

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Family and Consumer Science

<p>Mission Statement</p>	<p>The relationship between work and family is our unique focus. The mission of Geneva Community Unit School District #304 7-12 Family and Consumer Science curriculum is to guide students toward the development of independent living skills and awareness of career/employment potential. Family and Consumer Science Education empower individuals and families across the lifespan to manage the challenges of living and working in a diverse, global society.</p>		
<p>Course Sequence (Grades 7-12)</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p>Middle School FACS 7 – 1 semester 8th -1 semester elective</p> </td> <td style="width: 50%; border: none; vertical-align: top;"> <p style="text-align: center;">High School</p> <p style="text-align: center;">Child Development I-H205 Fox Valley Child Development Program [articulates with Wauboneese College]</p> <p style="text-align: center;">Foods I Foods II Culinary Arts I Culinary Arts II Restaurant Management I Restaurant Management II Fashion Merchandising I Fashion Merchandising II Housing & Interior Design Child Development</p> </td> </tr> </table>	<p>Middle School FACS 7 – 1 semester 8th -1 semester elective</p>	<p style="text-align: center;">High School</p> <p style="text-align: center;">Child Development I-H205 Fox Valley Child Development Program [articulates with Wauboneese College]</p> <p style="text-align: center;">Foods I Foods II Culinary Arts I Culinary Arts II Restaurant Management I Restaurant Management II Fashion Merchandising I Fashion Merchandising II Housing & Interior Design Child Development</p>
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Course Framework

<p>Course Title</p> <p>Grade Level</p> <p>Semesters (1-2-3-4)</p> <p>Prerequisite</p>	<p>Child Development</p> <p>10th-12th Grade</p> <p>1 semester .5 credit</p>
<p>Course Description</p>	<p>This one semester orientation course emphasizes learning experiences which help students gain knowledge and understanding of the intellectual, physical, social, and emotional development of children from conception through adolescence.</p>
<p>District-approved Materials and/or Resources</p>	<p><u>The Developing Child</u>, Glencoe, copyright 2006, McGraw-Hill Co.</p> <p>The Reality works Inc. program [baby simulators]</p> <p>Preschool lab [eight week preschool program that meets 2-3 times per week [meets at the same school periods as child development class].</p>

Unit Frameworks

<p>Unit of Study: I major topics</p>	<p>Children and Parenting</p>	<p>Resources that will support instruction <u>The Developing Child</u>, Glencoe, 2006 Baby Reality Works Simulators</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<ul style="list-style-type: none"> • 1. A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings. • 1. C.5d Summarize and make generalizations from content and relate them to the purpose of the material. • 3. C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation. • 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies./or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation. • 1A.5a. Evaluate how expressing emotions in different situations affects others. • 23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness). • 1B.4b. Analyze how positive adult role models and support systems contribute to school and life success. • 3A.5a. Apply ethical reasoning to evaluate societal practices. • 3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships. • 12. B.4a Compare physical, ecological and behavioral factors that influence interactions and interdependence of organisms. • 12. F.4a Explain theories, past and present, for changes observed in the universe. • 23.C.4 Describe changes in physical health and body functions at various stages of the life cycle • 23. B.5 Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy). • 15:1 FACS National Standards: Analyze roles and responsibilities that correspond to the textbook. • 15:2 FACS National Standards: Evaluate parenting practices that maximize human growth and potential. • 15:3 FACS National Standards: Evaluate external support systems that 	

	<p>provide services for parents.</p> <ul style="list-style-type: none"> 15:4 FACS National Standards: Analyze physical and emotional factors related to the beginning of the parenting process. 	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Summarize the benefits of studying children Explain how learning about typical behaviors can help you better understand children. Describe how childhood today differs from childhood in the past Compare and contrast the leading theories about how children develop. Identify and give examples of the five characteristics of child development. List the stages of development after childhood Identify and describe Galinsky's six stages of parenthood Describe challenges and rewards of parenting Develop a self-assessment for judging a person's readiness for parenthood Explain how good resource management skills relate to parenting List specific guidelines to follow when observing young children Describe the functions of families List the stages of the family life cycle Describe trends that affect families and parenting styles Identify basic types of children's needs Identify ways of dealing with inappropriate behavior <p>Skill attainment</p> <ul style="list-style-type: none"> Demonstrate how to write of reflection statements about personal family experiences. Create a timeline Identify environmental influences on child development 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> Construct a timeline from birth to present age and identify the developmental stages. Create personal journals that document responses to controversial child development topics. Complete worksheet study guides related to unit of study. View videos related to topic of study and participate in verbal response. Develop posters [in small groups] illustrating the leading theories of child development. 	<p>Other Evidence</p> <ul style="list-style-type: none"> Test on chapters, including multiple choice, short answer, and essay.

Unit Frameworks

<p>Unit of Study: II major topics</p>	<p>Pregnancy and Childbirth</p>	<p>Resources that will support instruction <u>The Developing Child</u>, Glencoe, 2006 Baby Reality Works Simulators</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</p>	<ul style="list-style-type: none"> • 1. A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings. • 1. C.5d Summarize and make generalizations from content and relate them to the purpose of the material. • 3. C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation. • 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies./or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation. • 1A.5a. Evaluate how expressing emotions in different situations affects others. • . 23.C.4 Describe changes in physical health and body functions at various stages of the life cycle • 3A.5a. Apply ethical reasoning to evaluate societal practices. • 3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships. • 12. B.4a Compare physical, ecological and behavioral factors that influence interactions and interdependence of organisms. • 12. F.4a Explain theories, past and present, for changes observed in the universe. • 22.C.4 Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion). • 23.C.4 Describe changes in physical health and body functions at various stages of the life cycle • 23. B.5 Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy). • 23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age). • 15:1 FACS National Standards: Analyze roles and responsibilities that correspond to the textbook. • 15:2 FACS National Standards: Evaluate parenting practices that maximize 	

	<p>human growth and potential.</p> <ul style="list-style-type: none"> • 15:3 FACS National Standards: Evaluate external support systems that provide services for parents. • 15:4 FACS National Standards: Analyze physical and emotional factors related to the beginning of the parenting process. 	
<p>Objectives</p> <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Explain how conception occurs • Identify and explain what occurs during each of the three stages of prenatal development • Describe the changes in the woman’s body during pregnancy • Describe inherited characteristics of human development • Identify major birth defects • Describe signs that indicate labor • Summarize the three stages of labor • Explain what happens during a cesarean birth and other complications • Summarize the physical and emotional needs of a mother and baby <p>Skill attainment:</p> <ul style="list-style-type: none"> • Demonstrate how to use technology to communicate information • Demonstrate how to work as a team to achieve a common goal • Analyze the reading material and summarize the topic of study in a written form. • Demonstrate how to research study of topic using the internet • Analyze current news events • Demonstrate responsibility in participating in reality works simulator baby program 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Produce a power point presentation about birth defects in small student groups • Prepare a short essay about the student’s own birth • Research using the computers and properly document information for projects • Give small verbal reviews of current events on a daily basis and verbally express an opinion • Check-out the baby simulator for three days and record experience 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Test on chapters, including multiple choice, short answer, and essay. • Complete worksheet study guides related to unit of study.

Unit Frameworks

Unit of Study: III major topics	The Baby's First Year	Resources that will support instruction <u>The Developing Child</u> , Glencoe, 2006 Baby Reality Works Simulators
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • 1. A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings. • 1. C.5d Summarize and make generalizations from content and relate them to the purpose of the material. • 3. C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation. • 1A.5a. Evaluate how expressing emotions in different situations affects others. • 12. B.4a Compare physical, ecological and behavioral factors that influence interactions and interdependence of organisms. • 23.C.4 Describe changes in physical health and body functions at various stages of the life cycle • 23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age). • 15:1 FACS National Standards: Analyze roles and responsibilities that correspond to the textbook. • 15:2 FACS National Standards: Evaluate parenting practices that maximize human growth and potential. • 15:3 FACS National Standards: Evaluate external support systems that provide services for parents. • 15:4 FACS National Standards: Analyze physical and emotional factors related to the beginning of the parenting process. • 11.A.2b Collect data for investigations using scientific process skills including observing, estimating and measuring. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	Knowledge and Understanding <ul style="list-style-type: none"> • Describe the three patterns that baby's physical development follows • Explain the effects that heredity, nutrition, experiences and environment have on an infant's growth and development • Describe the typical growth in the first year of an infant • Classify the different movements a baby makes as reflexes, gross motor skills, or fine motor skills • Demonstrate how to safely handle a baby • Compare the benefits of breast milk and formula 	

	<p>Skill attainment:</p> <ul style="list-style-type: none"> • Demonstrate how to care for a newborn • Participate in a baby reflex lab and analyze data • Produce written response and reflection statements 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Participate in reality works baby simulators • Participate in senses and reflex lab and complete lab write up. • Compare and contrast newborn infants to aging adults by writing a paper. • View a series of videos supporting the topic of study and write in journals 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Test on chapters, including multiple choice, short answer, and essay. • Complete worksheet study guides related to unit of study.

Unit Frameworks

Unit of Study: V major topics	The Child from Four to Six	Resources that will support instruction <u>The Developing Child</u> , Glencoe, 2006 Baby Reality Works Simulators
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • 1. A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings. • 1. C.5d Summarize and make generalizations from content and relate them to the purpose of the material. • 3. C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional • 12. B.4a Compare physical, ecological and behavioral factors that influence interactions and • 11.A.4c Collect, organize and analyze data accurately and precisely interdependence of organisms. • 11.A.4d Apply statistical methods to the data to reach and support conclusions. • 1A.5a. Evaluate how expressing emotions in different situations affects others. • 12. B.4a Compare physical, ecological and behavioral factors that influence interactions and interdependence of organisms. • 23.C.4 Describe changes in physical health and body functions at various stages of the life cycle • 23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age). • 15:1 FACS National Standards: Analyze roles and responsibilities that correspond to the textbook. • 15:2 FACS National Standards: Evaluate parenting practices that maximize human growth and potential. • 15:3 FACS National Standards: Evaluate external support systems that provide services for parents. • 15:4 FACS National Standards: Analyze physical and emotional factors related to the beginning of the parenting process. • 10.A.4a Represent and organize data by creating lists, charts, tables, frequency distributions, graphs, scatter plots and box-plots. 	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	Knowledge and Understanding <ul style="list-style-type: none"> • Summarize the child’s average height, weight and posture and body shape changes from ages four to six • Compare average motor development of four, five and six year old children 	

	<ul style="list-style-type: none"> • Describe the ways children ages four through six develop good self-care habits • Explain why good nutrition is essential for children ages four through six. • Summarize the general patterns of emotional and social development in children ages four through six • Identify ways of responding to expressions of fear, jealousy, and stress in children ages four through six • Establish guidelines for encouraging moral development in children • Identify signs of intellectual development in children ages four through six • Analyze Piaget’s theory of preoperational thinking • Compare the thinking and learning theories of Vygotsky and Montessori • Suggest ways to help children learn from everyday experiences • Identify possible speech problems for children this age. <p>Skill Attainment:</p> <ul style="list-style-type: none"> • Demonstrate the connections between theories and real life • Demonstrate how to identify and classify information • Understand how to compare and contrast information 		
<p>Assessments</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="423 1024 974 1619"> <p>Performance Tasks</p> <ul style="list-style-type: none"> • Observe children ages 4-6 and identify the intellectual, social/emotional/and physical development using various types of observation charts[running chart, antidotal, narrative, numerical • Produce posters illustrating the similarities and differences in the learning theories • View a series of videos supporting the topic of study and write in journals </td> <td data-bbox="974 1024 1516 1619"> <p>Other Evidence</p> <ul style="list-style-type: none"> • Complete worksheet study guides related to unit of study. • Test on chapters, including multiple choice, short answer, and essay. </td> </tr> </table>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Observe children ages 4-6 and identify the intellectual, social/emotional/and physical development using various types of observation charts[running chart, antidotal, narrative, numerical • Produce posters illustrating the similarities and differences in the learning theories • View a series of videos supporting the topic of study and write in journals 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Complete worksheet study guides related to unit of study. • Test on chapters, including multiple choice, short answer, and essay.
<p>Performance Tasks</p> <ul style="list-style-type: none"> • Observe children ages 4-6 and identify the intellectual, social/emotional/and physical development using various types of observation charts[running chart, antidotal, narrative, numerical • Produce posters illustrating the similarities and differences in the learning theories • View a series of videos supporting the topic of study and write in journals 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Complete worksheet study guides related to unit of study. • Test on chapters, including multiple choice, short answer, and essay. 		

Unit Frameworks

<p>Unit of Study: 7 major topics</p>	<p>Additional Topics of Study/Early Child Education</p>	<p>Resources that will support instruction <u>The Developing Child</u>, Glencoe, 2006 Baby Reality Works Simulators</p>
<p>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this 3C.5a.</p>	<ul style="list-style-type: none"> • 1. A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings. • 1. C.5d Summarize and make generalizations from content and relate them to the purpose of the material. • 3. C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation. • 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies./or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation. • 1A.5a. Evaluate how expressing emotions in different situations affects others. • 23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness). • 1B.4b. Analyze how positive adult role models and support systems contribute to school and life success. • 3A.5a. Apply ethical reasoning to evaluate societal practices. • 3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships. • 12. B.4a Compare physical, ecological and behavioral factors that influence interactions and interdependence of organisms. • 15:1 FACS National Standards: Analyze roles and responsibilities that correspond to the textbook. • 15:2 FACS National Standards: Evaluate parenting practices that maximize human growth and potential. • 15:3 FACS National Standards: Evaluate external support systems that provide services for parents. • 15:4 FACS National Standards: Analyze physical and emotional factors related to the beginning of the parenting process. • Demonstrate storytelling, improvising and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre. • 3C.5a. Work cooperatively with others to plan, implement, and evaluate a 	

	project to meet an identified school need.	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	Knowledge and Understanding <ul style="list-style-type: none"> ● Compare and contrast the different types of available child care ● Evaluate the role of planning in providing appropriate learning experiences ● Describe the benefits of have learning centers in early childhood classrooms ● Assess methods of promoting positive behavior in the classroom and dealing with misbehavior ● Understand the layout of a typical preschool room ● Describe how to communicate with preschool children ● List several legal and safety issues involving the preschool setting ● Demonstrate how to write an appropriate preschool lesson plan for children ages four through six. Skill Attainment; <ul style="list-style-type: none"> ● Demonstrate different ways to communicate ● Demonstrate organizational skills and the ability to recognize appropriate time for preschool activities ● Recognize appropriate behaviors ● Identify safety issues and good nutrition ● Demonstrate how to write a preschool lesson 	
Assessments	Performance Tasks <ul style="list-style-type: none"> ● Observe children on video series and identify and list ways to communicate ● Create a story review on a children’s book that is appropriate for preschool. ● Research safe toys for preschool environments and write-up the results ● Research health snacks for preschoolers and select one for the lesson ● In small groups, create a lesson plan for preschoolers that illustrate a well planned out day ● View a series of videos supporting the topic of study and write in journals 	Other Evidence <ul style="list-style-type: none"> ● Complete worksheet study guides related to unit of study. ● Test on chapters, including multiple choice, short answer, and essay.