**Minnesota Department of Education**

**MIDDLE SCHOOL FAMILY AND CONSUMER SCIENCES**

**Academic Standards Course Framework**

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

* Career Planning, Choices, and Responsibilities
* Financial Literacy
* Nutrition and Wellness
* Human Development and Relationships
* Life Skills and Resource Management
* Design (Interiors, Textiles, Apparel, & Construction)

**Course Details:**

• Grade Levels: 6, 7, and 8

• **Length of course** varies according to local program resources and needs

Middle School FACS Framework content and for "elective" units or classes that offer enrichment and/or in-depth coverage of additional FACS content.

The core FACS concepts which are essential for all middle level students are organized around five areas central to all middle level students. These five areas of adolescent development are addressed in each middle school grade level program: 1. developing self-concept; 2. relating to others; 3. becoming independent; and 4. managing resources. Selected English/language arts, mathematics, science, and social studies standards are integrated into the applied contexts of FACS.

**Rationale**

It is the aim of FACS courses that all students increase their ability to act responsibly and productively, work cooperatively, apply concepts of balancing school/work and family, create solutions to critical and emergent issues, utilize technology effectively in personal and family settings, and maintain healthy lifestyles. FACS education provides the bridge needed by all students to deal with life and career issues.

FACS at the middle level prepares students to acquire personal skills and plan ways to transfer those skills to the workplace; investigate and assume appropriate individual and family roles; understand and apply concepts of balancing work and family; and acquire skills and attitudes that lead them to contribute to the good of the community and society. FACS curriculum includes acquisition of problem- solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied community, work, and family contexts. It is the aim of FACS courses that all students increase their ability to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives. Family and Consumer Sciences Education provides the bridges needed by all students to deal with major societal issues such as work-and-family, child and elder care, family and community violence and crime, and usage of technology.

**21st Century Skills should be an integral part of all courses being taught. These soft skills are the foundation for all Career and Technical Education.**

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**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

Key

FACS=Family and Consumer Sciences

MMSFACS=Minnesota Middle School

STEM=Science, Technology, Engineering, and Math

STEAM=Science, Technology, Engineering, Art, & Math

FCCLA=Family, Career, and Community Leaders of America

**See the addendum: Minnesota and National Family, Career and Community Leaders of America (FCCLA) COMPETITIVE EVENTS**

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| **Topic: Middle School Career Planning and Continued Education**  **Minnesota Frameworks**: 1. 0 Students demonstrate knowledge and skills necessary for success in further education, career, and life. | |
| Minnesota  Standard | Standard/Benchmarks |
| MMSFACS1.1 | Exploring Self, Family, and Community: Analyze factors that impact self-formation, including:   * Standards and ethics * Goals, priorities, and values * Aptitudes, abilities, interests, motivations * Roles, responsibilities, and life event * Family, career, community, and global connections * Behavior, etiquette, and personal appearance in different situations |
| MMSFACS1.2 | Exploring Work: Explore factors that impact personal image and feelings of personal worth, including:   * Work and individual identity * Work ethics and time management/prioritization |
| MMSFACS 1.3 | Exploring Careers: Investigate personal attributes, standards, goals, interests, and aptitudes as they relate to career concepts, including:   * Career cluster, career pathways, career research * Career planning, four-year course planning * Study skills, listening skills, note-taking |

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| **Topic: Middle School Financial Literacy**  **Minnesota Frameworks: 2.0** Students will apply management practices to personal, family, and financial resources. | |
| Minnesota  Frameworks/  Standard | Standard/Benchmarks |
| MMSFACS 2.1 | Identifying and Managing Resources: Identify and manage resources to provide for personal and family needs and wants, including:   * Personal and community resources * Consumer Protection laws and resources; marketing/advertising techniques * Taxes and income * Controlling personal information, financial account fraud * Volunteering/charitable giving |
| MMSFACS 2.2 | Personal and Family Financial Literacy: Demonstrate skills to manage financial resources to meet personal and family goals, including:   * Budgeting/personal finance plan * Banking and financial institutions, electronic banking * Managing credit and debt, credit cards vs. debt cards * Savings/investing and insurance * Checking accounts, utilizing financial records |

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| **Topic: Middle School Nutrition and Wellness**  **Minnesota Frameworks:** 3.0 Students will demonstrate nutrition, wellness, and food preparation practices that enhance individual and family well-being. | |
| Minnesota  Frameworks/  Standard | Standard/Benchmarks |
| MMSFACS 3.1 | Nutrition: Evaluate nutrition choices and practices in a variety of settings, using reliable guidelines and sources of information, including:   * Dietary guidelines/MyPlate * Comparing food intake to recommendations/serving/portion sizes * Nutrients, nutritional label analysis * Selecting foods at home and away |
| MMSFACS 3.2 | Food and Wellness Issues: Examine factors and issues that impact current and future health and wellness, including:   * Activity and exercise * Food safety and food borne illnesses * Wellness issues (for example, calcium/osteoporosis, diabetes, obesity, eating disorders, cardio-vascular health) |
| MMSFACS 3.3 | Preparing and Serving Food: Demonstrate skills needed for preparing and serving foods, including:   * Laboratory/kitchen safety and sanitation practices * Cooking terms, equivalents, abbreviations, measurements * Reading and using recipes * Techniques and equipment for preparing and serving food * Teamwork in the laboratory setting and hands on activities |

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| **Topic: Middle School Human Development and Relationships**  **Minnesota Frameworks: 4.0** Students will demonstrate relationship skills and understanding in contexts across the life span such as school, parenting, and the workplace. | |
| Minnesota  Frameworks/  Standard | Standard/Benchmarks |
| MMSFACS 4.1 | Positive Family Relationships: Analyze factors that contribute to positive relationships with family members, including:   * Roles and responsibilities * Coping with family changes * Setting rules, compromising , cooperating |
| MMSACS 4.2 | Caring for Children and Others: Demonstrate skills for positive guidance and care-giving of children and others, including:   * Understanding ages and development stages from birth through adolescence * Care giving responsibilities/babysitting skills * Handling emergencies and keeping children safe * Nutritious and developmentally appropriate foods for children * Children’s play and toys (for learning as well as safety, recalls and age appropriate) |
| MMSFACS 4.3 | Communication: Examine factors that contribute to positive relationships, including:   * Communication skills and styles * Conflict prevention and resolution |
| MMSFACS 4.4 | Quality Friendships: Analyze factors that contribute to positive relationships with peers, including:   * Peer pressure, assuming responsibility for choices and actions * Appreciate diversity * Changing male/female relationships |

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| **Domain 5**: Middle School Life Skills and Resource Management  **Minnesota Frameworks: 5.0** Students will integrate multiple life roles and responsibilities in school, family, career, and community settings. | |
| Minnesota  Frameworks/  Standard | Standard/Benchmarks |
| MMSFACS 5.1 | Leadership for Life: Demonstrate teamwork and leadership skills, including:   * Leadership skills and styles * Taking risks, overcoming setbacks * Character/citizenship, service * Working in a group * Leadership development through FCCLA projects or chapter activities |
| MMSFACS 5.2 | Decision Making, Problem Solving, and Critical Thinking: Accomplish tasks and fulfill responsibilities by using thinking and problem-solving processes, including:   * Decision-making, evaluating information, and planning processes * Choices, options, and consequences |
| MMSFACS 5.3 | Personal Safety: Demonstrate skills needed for responsibility for self and self-protection, including:   * Refusal skills * Physical, emotional, and sexual abuse |
| MMSFACS 5.4 | Caring for the Environment: Analyze resource consumption and apply conservation practices, including:   * Product selection and use * Reduce, reuse, recycle |
| MMSFACS 5.5 | 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:   * Technology integration throughout FACS units and topics as available * Digital etiquette on emails, cell phones, etc. * Digital ethics : plagiarism, commenting vs. anonymity |

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| **Topic: Middle School Design (Interiors, textiles, apparel, and construction)**  **Minnesota Frameworks: 6.0** Demonstrate knowledge, skills, and practices in interiors, textiles, and apparel. | |
| Minnesota  Frameworks/  Standard | Standard/Benchmarks | |
| MMSFACS 6.1 | Caring for Resources: Demonstrate skills needed to care for personal and family resources, including:  • Reading use/care labels and manuals  • Care, repair, and storage of personal resources  • Clothing care, repair, stain removal, laundry | |
| MMSFACS 6.2 | Project Construction: Use sewing techniques, including:   * Technical reading * Problem solving * Self-motivation and time management * Demonstrate accuracy in measuring, cutting, and correct sewing techniques to produce a product | |
| MMSFACS 6.3 | Design Concepts: Identify design concepts used in fashion, interiors and apparel, to include:   * Demonstrate design concepts with fabrics * Create a floor plan and arrange furniture placement * Explore current technology use for apparel and home décor (i.e. sportswear, water repellent, wrinkle resistant) | |