

FAMILY & CONSUMER SCIENCE FRAMEWORK

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MISSION

The mission of Family & Consumer Sciences in the Millard Public Schools is to empower individuals and families throughout their lifespan to manage the challenges of living and working in society. Interrelationships between personal choices, work and family are the unique focus. The curriculum is designed to enable the student to:

Develop knowledge and skills that support strong, healthy individuals, families and communities.

Assume leadership in promoting the well being of individuals, families and societies in a changing world.

Integrate work and family responsibilities and effectively manage human, natural, and personal resources.

Apply critical and creative thinking skills in problem solving related to change, the individual, family, and community and work environments.

Develop knowledge, skills, integrity and ethical behaviors for success in employment.

ESSENTIAL QUESTIONS

The Family & Consumer Science Framework is based on the unique focus on the family and the preparation of individuals for independent living. Staff members have aligned the framework with the national position paper of the Family & Consumer Science Division of the Association for Career & Technical Education (ACTE), National Standards for Family & Consumer Science, and the Nebraska Framework for Family & Consumer Science Education. In this alignment, the staff has linked all curriculum outcomes to three essential questions. These questions are:

- What knowledge, skills and actions are needed to develop nurturing, caring and responsible individuals and families?
- What knowledge, skills and actions are needed to acquire, allocate, and utilize personal, family and community resources?
- What knowledge, skills and actions are needed related to employment, family, and community?

The framework identifies the outcomes and enabling objectives that are necessary to address these essential questions as they are developmentally and conceptually appropriate for students. The middle school framework provides exploration in the concepts related to the three essential questions. The focus for the high school courses is investigation in focus areas of study.

Family & Consumer Science National Standards. (1998) Decatur, GA: Vocational Technical Education Consortium of States, Southern Association of Colleges and Schools, for the National Association of State Administrators for Family & Consumer Sciences Education.

Nebraska Framework for Family & Consumer Sciences Education Curriculum Development. (1995) Lincoln, NE: Nebraska Department of Education

RELATIONSHIP OF FRAMEWORK TO ACADEMIC AND LIFE SKILLS ESSENTIAL LEARNER OUTCOMES

The courses in the framework emphasize the following Essential Learner Outcomes:

Academic ELOs

- Demonstrate competencies in reading to understand and evaluate a variety of texts.
- Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
- Understand and use attributes of geometric figures and systems of measurement.
- Apply appropriate mathematical strategies to solve problems.
- Demonstrate appropriate speaking and listening skills for a variety of settings.
- Demonstrate skills in managing money.
- Make sound financial choices by using appropriate resources.
- Understand ethnic and cultural differences.
- Understand human differences.
- Use a variety of technological resources to solve problems.
- Understand human growth and development.
- Identify the values of good nutrition and physical activity.

Life Skill ELOs

- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Demonstrate ability to set and pursue short-term and long-term goals
- Obtain, organize and evaluate information successfully.

MILLARD ESSENTIAL LEARNER OUTCOMES

- CITIZENSHIP • CONSUMER ECONOMICS • FINE AND PERFORMING ARTS • HUMAN RELATIONS
 • LITERACY AND COMMUNICATION • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING
 • SCIENCE • SOCIAL STUDIES • TECHNOLOGY • WELLNESS

ACADEMIC SKILLS AND APPLICATIONS	LIFE SKILLS AND PERFORMANCES
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Students will demonstrate proficiency on these twelve indicators by meeting established standards on district-wide assessments. This proficiency, along with the successful completion of 225 credits for the class of 2004 and beyond, is used for diploma granting or denial. Students in the Millard Public Schools will:

LITERACY AND COMMUNICATION

1. Demonstrate competencies in reading to understand and evaluate a variety of texts.
2. Demonstrate competencies in writing in a variety of modes.

MATHEMATICS

4. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
5. Understand and use attributes of geometric figures and systems of measurement.
6. Demonstrate knowledge of and use coordinate systems and algebraic concepts.
7. Select, organize, display and analyze data.
8. Apply appropriate mathematical strategies to solve problems.

SCIENCE

9. Use scientific processes to understand the unifying concepts of the natural world.
10. Demonstrate understanding of life, physical, earth and space sciences.

SOCIAL STUDIES

11. Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.
12. Demonstrate practical knowledge of history, economics and geography.
13. Understand global interdependence.

Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught), competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used for diploma-granting or denial.

LITERACY AND COMMUNICATION

3. Demonstrate appropriate speaking and listening skills for a variety of settings.

CONSUMER ECONOMICS

14. Demonstrate skills in managing money.
15. Make sound financial choices by using appropriate resources.

HUMAN RELATIONS

16. Understand ethnic and cultural differences.
17. Understand human differences.

TECHNOLOGY

18. Obtain information electronically and organizes it successfully.
19. Convey information using technology.
20. Use a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS

21. Experience and evaluate a variety of music, art, or drama.

WELLNESS

22. Understand human growth and development.
23. Identify the values of good nutrition and physical activity.
24. Evaluate the impact of addictive substances and behaviors.

Within the school setting, students in the Millard Schools will:

READINESS FOR WORK

25. Demonstrate the ability to manage time.
26. Demonstrate the ability to follow directions.
27. Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
28. Develop ability to work with others to accomplish tasks/goals.
29. Demonstrate essential knowledge of good work habits.
30. Demonstrate responsibility.

READINESS FOR LIFE-LONG LEARNING

31. Demonstrate ability to set and pursue short term and long term goals.
32. Obtain, organize and evaluate information successfully.
33. Develop the attributes of:
 - integrity,
 - self-discipline,
 - positive attitude,
 - perseverance.

CITIZENSHIP

34. Participate in community and/or school organization.
35. Acknowledge diversity of others.
36. Respect the rights of others.
37. Treat others in a considerate and non-demeaning manner.



NATIONAL STANDARDS FOR FAMILY & CONSUMER SCIENCE

The Family and Consumer Science Framework identifies essential questions and outcomes to achieve two goals. One goal is to prepare students to function successfully in personal and career roles in their lives. The other is to prepare students for Family & Consumer Science related careers. The framework is aligned with National Standards for Family & Consumer Science and the State of Nebraska Family & Consumer Science Framework. Family and Consumer Science courses prepare students to manage resources in their personal and professional lives. Embedded in each course is the application of life skills necessary to succeed in the workforce. The courses proposed in this framework relate to the following areas:

- Human Growth and Development
- Foods and Nutrition, Hospitality
- Textiles, Clothing and Design
- Workforce preparation

In addition to outcomes and enabling objectives that are specific to each clustered area of study, each course includes an outcome related to an understanding of careers associated with that cluster.

National Standards for Family & Consumer Science

1. Career, Community and Family Connections

1.0 Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.

1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.

1.2 Demonstrate transferable and employability skills in community and workplace settings.

1.3 Analyze the reciprocal impact of individual and family participation in community activities.

2. Consumer and Family Resources

2.0 Evaluate management practices related to the human, economic, and environmental resources.

2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.

2.2 Analyze the relationship of the environment to family and consumer resources.

2.3 Analyze policies that support consumer rights and responsibilities.

2.4 Evaluate the impact of technology on individual and family resources.

2.5 Analyze interrelationship between the economic system and consumer actions.

2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

3. Consumer Services

3.0 Integrate knowledge, skills, and practices required for careers in consumer services.

3.1 Analyze career paths within consumer service industries.

3.2 Analyze factors that impact consumer advocacy.

3.3 Analyze factors in developing a long-term financial management plan.

3.4 Analyze resource consumption for conservation and waste management practices.

3.5 Demonstrate skills need for product development, testing, and presentation.

4. Early Childhood, Education and Services

4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

4.1 Analyze career paths within early childhood, education and services.

4.2 Utilize developmentally appropriate practices and other child development theories when planning for early childhood, education, and services.

4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

4.4 Demonstrate a safe and healthy learning environment for children.

4.5 Demonstrate techniques for positive collaborative relationships with children.

4.6 Demonstrate professional practices and standards related to working with children.

5. Facilities Management and Maintenance

5.0 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

- 5.1 Analyze career paths within facilities management and maintenance areas.
- 5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation.
- 5.3 Demonstrate sanitation procedures for a clean and safe environment.
- 5.4 Apply hazardous materials and waste management procedures.
- 5.5 Demonstrate a work environment that provides safety and security.
- 5.6 Demonstrate appropriate laundering processes.
- 5.7 Demonstrate facilities management functions.

6. Family

6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.

- 6.1 Analyze the impact of family as a system on individuals and society.
- 6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

7. Family and Community Services

7.0 Integrate knowledge, skills, and practices required for careers in family and community services.

- 7.1 Analyze career paths within family and community services.
- 7.2 Analyze factors related to providing family and community services.
- 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.
- 7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.
- 7.5 Identify services for individuals and families with a variety of disadvantaging conditions.

8. Food Production and Services

8.0 Integrate knowledge, skills, and practices required for careers in food production and services.

- 8.1 Analyze career paths within the food production and food services industries.
- 8.2 Demonstrate food safety and sanitation procedures.
- 8.3 Demonstrate selecting, using, and maintaining food production equipment.
- 8.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.
- 8.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.
- 8.6 Demonstrate implementation of food service management functions.
- 8.7 Demonstrate the concept of internal and external customer service.

9. Food Science, Dietetics and Nutrition

9.0 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

- 9.1 Analyze career paths within the food science, dietetics, and nutrition industries.
- 9.2 Apply risk management procedures to food safety, food testing, and sanitation.
- 9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- 9.4 Demonstrate basic concepts of nutritional therapy.
- 9.5 Demonstrate use of current technology in food product development and marketing.
- 9.6 Demonstrate food science, dietetic, and nutrition management principles and practices.

10. Hospitality, Tourism, and Recreation

10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.

- 10.1 Analyze career paths within the hospitality, tourism, and recreation industries.
- 10.2 Demonstrate procedures applied to safety, security, and environmental issues.
- 10.3 Apply concepts of service to meet customer expectations.
- 10.4 Demonstrate practices and skills involved in lodging occupations.
- 10.5 Demonstrate practices and skills for travel related services.
- 10.6 Demonstrate management of recreation, leisure, and other programs and events.

11. Housing, Interiors and Furnishings

11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

- 11.1 Analyze career paths within the housing, interiors, and furnishings industry.
- 11.2 Evaluate housing decisions in relation to available resources and options.
- 11.3 Evaluate the use of housing and interior furnishing and products in meeting specific design needs.
- 11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.
- 11.5 Analyze influences on architectural and furniture design and development.
- 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.
- 11.7 Demonstrate design ideas through visual presentation.
- 11.8 Demonstrate general procedures for business profitability and career success.

12. Human Development

12.0 Analyze factors that impact human growth and development.

- 12.1 Analyze principles of human growth and development across the life span.
- 12.2 Analyze conditions that influence human growth and development
- 12.3 Analyze strategies that promote growth and development across the life span.

13. Interpersonal Relationships

13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.

- 13.1 Analyze functions and expectations of various types of relationships.
- 13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.

- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 13.4 Evaluate effective conflict prevention and management techniques.
- 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
- 13.6 Demonstrate standards that guide behavior in interpersonal relationships.

14. Nutrition and Wellness

- 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- 14.1 Analyze factors that influence nutrition and wellness practices across the life span.
- 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 14.4 Evaluate factors that affect food safety, from production through consumption.
- 14.5 Evaluate the impact of science and technology on food composition, safety, and other issues.

15. Parenting

- 15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
- 15.1 Analyze roles and responsibilities of parenting.
- 15.2 Evaluate parenting practices that maximize human growth and development.
- 15.3 Evaluate external support systems that provide services for parents.
- 15.4 Analyze physical and emotional factors related to beginning the parenting process.

16. Textiles and Apparel

- 16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparel.
- 16.1 Analyze career paths within the textiles and apparel design industry.
- 16.2 Evaluate fiber and textiles materials.
- 16.3 Demonstrate apparel and textiles design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.
- 16.5 Evaluate elements of textiles and apparel merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

Family & Consumer Science National Standards. (1998) Decatur, GA: Vocational Technical Education Consortium of States, Southern Association of Colleges and Schools, for the National Association of State Administrators for Family & Consumer Sciences Education.

Nebraska Framework for Family & Consumer Science Education Curriculum Development. (1995) Lincoln, NE: Nebraska Department of Education.

INSTRUCTIONAL APPROACHES

Instruction in Family & Consumer Science uses the problem solving, practical reasoning process to analyze issues related to concepts within the strands of study. The approach ensures rigor and relevance in instructional practices and connects students to real life problems that relate to all backgrounds and abilities. This also makes authentic assessment an integral part of instruction.

Students enroll in Family & Consumer Science courses to learn life skills. The use of differentiation allows each student to learn at an optimal level. It is necessary to recognize and meet individual needs to allow for maximum learning.

Differentiation for instruction is a natural part of Family & Consumer Science instruction. Students in Family & Consumer Science classes have traditionally experienced instruction that facilitates learning through a variety of learning styles. Given any one concept, students may read and/or write about it, observe a teacher or student demonstration, and participate in discussion and experiments. This type of instruction creates an environment in which learning occurs and is reinforced for students of all abilities and backgrounds.

The capabilities that humans possess are grouped into eight comprehensive categories or intelligences. Family & Consumer Science classrooms create opportunities that address student strengths in each area of intelligence. Examples of the application of each intelligence include:

Logical/Mathematical	Measure, figure cost of food, clothing, housing
Body/Kinesthetic	Manipulate food, clothing, interiors
Spatial	Create food, textile projects, living environments
Interpersonal	Cooperative work in all areas
Intrapersonal	Set goals, decision making process
Linguistic	Journals, written work, technical reading
Musical	Music and lyrics related to human relationships and development
Naturalist	Conservation of resources

Although differentiated instruction has traditionally been incorporated in Family & Consumer Science classrooms, teachers can make a conscious use of these strategies by continuing to pursue and apply information related to learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities. This will ensure success for all students.

Suggested resources:

Armstrong, Thomas. (2000) Multiple Intelligences in the Classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

Family and Consumer Sciences National Standards. (1998) Decatur, GA: Vocational Technical Education Consortium of States, Southern Association of Colleges and Schools, for the National Association of State Administrators for Family and Consumer Sciences Education.

Heacox, Diane. Differentiating Instruction in the Regular Classroom. (2002) Minneapolis, MN. Free Spirit Publishing

Instructional Strategies, How to Teach for Rigor and Relevance. (2000) International Center for Leadership in Education. Rexford, NY.

Nebraska Framework for Family & Consumer Sciences Education Curriculum Development. (1995) Lincoln, NE: Nebraska Department of Education.

Tomlinson, Carol Ann. (1999) The Differentiated Classroom. Alexandria, VA. Association for Supervision and Curriculum Development

ARTICULATION CHART

All 6th & 7th Grade Students will complete:	8th Grade Electives: (Students may choose any or all of the following)
Foods, Nutrition & Family Living Textiles, Clothing & Design	5810 Foods for Teens 5840 Super Sewing 5830 Designing Spaces 5820 Career Planning 5850 Money Management

Interest	9 th	10 th	11 th	12 th
Textiles	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design Independent Study Textiles	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design Independent Study Textiles
Foods & Nutrition	523 Foods for Today 524 International Foods	523 Foods for Today 524 International Foods	523 Foods for Today 524 International Foods 525 Culinary Skills Independent Study Foods	523 Foods for Today 524 International Foods 525 Culinary Skills Independent Study Foods
Human Development & Family			527 Child Development 528 Adult Living	527 Child Development 528 Adult Living Independent Study Child Development

Please refer to the Special Programs section of the curriculum handbook for information on Independent Study opportunities.

Metropolitan Community College Opportunities

The following courses are articulated with Metropolitan Community College (MCC):

- Culinary Skills
- Child Development

Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

- Obtain a grade of “B” or better in the course to be considered for advanced standing
- Complete the Advanced Standing Application and enroll at MCC within two years of high school graduation.

Family & Consumer Science Specialty Diploma Path

(All students must take a human resource course to graduate.
The following courses are over and above this requirement)

Specialty Commended Diploma:

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of 3 courses in one of the focus areas (see chart below). If either Child Development or Adult Living is taken to fulfill the human resource graduation requirement, it may not be included in the 30 credits.

Specialty Distinguished Diploma:

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of 3 courses in one of the focus areas (see chart below). If either Child Development or Adult Living is taken to fulfill the human resource graduation requirement, it may not be included in the 50 credits.

<u>FOCUS AREAS</u>	
Textiles, Clothing & Design Sequence	Foods & Nutrition Sequence
Interior Design (5) Apparel Design & Production (5) Creative Textile Design (5) Textiles Independent Study (5)	Foods for Today (5) International Foods (5) Culinary Skills (5) Foods & Nutrition Independent Study (5)
To complete the requirement for 30/50 credits students may take any of the courses above not already taken.	

The following courses may be completed to earn 30/50 credits if not taken for the human resource graduation requirement.

- Child Development (5)
- Adult Living (5)

MIDDLE LEVEL COURSES
FOODS, NUTRITION & FAMILY LIVING

Foods, Nutrition & Family Living **6/7th grade** **6 weeks**

Description: Students will learn food preparation skills to prepare snacks and simple meals. Students will use consumer skills and nutrition information to select snacks and meals for busy teens. Students will learn safe practices to be alone or to care for younger children.

Prerequisite: None

Enduring Understanding Students learn to create strong relationships through family and friends.

Outcome 1:

Students will develop characteristics to build positive peer and family relationships.

Objectives: Students will:

- Recognize qualities of friendship
- Identify roles within families

Assessment:

Given a case situation, identify the characteristics that strengthen a relationship.

Enduring Understanding Food choices and physical activity affect lifelong health and well-being.

Outcome 2

Students will identify the relationship of food and nutrition to developing nurturing, caring, responsible individuals and families.

Objectives Student will:

- Demonstrate the ability to function effectively in a group
- Identify influences that affect nutrition and wellness.
- Recognize individual nutritional needs to support a healthy life style.

Assessment

Lab evaluation.

Enduring Understanding Safe living practices enable one to function independently and to be responsible for others.

Outcome 3

Students will identify and create a safe working environment using equipment and technology appropriately. Apply safe practices when responsible for self and others.

Objectives Student will:

- Use safe and sanitary food preparation techniques.
- Recognize the importance of safety in childcare settings.
- Apply personal safety measures when alone.

Assessment

Written response identifying safety and sanitation practices.
Lab evaluation.

Enduring Understanding One can use food preparation and decision making skills to function independently and to be responsible for others.

Outcome 4

Students will apply management techniques and appropriate food preparation skills necessary for acquisition, allocation, and utilization of resources.

Academic ELOs

Objectives Student will:

- Use appropriate techniques to measure solid, liquid and dry ingredients to prepare a variety of foods.
- Identify and use basic food preparation tools and equipment to prepare a variety of foods.
- Read and follow directions for a variety of recipes.
- Use appropriate table etiquette.
- Use consumer skills to effectively manage resources of energy, time and money.

Assessment

Demonstrate food preparation skills and procedures by completion of labs.

Primary Resource:

Kowatluk. (2005) Discovering Foods. Colmbia, Ohio. Glencoe.

TEXTILES, CLOTHING & DESIGN

Textiles, Clothing & Design

6/7th grade

6 weeks

Description: Learn skills to care for clothing and home environments. Learn to operate sewing equipment to complete a project.

Prerequisite: None

Enduring Understanding One can apply safe living practices to function independently and to contribute to the work of the family.

Outcome 1

Students will identify and create a safe working environment using textile equipment and technology appropriately.

Objectives Student will:

- Apply safe practices in the textiles lab.
- Use laundry equipment appropriately

Assessment

Written response identifying safety practices in the textiles lab.
Lab evaluation.

Enduring Understanding People who have knowledge of clothing selection, maintenance and repair have more choices to manage resources effectively.

Outcome 2

Students will apply consumer skills necessary for acquisition, allocation, and utilization of resources.

Objectives Student will:

- Use appropriate techniques to care for and operate textiles equipment and tools.
- Read and follow directions to construct a project.
- Identify and use appropriate textile related measuring instruments.
- Identify and use appropriate hand stitching techniques.
- Practice effective time management.
- Demonstrate basic laundry techniques.
- Demonstrate simple mending techniques.

Assessment

Demonstrate textiles, clothing and design skills by completion of a project.
Lab evaluation.

Enduring Understanding Clothing can enhance one's success in work. Career exploration is an ongoing process.

Outcome 3:

Students will recognize the relationship between appearance and work. Student will identify personal strengths and interests related to careers.

Objectives:

- Identify clothing concepts to support work.
- Identify personal interests and priorities related to textile, clothing and design career.

Assessment:

Given a case situation, students will recognize the positive and negative qualities of a worker's appearance.

Identify and support personal career choices.

Primary Resource:

Kelly-Plate and Eubanks. (2004) Today's Teen. Columbia, Ohio. Glencoe.

FOODS FOR TEENS

Food for Teens

8TH Grade

6 weeks

Description: Use new food preparation techniques and equipment to prepare a variety of foods. Students will explore nutrition, food decision-making and cooking skills.

Prerequisite: None

Enduring Understanding Food is a basic need that helps develop strong bodies and contributes to social and emotional well-being.

Outcome 1

Students will understand the relationship of foods and nutrition, to developing nurturing, caring, responsible individuals and families.

Objectives Student will:

- Practice cooperation and communication skills.
- Apply problem-solving skills and teamwork in a cooperative setting.
- Recognize food choices that support a healthy life style.

Assessment

Demonstrate communication, cooperation and social skills within a lab setting.
Given a dietary problem evaluate a meal plan.

Enduring Understanding Individuals who have food preparation skills have more choices related to managing resources.

Outcome 2

Students will apply management techniques and consumer skills necessary for acquisition, allocation and utilization of personal, family and community resources.

Objectives Student will:

- Apply basic food preparation skills to prepare a variety of foods.
- Apply time and money management skills to prepare meals.
- Interpret sources of nutrition information.

Assessment

Demonstrate food preparation skills and procedures by successful completion of projects and labs.

Complete nutrition analysis.

Enduring Understanding Safe and sanitary food handling practices are a critical component of a healthy diet.

Outcome 3

Students will identify and create a safe working environment using equipment and technology appropriately.

Objectives Student will:

- Use appropriate food preparation techniques.
- Apply safe and sanitary food preparation and handling techniques.

Assessment

Written response to identify appropriate safety and sanitation practices.

Lab assessments.

Enduring Understanding There are many career opportunities related to food and nutrition.

Outcome 4

Students will examine opportunities in food and nutrition, careers and use of leisure time.

Objectives Student will:

- Identify and describe career opportunities.
- Identify relationship of food handling, preparation and consumer skills to success on personal and career goals.
- Recognize affective rewards of food decisions.

Assessment

Consumer comparison project.

Case situation.

Primary Resource:

Byrd-Bredbenner, Carol.(2006) Adventures in Foods. Tinley Park, IL. Goodheart-Wilcox.

DESIGNING SPACES

Designing Spaces

8th grade

6 weeks

Description: Use elements and principles of design to create a bedroom floor plan. Create crafts and accessories to decorate a room. Explore textile, design and housing related careers.

Prerequisite: None

Enduring Understanding Housing is a basic need that contributes to social and emotional well-being.

Outcome 1

Students will understand the relationship of textiles, housing and design to developing nurturing, caring, responsible individuals and families.

Objectives Student will:

- Apply problem-solving skills in a cooperative setting.
- Recognize the impact of environment on personal satisfaction and self-expression.

Assessment

Evaluate room design project for design principles, personal satisfaction and self-expression.

Enduring Understanding Individuals who have an understanding of home design have more choices related to managing resources.

Outcome 2

Students will apply management techniques and consumer skills necessary for acquisition, allocation and utilization of personal, family and community resources.

Objectives Student will:

- Create and evaluate a room plan using the elements and principles of design.
- Use textile techniques and emerging technology to create interior accessories.
- Apply organizational principles to room plan design.

Assessment

Room plan design

Accessory project for room plan

Enduring Understanding Physical safety is an important factor in the use of textile equipment and in home design.

Outcome 3

Students will identify and create a safe working environment using textile equipment and technology appropriately.

Objectives Student will:

- Apply safe work habits in the textiles lab.

Assessment

Written response to identify safe textiles lab practices.

Lab as

Enduring Understanding There are many career opportunities related to textiles, clothing and design.

Outcome 4

Students will examine opportunities in textiles, clothing and design careers and use of leisure time.

Objectives Student will:

- Identify relationship of textiles, clothing and design skills to success on personal and career goals.
- Recognize affective rewards of housing decisions.

Assessment

Reflection on a design product and/or process.

Primary Resources

To be determined

SUPER SEWING

Super Sewing

8th grade

6 weeks

Description: Learn to use a pattern and the latest technology in sewing machines and sergers to make simple apparel. Learn to make consumer decisions related to clothing.

Prerequisite: None

Enduring Understanding Clothing is a basic need that contributes to physical, social and emotional well-being.

Outcome 1

Students will understand the relationship of textiles, clothing and design to developing nurturing, caring, responsible individuals and families.

Objectives Student will:

- Apply problem-solving skills in a cooperative setting.
- Recognize the impact of clothing choices on image and creative expression.

Assessment

Given a case situation, identify appropriate clothing choices.

Enduring Understanding Individuals who have an understanding of clothing maintenance and construction have more choices related to managing resources.

Outcome 2

Students will apply textile, clothing and design techniques and consumer skills necessary for acquisition, allocation and utilization of personal, family and community resources.

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Objectives Student will:

- Use a pattern to construct apparel
- Understand resource management skills to purchase and maintain clothing.
- Use emerging technology to create and personalize apparel

Assessment

Demonstrate textiles skills and procedures by successful completion of projects and labs.

Enduring Understanding Physical safety is an important factor in the use of textile equipment.

Outcome 3

Students will identify and create a safe working environment using equipment and technology appropriately.

Objectives Student will:

- Apply safe work habits in the textiles lab.

Assessment

Written response to identify safe textiles lab practices.
Lab assessments.

Enduring Understanding There are many career opportunities related to textiles, clothing and design.

Outcome 4

Students will examine opportunities in textiles, clothing and design careers and use of leisure time.

Objectives Student will:

- Identify and describe career opportunities.
- Identify relationship of textile, clothing and skills to success on personal and career goals.
- Recognize affective rewards of textile decisions.

Assessment

Consumer comparison project.
Case situation.

Primary Resource:

To be determine

CAREER PLANNING

Career Planning

8th Grade

6 weeks

Description: It's never too early to think about future career goals. This course will assist students in making decisions regarding educational career choices that will prepare them for their future. Students will identify interest areas, explore clusters of occupations, practice interviewing, learn positive job skills, and interview members of the community about their careers. Exploring a variety of career options will assist students as they develop their educational plans for high school and beyond.

Prerequisite: None

Enduring Understanding Individuals define employment, work and career differently.

Outcome 1

Students will explore the personal meaning of work.

Objectives Student will:

- Create personal SMART goals related to the world of work.
- Use a Personal Learning Plan as a tool to clarify values related to the world of work.
- Determine how the world of work influences family, community and career relationships.
- Recognize that some changes in the world of work can be controlled and some cannot.
- Recognize how current educational choices enhance personal goals.

Assessment

Personal Learning Plans identify career goals and ways to achieve the goals.

Enduring Understanding Individuals who are aware of the variety of career options related to personal strengths are better able to make satisfying career choices.

Outcome 2

Students will explore career interests, skills and aptitudes.

Objectives Student will:

- Assess personal work interests using a variety of inventories.
- Identify academic strengths that relate to work interests.
- Recognize how having appropriate life skills facilitate success in the world of work.

Assessment

Reflection on personal strengths and alignment with specific career options.

Enduring Understanding Education prepares one for and enhances success in a career.

Outcome 3

Students will examine types of academic preparation necessary for career success.

Objectives Student will:

Identify high school courses and activities that prepare future career needs.

Identify education and training opportunities for career preparation.

Assessment

Create an education plan to support given careers.

Enduring Understanding One needs job seeking skills to seek satisfying employment.

Outcome 4

Students will develop skills to locate, evaluate and interpret career information,

Objectives Student will:

- Understand the ways in which jobs are identified and classified.
- Research job classifications that relate to personal strengths and interests.
- Discover and evaluate careers that related to personal strengths and interests.

Assessment

Mock job search

Enduring Understanding One needs to now how to obtain a job.

Outcome 5

Students will demonstrate an understanding of career attainment skills.

Objectives Student will:

- Compare and contrast sources for finding a job.
- Identify information needed to build a resume.
- Complete a job application
- Participate in an interview and follow-up correspondence

Assessment

Resume and mock interview

Primary Resource:

To be determine

MONEY MANAGEMENT

Managing Money

8th Grade

6 weeks

Description: Prepare for life's financial realities. Students will explore the relationship between earning money and spending it. Smart consumer behavior will be discussed. Student will be introduced to managing a checkbook, creating a budget and planning for large expenditures. Students will apply math skills through the calculation of discounts, taxes, interest income and more.

Prerequisite: None

Enduring Understanding Goals are directly related to managing economic resources.

Outcome 1

Students will understand the relationship between personal goals and managing economic resources.

Objectives Student will:

- Investigate interests and strengths as they relate to career fields
- Create short and long term career and financial plans

Assessment

Career and budget planning portfolio

Enduring Understanding Individuals who are aware of financial decision-making strategies are better able to make satisfying spending decisions.

Outcome 2

Students will demonstrate the ability to utilize resources and develop decision-making skills to accomplish money management goals.

Objectives Student will:

- Prepare a budget to achieve financial goals.
- Practice electronic and manual banking.
- Identify types of investments.
- Plan for interest income.
- Understand the impact of credit.
- Recognize the impact of types of taxes.
- Create spending plans for major purchases.

Assessment

Consumer Analysis project

Career and budget planning portfolio

Primary Resource:

To be determine

HIGH SCHOOL COURSES
CLOTHING, TEXTILES & DESIGN

Clothing, Textiles & Design

9-12

S

5 Credits

Description:

Design and create your own textile project(s). Explore careers in the textile, clothing and design industry as well as refine personal and professional images. Computerized sewing machines, patterns and small equipment will be used to complete projects.

Prerequisite: None

Enduring Understanding:

There are many influences on clothing and textiles.

Outcome 1

Students will evaluate influences on clothing and textiles

Objectives Student will:

- Recognize historical, economic and cultural influences on clothing and textiles.
- Identify images projected by clothing.
- Explain how clothing choices impact relationships.

Assessment

Given a topic, students will present an analysis of past and present influences to predict the future in clothing and textiles.

Enduring Understanding:

Clothing and textiles decisions are influenced by knowledge of fibers and construction.

Outcome 2

Students will apply knowledge of clothing and textile construction to make clothing, textiles and design decisions.

Objectives Student will:

- Select and use a pattern for textile projects.
- Select fabric and notions appropriate for selected projects.
- Demonstrate safe and appropriate use of lab equipment.
- Demonstrate skills related to textile construction.
- Recognize fibers and fabric construction techniques.

Assessment

Equipment and safety quiz.

Given a specific goal, create textile project(s).

Enduring Understanding:

Clothing makes a personal statement that is related to a situation.

Outcome 3

Students will evaluate the relationship between clothing choices for work and for leisure.

Objectives Student will:

- Create a wardrobe plan.
- Plan and select clothing for work and leisure.
- Explore careers in the clothing and textile industry.

Assessment

Given various situations, demonstrate appropriate clothing decisions.

Primary Resource:

To be determine

CREATIVE TEXTILES

Creative Textiles

9-12

S

5 Credits

Description:

Explore creative design and sewing techniques in this project-oriented class. Create projects of your choice by applying a variety of techniques to redesign clothing and create interior accessories.

Prerequisite: None

Enduring Understanding:

Textile choices impact attitudes of self and others.

Outcome 1

Students will explore the impact of textile choices on attitudes of self and others.

Objectives Student will:

- Relate the elements and principles of design to textile choices.
- Evaluate the psychological impact of textile choices.

Assessment

Given a topic, students will create a portfolio that shows the relationship between textiles choices and psychological attitudes.

Enduring Understanding: Individuals who acquire textile development, care and maintenance skills have more choices related to managing resources.

Outcome 2

Students will examine the relationship of textiles and design to the acquisition, allocation and utilization of personal, family and community resources.

- Recognize fabric treatments.
- Demonstrate safe and appropriate use of lab equipment.
- Apply techniques to create, manipulate and/or embellish textiles.
- Analyze textile techniques for time, technology and money management.
- Apply sewing skills and construction techniques for a wide variety of fabrics/applications in a lab setting.

Assessment

Equipment and safety quiz.

Given a specific goal, create textile project(s).

Enduring Understanding:

Skills related to textiles and design can be applied to career paths and to personal fulfillment of leisure time.

Outcome 3

Students will explore textile and design opportunities for career and leisure time fulfillment.

Objectives Student will:

- Explore careers in the clothing and textile career cluster.
- Identify the impact of creativity on personal fulfillment.

Assessment

Given a specific project, complete reflection on the relationship between creativity and personal fulfillment.

Primary Resource:

To be determine

INTERIOR DESIGN

Interior Design

9/12

S

5 Credits

Description:

Learn to decorate interior spaces. Students will evaluate and create floor plans and customize decorating through the selection of flooring, wall covering, window treatments, furniture and accessories. This project-oriented class will use computers, field trips and speakers to explore interior design.

Prerequisite: None

Enduring Understanding

There is a direct correlation between housing and the physical, emotional, and social needs of human beings.

Outcome 1

Students will analyze how housing meets the needs of individuals and families.

Objectives Student will:

- Identify how human needs influence housing choices.
- Recognize the psychological impact of the elements and principles of design.

Assessment

Given a situation, support decisions made when creating a design plan.

Enduring Understanding:

Knowledge of the elements and principles of design is essential to making decorating choices that impact physical, emotional and social well-being.

Outcome 2

Students will apply design knowledge and skills to make appropriate decorating decisions.

Objectives Student will:

- Apply elements and principles of design.
- Evaluate and create scale drawings.
- Analyze and select interior components (furniture, appliances, windows, wall & floor covering, lighting, accessories)
- Analyze and create design plans for efficiency.
- Utilize technology to enhance design plans.

Assessment

Given a situation, create a housing design plan and support the decisions made to create the plan.

Enduring Understanding:

There are many careers impacted by the elements and principles of design.

Outcome 3

Students will explore housing or design related careers and how housing choices affect quality of life.

Objectives Student will:

- Identify careers supported by design skills.
- Recognize the relationship between housing, career and well-being.

Assessment

Paper or presentation on housing or design related careers.

or

Paper or presentation on the relationship between housing situations, career and well-being.

Primary Resource:

To be determine

FOODS FOR TODAY

Foods for Today

9/12

S

5 Credits

Description:

Explore food preparation, nutrition and meal planning for today's busy lifestyle. Students will participate in lab experiences and use the Internet, cookbooks and textbooks to learn about food.

Prerequisite: None

Enduring Understanding Food choices and related activities affect lifelong health and well being.

Outcome 1

Students will evaluate the relationship between food and nutrition and the development of nurturing, caring, responsible individuals and families.

Objectives Student will:

- Plan breakfast, lunch and dinner according to the USDA recommended dietary guidelines.
- Practice safety and sanitation of food handling.
- Explain the importance of personal hygiene related to food preparation.
- Apply basic table manners and etiquette.
- Know etiquette for public dining.
- Understand nutrition related to healthy lifestyle, meal planning and the life cycle.
- Analyze fad diets for dangers to the body.
- Identify special diet needs for health conditions and stages of the life cycle.
- Recognize food marketing practices and influences of food choices.

Assessment

Demonstrate teamwork in a lab setting.

Meal plan analysis.

Enduring Understanding Food related decisions are based on budget, food preparation skills and available resources.

Outcome 2

Students will apply and analyze management techniques and food preparation skills necessary for the acquisition and utilization of personal, family and community resources.

Objectives Student will:

- Apply safe food storage practices
- Apply safe and sanitary kitchen management strategies (knife use and storage, fire prevention, accident prevention, equipment maintenance and storage)
- Identify the causes and effects of food borne illnesses.
- Use accurate measuring techniques.
- Understand food equivalents, abbreviations, parts of a recipe, and altering a recipe.
- Identify appropriate uses for small and large appliances.
- Prepare recipes using moist and dry heat cooking methods (sauté, boil, steam, bake, broil, fry, stir-fry).
- Apply problem-solving skills to create meal plans under a variety of conditions.
- Practice time management techniques.
- Plan and conduct a social gathering or event.

Assessment

Safety and sanitation quiz

Evaluation of lab practices.

Evaluation of social function lab.

Enduring Understanding Food decisions impact employment.

Outcome 3

Students will understand the relationship between food decisions and employment.

Objectives Student will:

- Evaluate the impact of food decisions on employment.
- Explore food related careers.

Assessment

Presentation on food related career

Given a case situation, identify the impact of food decisions on employment.

Primary Resource:

Kowtaluk, Kopan. (2006) Foods for Today. Colmbia, Ohio. Glencoe.

INTERNATIONAL FOODS

International Foods

9/12

S

5 Credits

Description:

Travel the world without leaving home. Students will apply cooking techniques in the preparation of foods from many countries/cultures. Students will understand the influences on American food heritage and explore how foods reflect customs and traditions.

Prerequisite: None

Enduring Understanding:

Cultures view the relationship between food and health customs differently.

Outcome 1

Students will compare the relationship between food and nutrition and the development of nurturing, caring, responsible individuals and families.

Objectives Student will:

- Recognize customs, traditions, natural resources, and social and cultural aspects of countries.
- Practice cooperative skills to participate in lab.
- Prepare and sample foods from countries and cultures that are studied.

Assessment

Presentation of research related to food and specific culture.

Enduring Understanding:

Food preparation techniques and resources vary with different cultures and must be considered in meal planning.

Outcome 2

Students will apply and analyze management techniques and food preparation skills necessary for the acquisition and utilization of personal, family and community resources relevant to a variety of cultures.

Objectives Student will:

- Demonstrate safe and sanitary food handling techniques.
- Demonstrate accurate measuring techniques.
- Use culinary knife skills.
- Work as a team in lab setting.
- Prepare and sample foods from a variety of cultures.
- Use a variety of cooking utensils and equipment that reflect international cooking techniques.

Assessment

Safety and sanitation quiz.

Evaluation of lab participation

Enduring Understanding:

Our society is changing and embracing a variety of cultures.

Outcome 3

Students will explore how food customs impact personal and professional life.

Objectives Student will:

- Identify customs related to food choices.
- Explain the impact of food customs of various cultures on personal and professional relationships.

Assessment

Presentation of research project related to food and a specific culture.

Primary Resource:

Largen, Velda. Bence, Deborah.. (2006) Guide to Good Food. Tinley Park, IL. Goodheart-Wilcox.

CULINARY SKILLS

Culinary Skills

10-12

S

5 Credits

Description:

Learn the fundamentals of the culinary arts by applying the principles of food preparation and presentation. Participate in labs and related classroom studies, discuss the how and why of cooking, and gain confidence in skills and techniques. This course is articulated with Metropolitan Community College.

Prerequisite: none

Enduring Understanding Food choices and physical activities affect lifelong health and well-being.

Outcome 1

Students will evaluate the relationship between food and nutrition and the development of nurturing, caring, responsible individuals and families.

Objectives Student will:

- Use professional culinary vocabulary.
- Understand and set up banquet and table service.
- Demonstrate and serve food using portion control guidelines.
- Calculate food cost and pricing.
- Design, plan and prepare a menu
- Have a working knowledge of principles of nutrition

Assessment

Culinary lab experiences

Enduring Understanding Individuals who have food preparation skills have more food choices.

Outcome 2

Students will apply and analyze management techniques and food preparation skills necessary for the acquisition and utilization of personal, family, and community resources

Objectives Student will:

- Practice food preparation skills
- Know and demonstrate safety and sanitation regulations
- Identify and use culinary tools and equipment

Assessment

Culinary lab experience

Safety and sanitation test

Enduring Understanding Food choices impact success in a career. There are a range of careers in the food, nutrition and hospitality field.

Outcome 3

Students will recognize opportunities in food/nutrition related careers.

Objectives Student will:

- Explore career opportunities in food service/hospitality

Assessment

Catering lab

Career presentation

Primary Resource:

Johnson and Wales University. (2006) Culinary Essentials. Columbia, Ohio. Glencoe.

CHILD DEVELOPMENT

Child Development

11-12

S

5 Credits

Description:

Learn what it takes to create a positive environment for children! Explore the impact of childcare and parenting on the first years of development through interaction with babies, toddlers, preschoolers, guest speakers and possible field trips. This course is a good choice for anyone interested in a professional or technical career, or for personal growth and practical experience. This course will help prepare for careers in education, coaching, medicine, childcare, and counseling as well as future parenting. Child Development fulfills the Human Resource graduation requirement. This course is articulated with Metropolitan Community College.

Prerequisite: None

Enduring Understanding Caregivers have an impact on the development of a child.

Outcome 1

Students will integrate knowledge of child development and parenting skills to create a positive environment for children.

Objectives Student Will:

- Demonstrate an understanding of developmentally appropriate strategies to provide a safe and nurturing environment for children
- Examine the theories of child development.
- Understand how the characteristics and stages of prenatal and child development impact the social, emotional, physical, and intellectual well-being of children.

Assessment

Given a specific situation, the student will identify appropriate strategies for enhancing the development of the child.

Enduring Understanding Time, energy, money and people are involved in the development of children.

Outcome 2

Students will examine the impact of personal, family and community resources on the development of the child.

Enabling Objective

- The student will analyze a variety of resources and their impact on the development of a child.

Assessment

Given an opportunity to interact with children, the student will demonstrate the appropriate use of resources.

Enduring Understanding An understanding of child development is critical for both parenting and career choices.

Outcome 3

Students will explore careers related to work and the effect of parental work on children.

Objectives

- Student will understand options related to working with and caring for children.

Assessment

Analysis of the effect of work on children.

Evaluation of a career related to children.

Primary Resource:

To be determine

ADULT LIVING

Adult Living

11/12

S

5 Credits

Description:

You're moving on and getting ready to be on your own. Learn skills to prepare for real life situations. Topics include money management, relationships through the life cycle, health through the life cycle and a career and life plans. This course fulfills the Human Resource graduation requirement.

Prerequisite: None

Enduring Understanding Relationships impact one's physical, social and emotional well-being.

Outcome 1

Students will analyze the relationship of the qualities of families to the development of nurturing, caring, responsible individuals, and families.

Objectives Student will:

- Understand self and others
- Identify lifestyle choices
- Identify characteristics of relationships and their influence on emotional well-being
- Recognize sexual harassment and relationship violence
- Expand knowledge of human sexuality, family planning, and health through the life cycle.
- Understand how parenthood and family transitions impact life plans.
- Analyze life changes and trends and how they impact individuals and families

Assessment

Presentation/paper of research findings on how trends impact individuals and families. Present an interpretation of the impact of transitions on the well being of individuals and families.

Enduring Understanding Decisions related to resources enhances the quality of life.

Outcome 2

Students will utilize the decision-making process related to the acquisition, allocation, and utilization of personal, family, and community resources.

Objectives Student will:

- Apply home management through technology
- Develop a budget for independent living
- Examine income/expense, insurance, credit, investments, retirement throughout the life cycle.
- Understand the influence of time management on the quality of life
- Assess the impact of continuous goal setting throughout the life cycle
- Examine consumer rights and consumer protection laws

Assessment

Given a situation, create a budget that integrates all aspects of financial matters and family living.

Enduring Understanding There is a relationship between personal life and work.

Outcome 3

Students will evaluate how family, employment and community work are integrated.

Objectives Student will:

- Explore careers clusters and their impact on quality of life
- Analyze the impact of career on life plans
- Explore the benefits of community involvement
- Develop a self-analysis and life plan portfolio

Assessment

Life plan portfolio and analysis of the impact of employment on the community, individual, and family life.

Primary Resource:

Couch, Felstehausen, Clark. (2006) Creative Living Skills. Colmbia, Ohio. Glencoe.

**PROJECTED TIMELINE FOR MILLARD EDUCATION PROGRAM
Family & Consumer Science**

Phase	Task	Year
Phase I	<ul style="list-style-type: none"> • Establish core committee • Research by staff • Develop mission 	2004-2005
Phase II	<ul style="list-style-type: none"> • Create scope & Sequence for curriculum alignment • Write course outcomes, objectives & assessments • Select instructional materials • Approve framework • Create curriculum guides 	February 2006
Phase III	<ul style="list-style-type: none"> • Implement new curriculum, purchase new resources • Staff Development on new instructional practices & resources 	Fall 2006
Phase IV	<ul style="list-style-type: none"> • Monitor, collect student & program assessment data 	2007-2008 2008-2009 2009-2010 2010-2011
Phase I	<ul style="list-style-type: none"> • Establish core committee • Research by staff • Develop mission 	2011