectives, needs, and characteristics. |
| 5.4 | Demonstrate communication skills that contribute to healthy relationships. |
| 5.6 | Demonstrate leadership skills and abilities reflecting democratic ideals in the family, workplace, and community. |
| 5.10 | Demonstrate use of personal management skills. |
| 5.12 | Establish personal guides affecting self and others. |
| 5.13 | Demonstrate etiquette as related to various life situations. |
| | Standard 8: Analyze the consumer's role in managing human, economic, environmental and technological resources enabling individuals, families and communities to achieve self-sufficiency. |
| 8.3 | Practice individual, family, and consumer behaviors that maintain and protect the environment. |

UNITS – MIDDLE SCHOOL CURRICULUM

1. Personal Best

The purpose of this unit is for the student to develop self-sufficiency, in terms of self-care, latch key issues, nutrition/food preparation in an effort to develop their personal best. The following topics will be covered:

- A. Latchkey – Home Alone: Safety, responsibility, and decision-making.
- B. Self-image – Grooming and fashion.
- C. Personal Health – Meals for one, nutrition, and general food preparation and storage.

2. Relationships: School, Home, and Community

The purpose of this unit is for the student to explore and develop relationships. Relationships at home, school, and in the community will be explored. The following topics will be covered:

- A. Living in the “Pod” – Building relationships at school (peers and communication).
- B. Living Under/Roof – Relationships at home (family ties, communication, etiquette, and caring for younger siblings).
- C. Being a Community Contributor – Community service.

3. Resource Management

This unit will focus on the consumer issues of the FACS curriculum. As a result of this unit, the student will be able to explain consumerism as it relates to the pre or young teenager, and make decisions to manage their time effectively. Topics to be explored include:

- A. The Teenage Consumer – Buying, media, and advertising.
- B. Times a Wasting – Using time (daily planning and short/long range goal setting).

Middle School Textbook (Adopted)

Clayton, Nanalee. Young Living. Glencoe, McGraw-Hill. Princeton, N.J., 1997.