**Family and Consumer Science**  
**Seventh Grade Family and Consumer Science**  
**Course Number 20.01200**

**Course Description:** The goal of Seventh Grade Family and Consumer Science is to provide all students with an introduction to the Family and Consumer Sciences-related Career Clusters. The Human Services career pathways are Nutrition and Food Science, Interiors/Fashion/Textiles, and Housing and Community Management. Hospitality and Tourism career pathway is Culinary Arts. Education and Training career pathways are Early Childhood Education and Teaching as a Profession. Students will acquire fundamental knowledge and skills necessary for success in any of the career pathways. Exposure to career possibilities in each area will allow students to successfully integrate their own interests into a career plan. Development of leadership skills through participation in the career and technical student organization, FCCLA, will provide students the opportunity to explore possible career pathways.

In this course, middle school students will experience a variety of activities that will promote self-awareness, leadership, development of technical skills needed to achieve personal goals relating to family, home, career, and community.

### Course Standard 1

**MSFCS7–CD1: Employability Skills**

*Demonstrate employability skills required by business and industry.*  
The following elements should be integrated throughout the content of this course.

<table>
<thead>
<tr>
<th>Person-to-Person Etiquette</th>
<th>Telephone and Email Etiquette</th>
<th>Communicating at Work</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with Your Boss</td>
<td>Telephone Conversations</td>
<td>Improving Communication Skills</td>
<td>Reasons, Benefits, and Barriers</td>
</tr>
<tr>
<td>Interacting with Subordinates</td>
<td>Barriers to Phone conversations</td>
<td>Effective Oral Communication</td>
<td>Listening Strategies</td>
</tr>
<tr>
<td>Interacting with Co-workers</td>
<td>Making and Returning Calls</td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective Word Use</td>
<td>Show You Are Listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving and Receiving Feedback</td>
<td>Asking Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obtaining Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Getting Others to Listen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonverbal Communication</th>
<th>Written Communication</th>
<th>Speaking</th>
<th>Applications and Effective Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
<td>Writing Documents</td>
<td>Using Language Carefully</td>
<td>Completing a Job Application</td>
</tr>
<tr>
<td>Reading Body Language and mixed Messages</td>
<td>One-on-One Conversations</td>
<td>Writing a Cover Letter</td>
<td></td>
</tr>
<tr>
<td>Matching Verbal and Nonverbal communication</td>
<td>Small Group Communication</td>
<td>Things to Include in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Improving Nonverbal Indicators</td>
<td>Large Group Communication</td>
<td>Terms to Use in a Résumé</td>
<td></td>
</tr>
</tbody>
</table>
### Nonverbal Feedback
- Showing Confidence Nonverbally
- Showing Assertiveness

### Making Speeches
- Answering Questions

### Organizing Your Résumé
- Visual and Media Aids
- Errors in Presentation

### 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

#### Teamwork and Problem Solving
- Thinking Creatively
- Taking Risks
- Building Team Communication

#### Meeting Etiquette
- Preparation and Participation in Meetings
- Conducting Two-Person or Large Group Meetings
- Inviting and Introducing Speakers
- Preparing Visual Aids

### 1.3 Exhibit critical thinking and problem-solving skills to locate, analyze and apply information in career planning and employment situations.

#### a. Investigate educational requirements, job responsibilities, employment trends, and opportunities within the national career clusters using credible sources.
- Gaining Trust and Interacting with Customers
- Learning and Giving Customers What They Want
- Keeping Customers Coming Back
- Seeing the Customer’s Point
- Matching Your Talents to a Job

### 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

#### Workplace Ethics
- Demonstrating Good Work Ethic
- Behaving Appropriately
- Maintaining Honesty
- Playing Fair
- Using Ethical Language
- Showing Responsibility

#### Personal Characteristics
- Demonstrating a Good Attitude
- Gaining and Showing Respect
- Demonstrating Responsibility
- Showing Dependability
- Being Courteous
- Gaining Coworkers’ Trust

#### Employer Expectations
- Behaviors Employers Expect
- Objectionable Behaviors
- Establishing Credibility
- Demonstrating Your Skills
- Building Work Relationships
- Gaining Coworkers’ Trust

#### Business Etiquette
- Language and Behavior
- Keeping Information Confidential
- Avoiding Gossip
- Appropriate Work Email
- Cell Phone Etiquette
- Appropriate Work Texting

#### Communicating at Work
- Handling Anger
- Dealing with Difficult Coworkers
- Dealing with a Difficult Boss
- Dealing with Difficult Customers
- Dealing with Conflict
1.5  Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

<table>
<thead>
<tr>
<th>Expected Work Traits</th>
<th>Teamwork</th>
<th>Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Responsibility</td>
<td>Teamwork Skills</td>
<td>Managing Time</td>
</tr>
<tr>
<td>Dealing with Information Overload</td>
<td>Reasons Companies Use Teams</td>
<td>Putting First Things First</td>
</tr>
<tr>
<td>Transferable Job Skills</td>
<td>Decisions Teams Make</td>
<td>Juggling Many Priorities</td>
</tr>
<tr>
<td>Managing Change</td>
<td>Team Responsibilities</td>
<td>Overcoming Procrastination</td>
</tr>
<tr>
<td>Adopting a New Technology</td>
<td>Problems That Affect Teams</td>
<td>Organizing Workspace and Tasks</td>
</tr>
<tr>
<td>Use Technology Ethically &amp; Efficiently</td>
<td>Expressing Yourself on a Team</td>
<td>Staying Organized</td>
</tr>
<tr>
<td>Interact Appropriately in a Digital World</td>
<td>Giving and Receiving Constructive Criticism</td>
<td>Finding More Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing Projects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prioritizing Personal and Work Life</td>
<td></td>
</tr>
</tbody>
</table>

1.6  Present a professional image through appearance, behavior and language.

<table>
<thead>
<tr>
<th>On-the-Job Etiquette</th>
<th>Person-to-Person Etiquette</th>
<th>Communication Etiquette</th>
<th>Presenting Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Professional Manners</td>
<td>Meeting Business Acquaintances</td>
<td>Creating a Good Impression</td>
<td>Looking Professional</td>
</tr>
<tr>
<td>Introducing People</td>
<td>Meeting People for the First Time</td>
<td>Keeping Phone Calls Professional</td>
<td>Dressing for Success</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td>Showing Politeness</td>
<td>Proper Use of Work Email</td>
<td>Showing a Professional Attitude</td>
</tr>
<tr>
<td>Behavior at Conventions</td>
<td></td>
<td>Proper Use of Cell Phone</td>
<td>Using Good Posture</td>
</tr>
<tr>
<td>Working in a Cubicle</td>
<td></td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accepting Criticism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Demonstrating Leadership</td>
</tr>
</tbody>
</table>

**Course Standard 2**

**MSFCS7–CD2: FCCLA**

Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.

2.1 Research the history of FCCLA.

2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA.

2.3 Explain how active participation in FCCLA can promote lifelong responsibility for community service and professional growth and development.

2.4 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.
Course Standard 3
MSFCS7–CD3: Nutrition and Food Science
Apply principles of nutrition and food science and their relationships to human growth, development, health and wellness using technology and hands-on experiences to support informed decision-making skills needed to maintain a healthy lifestyle.
3.1 Explore foodborne illnesses and how each one can affect a person.
3.2 Discuss the Temperature Danger Zone and apply it to real-world scenarios (i.e. The Science of Cooking a Hamburger lab).
3.3 Identify and label items included on the “Nutrition Facts” Labels.
3.4 Analyze and demonstrate the correct use of liquid and dry measuring utensils.
3.5 Apply use and care for basic kitchen equipment.
3.6 Plan and prepare a healthy snack for a pre-teen/teenager listing ingredients, preparation, group work-plan, and clean up steps.

Course Standard 4
MSFCS7–CD4: Culinary Arts
Employ culinary-related knowledge, technology and skills necessary for food preparation and service in a safe and sanitary work environment.
4.1 Identify and demonstrate use, function and how to care for basic kitchen equipment.
4.2 Demonstrate kitchen safety procedures and sanitation activities.
4.3 Compare/contrast and demonstrate basic table setting and etiquette for informal and formal settings.
4.4 Apply and demonstrate a knowledge of “mise en place”.
4.5 Plan and prepare a healthy appetizer or side dish for a pre-teen/teenager listing ingredients, directions, group work-plan, and clean up steps.

Course Standard 5
MSFCS7–CD5: Fashion Design
Analyze factors (social, psychological, cultural, economic) affecting fibers and apparel decisions for individuals and families and their overall impact.
5.1 Discuss factors that affect clothing needs when purchasing classic and essential clothing pieces (i.e. factors include needs, wants, price, quality; classic & essential).
5.2 Identify commonly used fabric finishes and explain how to care for a variety of finished fabrics.
5.3 Investigate origins of natural and manufactured fibers.
5.4 Connect ideas of current trends with historical and influential fashion designers.

Course Standard 6
MSFCS7–CD6: Interior Design
Analyze factors (social, psychological, cultural, economic) affecting housing and interior design decisions for individuals and families and their overall impact.
6.1 Discuss and determine the function of individual and shared spaces.
6.2 Analyze specific traffic patterns that contribute to the safety and care of a space.
6.3 Identify the elements and principles of design using a variety of resources.
6.4 Explain and provide examples of the relationship of colors using color schemes.
Course Standard 7
MSFCS7–CD7: Early Childhood Education
Explore the growth and development of the child, ages birth to 5.
7.1 Discuss the implementation of interventions such as occupational therapy, speech therapy, and tutoring when developmental milestones are not met.
7.2 Describe how children could use a variety of resources such as websites, apps on smartphones, magazines, books, and videos to support their growth and development.
7.3 Compare and contrast developmentally-appropriate materials to facilitate learning experiences.
7.4 Identify and discuss nutritional and safety practices necessary when preparing meals for children.
7.5 Discuss special needs which affect children.

Course Standard 8
MSFCS7–CD8: Teaching as a Profession
Analyze the knowledge, skills, and practices of the educational workforce.
8.1 Explore techniques of how families are included/involved in their children’s education.
8.2 Describe resources supporting the educational workforce such as Internet, magazines, books, journals, conferences, etc. and how they are utilized in the field of education.
8.3 Explore the post-secondary requirements of career opportunities in the field of education.
8.4 Explore practices to prevent the spread of infectious diseases within the educational environment.
8.5 Compare and contrast strategies to support positive guidance and behaviors.
8.6 Discuss instructional strategies for teaching students with different learning styles and needs.

Course Standard 9
MSFCS7–CD9: Consumer & Finance
Identify and explain the relationships of social (family/friends) and financial (money) skills needed to develop personal and business interactions.
9.1 Evaluate the importance of money, budgets, and how to prioritize the use of money and budgets.
9.2 Develop and demonstrate personal short-and long-term financial (monetary) goals.
9.3 Identify monetary resources needed to meet the needs of individuals and families.

Course Standard 10
MSFCS7–CD10: Consumer & Finance
Analyze factors (social, psychological, cultural, economic) affecting consumers (individuals) and business decisions for individuals and families and how these decisions affect society.
10.1 Identify and sort sources and types of financial credit individuals may acquire in life.
10.2 Explain cost (interest) and limitations (repayment history) of credit.
10.3 Identify consumer rights (credit report) and responsibilities (legal binding contract that you abide by).