

**New Hampshire Middle School Family and Consumer Sciences (FACS)
Education Program: *Foundations of Work and Family*
Grades 6, 7, and 8**

Length of program

- New Hampshire State Board of Education Administrative Rules: Ed. 306.26(b)
The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades K-8, at **all** grade levels in the school:

306.26(b)(2) For middle school:

306.26(b)(2)(c) relative to family and consumer sciences education

- Recommended minimum: 120-180 days over grades 6, 7 and 8 for achievement of the five required program standards needed by **all** students
- Additional days may be required for coverage of more comprehensive Middle School FACS Framework content and for units or classes that offer enrichment and/or in-depth coverage of the FACS standards addressed in this document.

Program Description

Family and Consumer Sciences (FACS) *Foundations of Work and Family* provides the fundamentals for students beginning their journey toward becoming independent, productive and responsible family members, workers, citizens and leaders. The Middle School Program Guidelines include standards for 7 units of study including:

- New Hampshire State Board of Education Administrative Rules: Ed 306.38(a)
The local school board shall require that a family and consumer sciences education program in each Middle school provide, at a minimum, the following required standards of *Foundations of Work and Family*:
 - Ed.306.38(2) Career Exploration
 - Ed.306.38(6)(b) Consumer and Resource Management (Financial Literacy)
 - Ed.306.38(6)(a) Food, Nutrition and Wellness
 - Ed.306.38(6)(d) Human Growth and Development
 - Ed.306.38(6)(c) Interpersonal Relationships

by the time they finish the 8th grade. The following optional standards may be addressed if additional time is allocated:

- Clothing Management
- Personal Environments

It is the aim of Family and Consumer Sciences courses that all students increase their ability to:

- become responsible and productive family members, workers, citizens, and leaders;
- work cooperatively;
- apply concepts of balancing school/work and family;
- create solutions to critical and emergent issues;
- collect, analyze, organize and present information;
- utilize technology effectively in personal, family, and work settings;
- maintain healthy lifestyles;
- think and act critically and creatively.

The Middle School Family and Consumer Sciences program provides the foundation needed by **all** students to deal with life issues.

Rationale

The Middle School Family and Consumer Sciences Education program in New Hampshire is designed to be comprehensive, holistic, and multidisciplinary across all FACS areas of study, and to be compatible with local school wide approaches. Core FACS Competencies create a foundation for teaching and learning. The Middle School FACS program provides learning experiences in life and careers, financial literacy and resources, nutrition and wellness, human development, and relationships, as well as the management of clothing and personal environments. The core FACS concepts which are essential for all middle level students are organized around four areas. These four areas of adolescent development are addressed in each middle school grade level: 1) developing self-concept; 2) relating to others; 3) becoming independent; and 4) managing resources. Selected English/language arts, mathematics, science, and social studies are integrated into the applied contexts of Family and Consumer Sciences. (National Standards for FCS Education).

Family and Consumer Sciences *Foundations of Work and Family* 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 use of technology. A variety of themes or focus areas can be used to develop the

FACS programs at the middle school that are based on curriculum and instruction standards that:

- student-centered curriculum with emphasis on hands-on involvement,
- focus on practical problem solving skills in developmentally appropriate real-life applications,
- include activities that carry into family, work, and community settings,
- include activities that aid students in planning for school-to-work transitions, incorporate
- increase efforts to maximize involvement in total school programs and in development of the school's basic educational goals for all learners, and
- create learning environments, including project-based learning, designed to meet developmental needs of students.

FCCLA

Family, Careers and Community Leaders of America (FCCLA) is the recognized Career and Technical Student Organization (CTSO) for Family and Consumer Sciences programs. It is an integral part of FACS education and an essential element in a complete FACS classroom. This means chapter projects and activities stem from and enhance Family and Consumer Sciences programs. FCCLA gives FACS students leadership experiences in planning and directing their own activities. These expanded opportunities for leadership training, community involvement, and personal growth provide FACS students with a more meaningful education.

This document provides suggested National Programs and STAR Events that could be effectively used within the classroom to provide authentic learning activities and assessment of FACS concepts. Initiating FCCLA activities during class time and using FCCLA resources to complement classroom learning, can enrich student learning, involve all FACS students, revitalize teaching and learning and reduce scheduling and time conflicts for FCCLA members and advisers. The FCCLA planning process guides students to identify their concerns, set a goal, form a plan and follow up. When this planning occurs within the classroom the students are given ample opportunity to analyze problems, make decisions, implement a course of action and evaluate the effectiveness of their actions. With these experiences, students are better prepared to manage their lives, take responsibility for their actions, gain employment and become life-long learners.