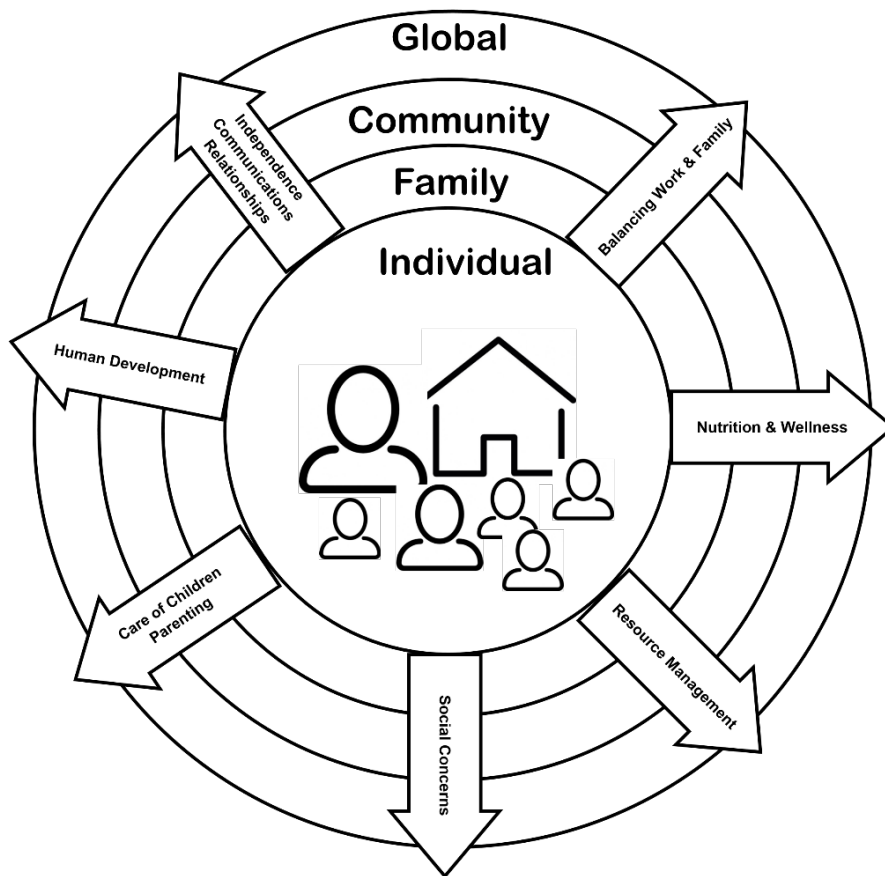


# STANDARDS OF EXCELLENCE



Elementary Standards of Excellence

Middle School/ Junior High Standards of Excellence

High School Standards of Excellence

Occupational Standards of Excellence

## PREFACE

Standards for Excellence in Junior High/ Middle School Family and Consumer Sciences have been developed for two purposes. First, these Standards serve as optimal guidelines for teachers and administrators to improve and maintain quality Family and Consumer Sciences programs at the elementary level. Secondly, these Standards will be used by the Pennsylvania Association of Family and Consumer Sciences as criteria to recognize outstanding Family and Consumer Sciences programs. It is unlikely that any program will meet all criteria, but these Standards were developed so programs can strive for excellence.

These Standards for Excellence have been developed by a committee of the Pennsylvania Association of Family and Consumer Sciences and approved by the Board of Directors of the Association. Numerous family and consumer sciences professionals throughout Pennsylvania were given opportunity to provide input on the Standards. An out of state consultant with expertise in Family and Consumer Sciences provided assistance. Consultants from other states with expertise on middle school/junior high Family and Consumer Sciences provided assistance.

The Pennsylvania Association of Family and Consumer Sciences was responsible for development, printing and distribution of these Standards and no endorsement from any other group has been given or is implied.

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# STANDARDS FOR EXCELLENCE

## MIDDLE SCHOOL/JUNIOR HIGH FAMILY AND CONSUMER SCIENCES

### **Philosophy/Mission**

Improvement of the early adolescent's life in their family is the mission of the middle school/junior high Family and Consumer Sciences program.

A written mission statement is utilized in making programming decisions and in establishing program outcomes and objectives.

Current social issues such as prevention of teen pregnancy, drug and alcohol abuse, domestic abuse, obesity, early adolescent development and relationships to other age groups (ie bullying) and other concerns facing early adolescents are addressed.

All students have equal access to Family and Consumer Sciences classes specifically special needs, gifted, teen parent and others.

### **Curriculum**

Emphasis is on making decisions for the improvement of the individual in their family life utilizing issues such as:

- communication and interpersonal relationships
- human development
- care and development of children
- adolescent resource management to achieve food, clothing, and recreational goals and conserve resources
- personal financial management.
- early adolescent student nutrition and wellness
- career exploration
- ethical and social concerns facing early adolescent students

Curriculum is structured to include the following:

- clearly stated outcomes and objectives dealing with early adolescent and family problems
- incorporation of basic skills of reading, writing, mathematics, and science
- development of ability to think critically and make informed decisions
- investigation of resources and information as a basis for informed decisions
- contemporary issues of the local and global community
- exploration of Family and Consumer Sciences-related careers
- cultural views and traditions
- interdisciplinary learning
- diversity in learning styles
- current technology

### Outcome-oriented objectives

- are based on validated needs of students and community with family and student input
- are based upon knowledge of Family and Consumer Sciences
- reflect clearly defined exit outcomes
- address individual abilities and learning styles
- are used to develop a written curriculum which is followed
- serve as a basis of student assessment

### Teaching methods

- are learner centered
- promote self esteem
- encourage students to accept responsibility for their decisions
- show students the relationship between classroom activities and life outside the classroom
- allow for exploration
- utilizing technology

Evaluation is an on-going, systematic process used to re-direct the program. Curriculum is updated to meet technological advances and the changing needs of individuals, families, and society.

## **Instructional Program**

Optimally, students will meet daily for a marking period or semester as is feasible within the district scheduling.

Program, course, and unit completion is based on successful demonstration of defined outcomes.

Instruction incorporates community resources into the classroom and involves students in the community.

Students are actively involved in learning and thinking skills about problems and issues individuals face in home and families.

The instructional program includes activities beyond the classroom such as Family, Career and Community Leaders of America (FCCLA)

Texts and related resources are appropriate, unbiased and up-to-date.

## **Facilities**

Facilities, equipment, and supplies are safe, well maintained, and adequate for the number of students in classes.

Facilities are cheerful and appropriate for the designed curriculum.

Equipment is related to consumers at home, in the community, and in the workplace and can be used for exploratory and experimental study.

## **Teaching Staff**

All teachers of Family and Consumer Sciences:

- hold valid Pennsylvania Family and Consumer Sciences Instructional I or II certification
- are Certified in Family and Consumer Sciences (CFCS)
- are active in Family and Consumer Sciences professional organizations
- participate in Family and Consumer Sciences workshops, seminars and programs

All Family and Consumer Sciences teachers participate in professional development activities which deal with teaching methods and Family and Consumer Sciences content and research.

Teaching staff communicate with the parents of early adolescents and are involved with community persons and advisory groups.

Teachers comprehend the developmental stages and characteristics of early adolescents and utilize that knowledge in program design and teaching.

Teachers display an enthusiasm for Family and Consumer Sciences and are empowered to articulate why Family and Consumer Sciences is important and different than other subjects.

Teachers have a master's degree or master's equivalency in an area related to Family and Consumer Sciences including courses in priority areas such as family, nutrition and child development.

Teachers use classroom management skills appropriate for encouraging early adolescent growth and development.

Teachers work cooperatively with department members and other professional staff to develop interdisciplinary units.

## **Support**

An active Family and Consumer Sciences advisory committee, composed of community representatives, parents, students, administrators, and staff meets at least twice each year to provide advice and assistance for curriculum and program improvements.

Administrative/supervisory staff and guidance counselors support the program verbally with actions that display an attitude that Family and Consumer Sciences is part of the total school curriculum.

Links are developed among Family and Consumer Sciences and academic teachers for curriculum and organizational decision making.

There is evidence of inclusion of special needs students within the Family and Consumer Sciences Department.

The program is supervised by a professional educated in Family and Consumer Sciences or the supervisor consults and follows the advice of the CFCS advisor.

Financial support is adequate for supplies, equipment, and instructional aides to implement curriculum and achieve instructional objectives, to provide for staff development and for travel and expenses for attending professional Family and Consumer Sciences and FCCLA.

Instructional and teacher aides are provided opportunities for participation in workshops and training programs.

There is a program assessment and improvement a minimum of every five years.

## **EXAMPLES OF CONCEPTS MIDDLE SCHOOL/JUNIOR HIGH FAMILY AND CONSUMER SCIENCES**

Listed below are concepts which are appropriate for and are taught in many Middle School/Junior High Family and Consumer Sciences programs. This list is not all inclusive-just some examples.

### Communications and Interpersonal Relationships

- Individual: Effective communication with peers and family members  
Acceptance of personal responsibility at home
- Family: Family member roles  
Cooperation and communication with family members
- Community: Appreciation of diverse families  
Community service opportunities and participation
- Global: Global diversity which influences on families

### Human Development

- Individual: Self-awareness of unique physical, social, emotional, and intellectual development  
Choices, consequences, and responsibilities of sexual behavior
- Family: Stages of the family within the life cycle  
Changes in the family (historical and intergenerational)
- Community: Concern for others  
Issues within the community-homeless, handicapped, disabled and aged
- Global: Lifestyles of children in other countries  
Various societal beliefs as they apply to lifestyle

### Care and Development of Children

- Individual: Development of early adolescents  
Practices acceptable personal hygiene  
Examination of own personal growth from childhood to present stages
- Family: Children with handicaps, latch-key children, children of single parents and blended families  
Providing care to younger children
- Community: Community resources for parents-types of child care agencies and organizations
- Global: Multi-cultural influences on children  
Intergenerational programs and organizations that support children

### Early Adolescent Resource Management

- Individual: Use of individual resources (time, energy, money) to attain personal goals

- Family: Establishment of family priorities for managing resources- money, time, talents, etc.  
Impact of decisions on all family members
- Community: Conservation of resources-reduce, reuse, recycle  
Impact of volunteerism within the community (scouting, hospitals, day care, church, etc.)
- Global: Awareness of global resources and limitations  
Effects of global economy in the community and family

### Early Adolescent Nutrition and Wellness

- Individual: Responsibility for physical activity, emotional development and food selection  
Safe and sanitary techniques in food preparation and storage
- Family: Exploration of changing nutritional needs  
Family-oriented wellness activities
- Community: Community services that provide foods to those with special needs- food banks, meals on wheels, special diets, etc.
- Global: Healthy dining in public eating places  
World hunger-a safe and adequate food supply for all

### Career Exploration

- Individual: Exploring time and allocation for work, school, and leisure  
Pursuing personal interests related to careers
- Family: Work of family members
- Community: Local job market needs
- Global: National and global careers

### Ethical and Social Concerns Facing Adolescents

- Individual: Responsibility for actions
- Family: Ethical issues facing families-sexual activity, suicide, addictions, cheating, shoplifting, etc.
- Community: Effect of ethical decisions on others in the community
- Global: Ethical implications of social and technological changes  
Civil rights of others