

James Clemens High School

11306 County Line Road
Madison, AL 35756



Phone: 256-216-5313

Extension: 95035

Email: rscourtney@madisoncity.k12.al.us

Course Syllabus

Family and Consumer Science

Instructor: Ms. B. Courtney

Dear Parent/Guardian,

I look forward to having a great year! I feel fortunate to have your student in my class this semester and hope that you will contact me should you have any concerns about the progress of your student or any aspect of the instruction. With your student, please read the attached policies, then 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. Please contact me at school with any concerns.

**Thank you,
Ms. B. Courtney**

My child and I have read and discussed the classroom syllabus.

Student Name (Print) _____ Date _____

Student Signature _____ Date _____

Parent/Guardian Name (Print) _____ Date _____

Parent/Guardian Signature _____ Date _____

Email Address(es) _____

Phone number(s) _____
Cell Home Work



Course Syllabus

Family and Consumer Science 2025-2026

Instructor: Ms. B. Courtney

Course Description:

Family and Community Services provides students interested in human services careers with an opportunity to examine various career paths available to community services professionals. The course requires students to demonstrate the necessary skills of successful family and community service professionals, analyze the role of service providers in the lives of individuals and families, and investigate the qualities of impactful programs and providers.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Human Services cluster affiliate with Family, Career, and Community Leaders of America (FCCLA).

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

CRI Available for this course:

There is a certification offer for FCS. The certification is Consumer Service- Skills for Success

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Course Standards:

UNIT 1: FOUNDATIONAL STANDARDS

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

UNIT 2: FINANCIAL LITERACY AND CONSUMER ADVOCACY

1. Investigate and report on consumer issues and activities. Examples: purchasing a home, saving, retirement, credit, tax preparation, credit counseling
2. Develop a financial plan for an individual based on resources and financial goals.
3. Describe the functions of financial planners, consumer specialists, and financial goals.
4. Compare and contrast advertising techniques and explain how they influence consumer behavior.
5. Investigate and report on the activities and efficacy of agencies that provide consumer protections.

UNIT 3: CONSUMER AND FAMILY RESOURCES

6. Compare and contrast resources and support systems for individuals, families, and consumers. Examples: food banks, nonprofit organizations, public health systems
7. Outline the functions of family and community service professionals. Examples: social workers, child life specialists, family life educators, extension agents, mental health counselors

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8. Investigate and report on public policies that affect families and consumers. Examples: Family Medical Leave Act, Earned Income Tax Credit, education policies, public health policies such as smoke-free spaces

UNIT 4: HOUSING AND PROPERTY MANAGEMENT

9. Explain how housing needs for individuals and families change across the lifespan.

10. Compare and contrast types of housing. Examples: single-family dwellings, condominiums, apartments a. Compare and contrast methods of securing and financing housing. Examples: mortgages, leases; advantages and disadvantages of renting and owning a home

11. Identify maintenance and safety issues facing property managers and homeowners and summarize measures to resolve them. Examples: presence of carbon monoxide, ADA accessibility, insurance requirements, smoke detectors, radon detectors

12. Outline opportunities for entrepreneurial endeavors within the housing industry. Examples: real estate sales, home renovations, home staging services.

UNIT 5: HUMAN DEVELOPMENT AND FAMILY STUDIES

13. Compare and contrast diverse family units, including blended families, multi-generational households, single-parent households, and two-parent households.

14. Summarize the stages of the family life cycle and describe the choices and responsibilities that individuals encounter in each stage.

15. Summarize the characteristics of high-quality caregivers that family members may need across the lifespan. Examples: dependable, respectful, qualified, trustworthy

16. Demonstrate teamwork and leadership skills in the family, workplace, and community. Examples: participating in an FCCLA National Program or competing in an FCCLA STAR Event

UNIT 6: INTERPERSONAL RELATIONSHIPS AND COMMUNICATION

17. Describe and demonstrate skills for building, developing, and maintaining healthy interpersonal relationships. Examples: communication and conflict resolution skills, the role of digital media in interpersonal communication, setting boundaries, recognizing the signs of abuse

18. Discuss teen violence, identifying its underlying issues and means of prevention. Examples: bullying, child abuse, dating violence, suicide

19. Describe stress management strategies for school, work, family, and community settings.

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20. Compare and contrast workplace norms across professions, cultures, and business types. Examples: dress code, time management, deadlines, chain of command, project management

UNIT 7: FOOD AND NUTRITION

21. Plan basic menus that meet nutrition and wellness needs across the lifespan in accordance with current dietary guidelines.

22. Prepare a variety of foods, using safe practices for food handling and sanitation. Examples: a snack, an entree, a salad, a dessert, a vegetable

23. Demonstrate appropriate etiquette for a variety of settings and situations. Examples: table settings and customs; business lunches, social occasions, formal dining

24. Describe the roles and functions of food professionals, including dietitians, food technologists, food product developers, and restaurateurs.

UNIT 8: CLOTHING, TEXTILES, AND DESIGN

25. Identify the elements and principles of design and explain their role in human environments, including their use in apparel and housing. a. Apply the elements and principles of design to product merchandising and marketing. Examples: Design a store window for retail merchandising. Create social media marketing for a boutique. b. Create a design for a product in the clothing, textiles, or housing industry, using the elements and principles of design. c. Demonstrate the selection and placement of furniture, equipment, and home accessories to meet individual or family needs.

26. Demonstrate skills for constructing and caring for apparel or textiles. Examples: basic maintenance and repair, alteration techniques, hand sewing, machine sewing, knitting, crocheting, draping, creating patterns, laundering, and storing.

27. Describe the cycle of design trends in housing and apparel. Examples: color patterns and palettes

28. Describe the roles and functions of professionals in the design industry. Examples: visual merchandisers, sourcing agents, product developers, home stagers, interior designers, interior decorators, textile manufacturers

Classroom Rules and Expectations:

Jet Core Values: Live to “Be Respectful, Be Responsible, Be Resourceful, Be Reliable”

Classroom Management Plan

- Verbal reprimand
- Conference with student with parent contact
- Withdrawal of privilege(s) with parent contact
- Other consequences determined to be reasonable and appropriate by the school administration.

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Technology:

NO PERSONAL DEVICES PERMITTED IN THE CLASSROOM. Students should have their Madison City-issued Chromebook and charger with them every day. Please refer to the Madison City Schools Code of Student Conduct and the Madison City Schools policy manual concerning wireless communication. devices.

Grading Policy:

Test grades will account for 70% of the 9-week grade, with the remaining 30% being determined by quiz/daily grades. The 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. The final exam counts for 20% of the final grade. **All missing assignments will be entered into the gradebook as a zero until late work has been graded.**

Make-Up Work Policy:

Make-Up Work: Students will need to schedule a make-up test with Ms. Courtney ASAP! No make-up test will be given during class. Students have three days from the return of absence to get their missing work turned in. All missing work will be entered as a zero until it is made up. Remember, it is your responsibility to get your make-up assignments and turn them in on time. **Late Work:** Late work is subjected to penalty points at the teacher's discretion. After that work will not be accepted.

Embedded Literacy Anchor Assignment:

Each student will choose **one real-world scenario** from the list below that ties together multiple units (e.g., workplace safety, consumer choices, housing, nutrition, interpersonal relationships, etc.). Students will **research, analyze, and write a report or article** that addresses the scenario using **evidence from at least three different units** of the course.

Embedded Numeracy Anchor Assignment:

Students will create a personal financial plan for a fictional individual or family scenario using math skills such as budgeting, calculating interest, comparing prices, interpreting charts, and analyzing savings goals. They will present their findings in a written report supported by graphs, tables, and calculations.

*** This syllabus serves as a guide for both the teacher and student; however, during the term, it may become necessary to make additions, deletions, or substitutions.**