



FAMILY & CONSUMER SCIENCES SYLLABUS

Teacher Name: Kristy Wheeler

Teacher: kwheeler@madisoncity.k12.al.us

Course Description:

Family and Consumer Sciences is a one-credit course that serves as the foundation course for the Human Services cluster, except for the Personal Care Services pathway. Course content provides opportunities for students to explore the core content included in the Family Studies and Consumer Sciences; Early Childhood Development and Services; Fashion; Interior Design; Food, Wellness, and Dietetics; and Consumer Sciences pathways. Major topics are marriage and family life, parenting and caregiving, consumer services, apparel, housing, food and nutrition, and technology and careers. This course is not a prerequisite for courses included in all pathways within the cluster; however, students are encouraged to take the course before entering a pathway.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course Objectives:

Foundations

Students will:

1. Apply mathematical, reading, writing, critical and creative thinking, decision-making, and problem-solving skills to effectively perform the work of the family and provide services to consumers.
2. Explain the impact of goal setting and teamwork on personal, family, work, and community life.
 - Recognizing the importance of FCCLA programs
3. Describe qualities of healthy relationships, including effective communication skills, conflict resolution techniques, and refusal skills.

Marriage and Family

4. Describe stages of the family life cycle and issues that influence family life at each stage
 - Explaining the significance of the dating and engagement period
5. Interpret customs, traditions, and legislation that affect marriage and family life.
6. Evaluate the impact of demands in the home, workplace, and community on marriage and family life.

Parenting and Caregiving

7. Determine characteristics of a quality caregiver.
8. Evaluate the impact of parenting roles on the well-being of the child and family.
 - Determining physical, mental, emotional, and social needs of children
9. Describe consumer issues related to meeting needs and wants of individuals and families.
 - Examples: budgeting, establishing credit, purchasing insurance, investing and saving, reporting taxes
10. Interpret rights and responsibilities of consumers.
 - Proposing alternative solutions for filing a consumer complaint
 - Comparing advertising techniques used to influence consumers



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Apparel

11. Determine elements and principles of design used in selecting apparel and accessories.
12. Compare methods for the care and storage of apparel and accessories.
13. Demonstrate basic sewing techniques.
 - Utilizing sewing equipment in a safe and correct manner

Housing

14. Evaluate housing options, living space, and storage space to meet individual and family housing needs across the lifespan.
15. Demonstrate the selection and placement of furniture, accessories, and equipment using elements and principles of design in the home to meet individual and family needs.

Food and Nutrition

16. Compare the nutritive value and cost of restaurant meals to home-cooked meals.
17. Demonstrate food preparation using safe and correct use of equipment and sanitation practices.
 - Identifying a variety of table settings and appropriate etiquette for various occasions
18. Demonstrate skill in planning, preparing, serving, and storing food.

Technology and Careers

19. Evaluate the impact of technology on the family.
 - Determining the impact of technology on services provided to consumers
20. Determine factors to be considered in the development of an effective career plan.
 - Describing procedures for obtaining employment in careers related to family and consumer sciences and human services

Classroom Expectations:

You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the student handbook, I expect you to have a positive attitude, treat others with respect, practice self-discipline, and demonstrate responsibility. If these conditions are not met, you can expect one-on-one meetings with me, parent/instructor conferencing, and administrative action, if necessary.

Cell Phone Expectations:

ALL electronic devices are prohibited to be used during the instructional day. This is from 8:12-3:28. This includes: cell phones, smart watches, earbuds/headphones/airpods, tablets, and personal computers (school issues laptops will be allowed). Discipline will be given to ANY student who uses an electronic device. If you bring your device to school, it **MUST** be placed in your bookbag. It cannot be on your person.

Tardy Policy:

Students late to ANY class, without a pass, will report to a tardy scanning station. You will input your identification number on the pin pad. A tardy slip will be printed for you to report to class. Parent email will be sent for every tardy. Discipline will be as follows: 3 total tardies will result in 1 day of ISS; 6 total tardies will result in 2 days of ISS; Progressive discipline to follow.



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Grading Policy:

Grades are based on a 100 point scale. We have two types of grades: daily grades (30% of final grade) and tests (70% of final grade). The percentage based grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. Cheating/plagiarizing will be handled by the teacher at teacher discretion.

Exam Exemption Policy:

Any student in grades 9-12 is eligible to earn an exam exemption for the 2025-2026 Exams for each class IF they have earned an 85% or higher as the final grade for that course. Any of the following will EXCLUDE a student from being exempted for that class:

- More than five EXCUSED absences
- Any UNEXCUSED absence
- In School Suspension (ISS) for 3 days or more
- Out of School Suspension (OSS)
- One or more days of Alternative School placement
- Not participating in the state standardized assessment for their grade level (10th PreACT, 11th ACT with Writing, 12th WorkKeys, and AP exams)

Make-up Work Policy:

Make-up tests will only be given to a student who has an excused absence. The student must make arrangements with the teacher to take a make-up test. Homework/Classwork: Students who are absent for excused reasons will be permitted to make up missed work. It is the student's responsibility to get their work assignments the day upon return to school and complete the assignments within 3 days of the absence. Placeholder zeros will be entered into Powerschool until the assignment is completed and graded.

Textbook:

Succeeding in Life and Career-Foundations of Human Studies, 12th edition

Materials and Supplies Needed:

- **\$20.00 Lab Fee (can be paid online or with the school bookkeeper)**
- Basic Classroom supplies (paper, pencil, glue sticks, etc.)
- Chromebook (fully charged) with charger

Laptops

Concerning laptop utilization: 1. Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.

Embedded Literacy, Science & Numeracy Anchor Assignment:

-Read and interpret informational texts (e.g., food labels, recipes, parenting guides, financial documents) to make informed decisions
-Use discipline-specific vocabulary accurately in discussions and written work (e.g., culinary terms, textile techniques, financial terminology).
-Explain physical and chemical changes in food preparation and preservation.
-Use math operations (addition, subtraction, multiplication, division, fractions, ratios) in recipes, measurement conversions, and budgeting.



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Accommodations

Accommodations for this course will be followed according to any Instructional Plan set forth by the Special Education Department.

Example: 18 – WEEK PLAN*	
Weeks 1-2	Foundations Essential Questions: How do the choices I make today influence my well-being, my relationships, and my future?
Weeks 3-4	Marriage and Family Essential Questions: How do family roles, communication, and relationships shape the way families function and solve problems? What role do communication and conflict resolution skills play in choosing a partner?
Weeks 5-7	Parenting and Caregiving Essential Questions: How do the choices teens make in relationships today impact their future roles as partners and parents? What knowledge and skills do teens need to safely and responsibly care for young children?
Week 8	Consumer Sciences Essential Questions: How do the financial choices I make today impact my future stability and goals? What does it mean to be a responsible consumer in today's economy?
Weeks 9-11	Food and Nutrition Essential Questions: How do basic food preparation skills support a healthy and balanced lifestyle? How can reading nutrition labels help me make healthier food choices?
Weeks 12-13	Fashion Essential Questions: What are common methods for washing, drying, and storing clothes? How can hand sewing skills be used to repair, customize, and create clothing and household items?
Weeks 14-18	Housing Essential Questions: How do location, budget, and lifestyle influence housing choices? How can thoughtful decorating create a functional and comfortable living space that reflects personal style?

*This is a tentative plan and may change at the discretion of the teacher.



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Dear Parent/Guardian,

I am looking forward to a great semester with your student! With your student, please read the attached policies, curriculum, and supply lists. Next, sign and date this signature page and have your student return this form. Please provide a current email address and phone number at which I can contact you should the need arise. Feel free to contact me with any concerns about the progress of your student or any aspect of the instruction. Email is usually the best way to contact me using the email address listed above.

**Thank you,
Ms. Wheeler**

Please sign below to acknowledge that you have received, read, and understood the syllabus.

Student name: _____

Student signature: _____

Parent/guardian name: _____

Parent/Guardian signature: _____

Parent/guardian, please provide two ways for me to contact you (email address, phone numbers):

Parent/Guardian Email(s):

Parent/Guardian Phone number(s):

