



Introduction to Family and Consumer Sciences Syllabus CHS PRCTC Department

Contact Information: Parents may contact me by phone, email, or visiting the school.

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Introduction to Family and Consumer Sciences - 571 Subject

Code: 091201 Prerequisite: None

Elective Grade: 9 -10

Graded Conventionally Credit: 1/2 Course

Description: This course will provide students with an overview of the four major content areas of Family and Consumer Sciences. Students will be introduced to child development, family relationship concepts and how they relate to family dynamics. Additionally, students will identify financial literacy and consumer economic principles. Students will understand the concepts of design through textiles for personal and home use. Throughout the course, students will develop communication, leadership and career investigation skills.

Required: 60-150 hours per course

Course Fee: Students will have the opportunity to be a part of a Career Tech Student Organization (FCCLA) as part of this course. Students who choose to be a part of the program's respective Career Tech Student Organization will have opportunities to be student officers, attend leadership activities, and participate in various leadership and skill competitions. Students who wish to be a part of the program's respective Career Tech Student Organization will be

required to pay the dues associated with the organization prior to participation in activities outside the normal classroom. \$20 for FCCLA Membership

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3rd Quarter**

- **Unit I Title: Career Development**

- **Big Idea #1:** I can develop personal and professional skills to transition through life.
 - *Essential Question #1: What are the tools and resources available to help you discover your strengths and weaknesses?*
 - *Essential Question #2: How do you identify the knowledge, skills and abilities necessary to succeed?*
 - *Essential Question #3: In what ways do you apply problem-solving and critical thinking skills when making decision?*
 - **Big Idea #2:** I can map a career plan that reflects my personal interest, strengths, values, personalities, skill and abilities.
 - *Essential Question #1: In what ways can you research career pathways related to interests and talents?*
 - *Essential Question #2: Where can you obtain data that supports career opportunities and occupation projections?*
 - *Essential Question #3: What are the education, training, certification, licensure, and experience requirements for selected careers?*
 - **Big Idea #3:** I can develop leadership, team building and communication skills to promote collaboration.
 - *Essential Question #1: How can you identify verbal, nonverbal and active listening skills to communicate effectively?*

- *Essential Question #2: In what ways will negotiations and conflict resolution skills be used throughout your career?*
- *Essential Question #3: How do bias, stereotypes and discrimination influence self-worth and group dynamics?*
- **Unit II Title: Family Development**
 - **Big Idea #1:** I can examine the effects of family units on individuals and society.
 - *Essential Question #1: In what ways does the structure of family units impact society?*
 - *Essential Question #2: How do cultural tradition play and important role in family unity?*
 - *Essential Question #3: What are the factors that impact and influence individual growth and family development?*
 - **Big Idea #2:** I can analyze the various types of family planning methods and their impact on society.
 - *Essential Question #1: How can you locate resources in your area for family planning?*
 - *Essential Question #2: What are the different kinds of family planning methods and their impact on your health?*
 - *Essential Question #3: How does society impact family planning in various cultures?*
 - **Big Idea #3:** I can evaluate safe and healthy child care techniques throughout the lifespan.
 - *Essential Question #1: What are learned and innate behaviors?*
 - *Essential Question #2: In what ways can you promote child growth and development throughout the lifespan?*
 - *Essential Question #3: What laws are in place to protect children of all ages?*
- **Unit III Title: Food and Nutrition**
 - **Big Idea #1:** I can analyze nutritional information to guide food choices and practice healthy weight management.
 - *Essential Question #1: What role do the various nutrients play in the bodies function?*
 - *Essential Question #2: How do fad diets, food addictions and eating disorders impact overall health and wellness?*

- *Essential Question #3: Where can you locate resources that help you calculate nutrient values and create meals plans?*
 - **Big Idea #2:** I can analyze safe and affordable foods that promote a healthy lifestyle as well as food safety and sanitization.
 - *Essential Question #1: In what ways can you select nutritious food choices at home and when dining out?*
 - *Essential Question #2: What is the importance of kitchen safety and sanitization as well as the impact it has on overall health?*
 - *Essential Question #3: Where can people find resources that help overcome challenges that prevent people from obtaining nutritious food choices?*
 - **Big Idea #3:** I can evaluate the key components of local, healthy and sustainably-grown foods and their impact on the globe.
 - *Essential Question #1: What are emerging trends in the food industry?*
 - *Essential Question #2: How does food availability and prices impact the global market?*
 - *Essential Question #3: In what ways are you supporting local and sustainable food markets?*
- **2nd or 4th Quarter**
 - **Unit IV Title: Personal Finance and Consumerism**
 - **Big Idea #1:** I can achieve financial goals by analyzing financial institutions, understanding what impact credit and debt have on financial stability and protecting assets.
 - *Essential Question #1: How can you identify the factors that play a role in achieving financial goals?*
 - *Essential Question #2: In what ways do debt and credit affect products, services and employment opportunities?*
 - *Essential Question #3: What are the relationships between the economy, society and environment that lead to financial stability?*
 - **Big Idea #2:** I can use strategies to make purchasing decisions.

- *Essential Question #1: Why should you compare features, costs and benefits of a product and service before purchasing?*
- *Essential Question #2: What are the advantages and disadvantages of online and in-store purchasing?*
- *Essential Question #3: How do local, state and federal agencies help protect consumers?*
- **Big Idea #3:** I can evaluate how professional, ethical and legal structures impact financial stability.
 - *Essential Question #1: What ethical character traits are consistent with personal and professional standards?*
 - *Essential Question #2: How can conflicts of interest between personal and professional standards impact your life?*
 - *Essential Question #3: In what ways can you make an impact on local, state or federal consumer regulation laws and policies?*
- **Unit V Title: Health and Wellness**
 - **Big Idea #1:** I can create health and wellness plans at all stages of the lifespan.
 - *Essential Question #1: What role do the 7 dimensions of wellness play in overall health?*
 - *Essential Question #2: In what ways do environmental factors, hygiene, stress, physical activity, sleep and food choices affect health and wellbeing?*
 - *Essential Question #3: How can you demonstrate healthy ways to deal with stress?*
 - **Big Idea #2:** I can identify the importance of personal safety.
 - *Essential Question #1: What resources, treatments and preventions are available to people with mental health issues?*
 - *Essential Question #2: In what ways can you build safe and healthy personal relationships and sexual health?*
 - *Essential Question #3: How can you protect yourself and others from illness, injury, abuse or abduction?*
 - **Big Idea #3:** I can demonstrate the knowledge and skills necessary in an emergency situation.

- *Essential Question #1: What are the signs and symptoms of common illnesses?*
- *Essential Question #2: When is the appropriate time to seek professional medical care when facing health issues?*
- *Essential Question #3: What are the most important items to have on hand during an emergency situation?*
- **Unit VI Title: Home and Family Organization**
 - **Big Idea #1:** I can use design principals and strategies to convey ideas.
 - *Essential Question #1: What are the principals and elements of design?*
 - *Essential Question #2: In what ways do humans interact with spaces and furnishings?*
 - *Essential Question #3: How do fabric and finishes affect overall design?*
 - **Big Idea #2:** I can maintain a healthy living environment.
 - *Essential Question #1: What effects do cleaning agents have on home safety and sanitization*
 - *Essential Question #2: How do cleaning agents and practices impact the environmental?*
 - *Essential Question #3: What services and products are there to help maintain a healthy and safe living environment?*
 - **Big Idea #3:** I can use technology and storage strategies to keep the home organized.
 - *Essential Question #1: What are some of the technology resources that are available to help keep people's homes safe and secure?*
 - *Essential Question #2: How can you maximize space using storage strategies?*
 - *Essential Question #3: What impact does security and organization have on overall health and wellness?*
- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook

Electronic Resources:

- Google Drive

- CCSD email

Course Expectations:

- Students are expected to behave in a respectful and mature manner at all times.
- Students are expected to demonstrate compassion and kindness when interacting with one another in the classroom.
- Students are expected to complete class assignments in a timely manner and demonstrate time management skills.
- Students should put forth their best effort every day.
- Students are responsible for asking collecting and completing make-up work.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she missed to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still submit work late for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.

- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Intro to Family and Consumer Sciences Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

Student Signature:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
