

LOCAL STANDARDS for  
FAMILY & CONSUMER SCIENCE

at

Le Sueur-Henderson Public Schools  
2004-2005

Family and Consumer Science 7  
Family Foods I (9-12)  
Family Foods II (10-12)  
Healthy Foods and Fitness (10-12)  
Money Management (9-12)  
Child Development I (9-12)  
Child Development II (10-12)

Le Sueur-Henderson Public Schools  
**Family and Consumer Science Curriculum 2004-05**

**Family and Consumer Science**  
(Grade 7)

Learner Outcomes & Performance Indicators

- 1. TLW understand and use basic skills to establish and maintain relationships.**
  - a. Communicate effectively.
  - b. Know the effects of peer pressure.
  - c. Know responsibilities for being a part of a group.
  - d. Know ways to build self-esteem and also help others succeed too.
  
- 2. TLW demonstrate basic clothing care.**
  - a. Read and follow directions for the operation of a washer and dryer.
  - b. Read and follow care label directions on clothing.
  - c. Demonstrate the ability to care for their own clothing.
  - d. Hand sew buttons on fabric.
  
- 3. TLW understand and use recommended U.S. Guidelines to examine nutritional needs.**
  - a. Know the food pyramid and the serving requirements from each group.
  - b. Apply knowledge of nutrition labeling to recognize value in food selections.
  - c. Substitute nutritious and tasty foods for non-nutritious foods.
  
- 4. TLW demonstrate basic food preparation skills.**
  - a. Identify basic utensils and cookware and describe their uses.
  - b. Know how to select and interpret a recipe.
  - c. Demonstrate proper measurement of ingredients.
  - d. Know and demonstrate food and equipment safety.
  - e. Work cooperatively in the foods laboratory.
  - f. Organize workspace, plan time schedules, and analyze recipes for skill level, equipment, and ingredients.

Le Sueur-Henderson Public Schools  
**Family and Consumer Science Curriculum 2004-05**

**Family Foods I**

(9-12)

**Learner Outcomes & Performance Indicators**

- 1. TLW understand and demonstrate basic food preparation skills.**
  - a. Identify basic utensils and cookware and describe their uses.
  - b. Know how to select and interpret a recipe.
  - c. Demonstrate proper measurement of ingredients.
  - d. Demonstrate use of microwave, range, and oven.
  - e. Demonstrate use of small appliances such as blender & food processor.
  - f. Demonstrate safe food handling, preparation, and clean-up safety.
- 2. TLW demonstrate the ability to prepare basic foods.**
  - a. Organize workspace, plan time schedules, and analyze recipes for skill level, equipment, and ingredients.
  - b. Know methods of combining ingredients, and the functions of basic ingredients.
  - c. Know safe and nutritional ways of preparing and cooking ingredients.
  - d. Work cooperatively in the foods laboratory.
  - e. Compare conventional and microwave cooking techniques for use in the home.
- 3. TLW be able to describe nutritional needs of society.**
  - a. Identify nutrients in food sources.
  - b. Know the Dietary Guidelines for Americans.
  - c. Know the guidelines for comparing costs of food sources.
- 4. TLW experience new and different tastes and methods of preparation.**
  - a. Taste test various foods that are new to the student.
  - b. Expand knowledge of and experiment with methods of preparation that are new to the student.
- 5. TLW demonstrate preparation of various recipes.**
  - a. Show batters and doughs preparation.
  - b. Show egg cookery.
  - c. Show milk cookery.
  - d. Show fruits and vegetables cookery.
  - e. Show meat, poultry, and fish cookery.
  - f. Show cooking methods with a culminating presentation.

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**Family Foods II**  
(10-12)

Learner Outcomes & Performance Indicators

- 1. TLW compare the American diet to the diets of people from other countries around the world.**
  - a. Identify the cultural influences on the foods of choice around the world.
  - b. Identify the geographical influences on the foods of choice around the world.
  
- 2. TLW investigate the food supply and food preparation of several foreign countries.**
  - a. Identify ways that culture, history, geography, and climate influence foods around the world.
  - b. Describe food choices available in various regions of the world.
  
- 3. TLW distinguish the origins of foods typical of regions of the United States.**
  - a. Identify climatic influences on the foods grown in different regions of the United States.
  - b. Identify cultural influences on the foods of different regions of the United States.
  
- 4. TLW expand their culinary skills.**
  - a. Identify the techniques that produce quality characteristics of properly mixed and baked baked goods.
  - b. Demonstrate the procedures for making a variety of yeast breads.
  - c. Demonstrate the methods of baking and decorating a variety of baked desserts.
  - d. Investigate the cooking methods and ingredients of other cultures and countries.
  - e. Demonstrate knowledge of foreign cooking methods, techniques, and ingredients by preparing a variety of foods from other regions of the United States and from foreign lands.

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**Healthy Foods and Fitness**

(10-12)

Learner Outcomes & Performance Indicators

- 1. TLW analyze factors that influence nutrition and well-ness practices across the life span.**
  - a. Examine how food meets physical needs and is influenced by culture, social, and psychological influences.
  - b. Investigate the nations historical overview of the first inhabitants, first colonists, immigrants and the development of regional cuisines.
  - c. Examine how economic and technology influences food choices and practices.
  - d. Know the recommended dietary allowances, the Dietary Guidelines for Americans, and the Food Guide Pyramid.
  
- 2. TLW evaluate the nutritional needs in individuals and families in relation to health and wellness across the life span.**
  - a. Identify the basic nutrients, their functions, how they are digested, absorbed, and metabolized for growth, repair and energy.
  - b. Research and assess the effect of nutrients on health, appearance, and peak performance.
  - c.. Assess the impact of food and diet fads, health claims, food addictions, and eating disorders on well-ness.
  - d. Appraise sources of food and nutrition information, including food labels, related to health and well-ness.
  
- 3. TLW Evaluate factors that affect food safety, from production through consumption.**
  - a. Determine conditions and practices that promote safe food handling.
  - b. Appraise safety and sanitation practices throughout the food chain.
  - c. Determine how changes in national and international food production and distribution systems impact the food supply.
  - d. Appraise federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
  - e. Monitor food borne illness as a health issue for individuals and families.
  
- 4. TLW demonstrate ability to acquire, handle, and use foods to meet nutrition and well-ness needs of individuals and families across the life span.**
  - a. Apply various dietary guidelines in planning to meet nutrition and well-ness needs.
  - b. Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
  - c. Demonstrate ability to select, store, prepare, and serve nutritious and appetitizingly pleasing foods.

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**Money Management** (9-12)  
Learner Outcomes & Performance Indicators

- 1. TLW be able to develop a realistic budget using available resources.**
  - a. Describe the steps involved in developing a budget.
  - b. Explain four different methods for keeping accurate financial records.
  - c. Discuss how to revise a budget.
  - d. Identify the three most common mistakes people make when budgeting.
  - e. Explain the value of doing an annual inventory.
- 2. TLW understand the responsibilities of a consumer.**
  - a. Identify the factors that influence consumer spending
  - b. Describe how to apply the 7 steps of economic decision making to a typical purchase.
  - c. Show how to select the best place to purchase a given item.
  - d. Explain how timing can affect buying decisions.
- 3. TLW be able to plan a savings program and use financial services**
  - a. Explain valid reasons for saving and how savings become investments.
  - b. List at least 3 savings plans, alternative forms of saving, and guidelines for saving money.
  - c. Identify different kinds of financial institutions and describe the main factors in choosing a particular institution for saving.
  - d. Understand and demonstrate the check writing process and be able to keep and reconcile a checkbook for a six month period.
  - e. Be able to explain different methods of payment for purchases and transfers of money.
- 4. TLW understand the benefits and problems of consumer credit.**
  - a. Distinguish between different kinds of credit.
  - b. Identify credit problems.
  - c. Identify information on a monthly statement that enables customers to manage their accounts.
  - d. Identify consumer rights and responsibilities related to credit.
- 5. TLW be able to explain what insurance is, how it works, and why it is necessary.**
  - a. Identify types of insurance risks and types of insurance to cover those risks.
  - b. Tell how to select an insurance company and an agent.
  - c. Identify the factors that determine insurance rates and insurance systems.
- 6. TLW be able to describe the factors to consider when deciding on housing needs.**
  - a. Describe the factors to consider when deciding on your housing needs and budget.
  - b. Give the advantages of renting, rather than buying housing.
  - c. Explain how to find and inspect a suitable apartment.
  - d. Describe the contents of a lease and the basic rights and responsibilities of tenants and landlords.
  - e. List ways to make moving into your apartment go smoothly.

TLW = The Learner Will

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**Child Development I**  
(9-12)

Learner Outcomes & Performance Indicators

- 1. TLW understand that parenting is a choice and a lifelong commitment.**
  - a. Evaluate attitudes toward children.
  - b. Compare benefits of studying children.
  - c. Know the responsibilities of parenting with regard to time, finances, and emotional commitment involved.
  - d. Compare childhood and parenting in the past and in the future.
  - e. Describe the main parenting skills needed to properly care for a child.
  - f. Explain why parenting skills can be helpful to those who are not parents, as well as those who are.
  - g. Study factors that should be considered in evaluating readiness for parenthood.
- 2. TLW understand pregnancy and prenatal development.**
  - a. Know the stages of pregnancy and describe the prenatal development of each.
  - b. Know the causes of birth defects and how they can be diagnosed and prevented.
  - c. Describe how personal characteristics are inherited.
  - d. Know why teen pregnancies are considered high risk.
  - e. Know the importance of medical care and nutrition during pregnancy.
  - f. Describe ways parents-to-be can plan for a baby's care.
  - g. Describe how parents can make decisions and preparations relating to childbirth.
  - h. Know what is involved with postnatal care.
- 3. TLW understand that children are complex and diverse.**
  - a. Be able to give examples of progress in understanding how and why children develop as they do.
  - b. Describe the characteristics and patterns of physical, social, intellectual and emotional growth in children.
  - c. Describe the development and timing of skills in children during the first year of life.
  - d. Know the special needs of some children.
- 4. TLW understand the impact of parenting on a child's development.**
  - a. Explain how a baby's care affects physical, emotional, intellectual, and social growth.
  - b. Know the guidelines for proper nutrition and medical care.
  - c. Develop strategies for teaching children self-guidance and safety.

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**Child Development II**  
(10-12)

Learner Outcomes & Performance Indicators

- 1. TLW understand children from birth to middle childhood.**
  - a. Describe the areas and characteristics of development.
  - b. Explain how children in the first two years after birth develop physically, socially, emotionally, and intellectually.
  - c. Explain how children 2 to 3 years of age develop physically, intellectually, socially, and emotionally.
  - d. Relate how the development of 2-3 year-olds will affect your role as parent, care giver, or teacher.
  - e. Describe the physical, cognitive, and social-emotional development of 4 and 5 year olds.
  - f. Explain how teachers, care-givers, and parents can plan programs and relate to 4 and 5 year olds in developmentally appropriate ways.
  - g. Describe the physical, cognitive, and social-emotional development of school age children.
  - h. Summarize potential health concerns of middle childhood.
  - i. Explain moral development during childhood.
- 2. TLW understand what children need to have a safe, healthy and stimulating environment.**
  - a. Know the criteria for selecting toys and play equipment.
  - b. Know and describe the guidelines for promoting children's safety.
  - c. Explain the importance of a healthy diet and plan nutritious and appealing meals and snacks for children.
  - d. Develop guidance skills by identifying goals of effective guidance and explain various ways to promote a positive self-concept in each child.
  - e. Explain the advantages of storytelling and outline the steps to follow when reading aloud to children.
- 3. TLW think more deeply about children.**
  - a. Discuss the focus and benefits of studying about children.
  - b. Identify important theorists who have studied childhood and summarize their theories.
  - c. Explain how to study children through observation.
  - d. Practice assessing children in a nursery school setting.