

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Technology and Consumer Education: Consumer Technology

DATE: January 2010

SUBJECT AREA: Elective

PROPOSED GRADE LEVEL(S): 6th – 8th

COURSE LENGTH: One Trimester

GRADING: A-F

NUMBER OF CREDITS: NA

PREREQUISITES: None

COURSE DESCRIPTION:

The multi-grade middle school Consumer Technology elective focuses on individual and cooperative learning to enable the student to develop functional life skills in the area of consumer knowledge and skills, as well as an understanding of how to access consumer information via the computer.

Students will build a foundation in knowledge of common computer applications that will enhance the student's proficiency in researching common consumer issues and questions while in the computer lab. Students will use the technology available to plan and complete projects covering topics such as child development, nutrition, family living, and parenting education.

GENERAL GOALS/PURPOSES:

Consumers participate in the world wide economy everyday through their daily activities and purchasing decisions. Computers play an increasingly important role in our technologically developing society. Having the life skills and computer skills to use the vast resources available will enable our students to research any area of consumer interest. Students will not only research areas of consumer interest such as food and nutrition, they will experience the real hands on application of their research by completed projects such as efficient ingredient purchasing and meal preparation. With the skills developed in this course, our students will be better able to do such important things as raise children in an appropriate environment, prepare meals that are nutritionally sound, behave appropriately in a global society, compete in the job market, be accepted into colleges and universities, complete job training programs, take advantage of opportunities offered on the Internet, and generally participate in a global economy.

STUDENT READING COMPONENT:

The purpose of reading in this course is to promote understanding of key consumer concepts as they relate to everyday real world consumer situations. Students will read from web pages to gain knowledge of concepts and vocabulary that are important to proficient everyday consumer education use.

Methods will include, but are not limited to, guided reading, vocabulary-building activities, independent reading, and comprehension checks.

STUDENT WRITING COMPONENT:

Students will turn in written compositions consistent with expectations laid out in California Reading/Language Arts Standards for grades 6 through 8. The main focus of these compositions is to allow students to practice and demonstrate skills and strategies learned in typing, word processing, and (when applicable) web browsing applications. However, students will be expected to edit for grade-level mechanical, grammatical, and rhetorical conventions.

STUDENT ORAL COMPONENT:

Students will use skills and strategies learned to research information and present it to the class using PowerPoint slides as a graphic organizer and visual aid.

DETAILED UNITS OF INSTRUCTION:

Unit durations listed are approximate and pace of instruction may vary depending on the students. Units may spread over the entire course of the class. Units may include:

1. Food and Nutrition (9 weeks)
 - a. Nutritional Needs – In kitchen and computer simulated.
 - b. Meal Planning and Preparation – In kitchen and computer simulated.
2. Family Financial Issues (4 weeks)
 - a. Income versus expenses.
 - b. How credit cards work
 - c. How checking accounts work
 - d. How investments work
3. Introduction to Careers in Home Economics and Technology (2 weeks)
 - a. Career research Utilizing Bridges (Building Recovery of Individual Dreams and Goals through Education and Support) software. Website: <https://access.bridges.com>.
 - b. Career requirements
 - c. Career earning potential
 - d. College Tours via website <http://www.youniversitytv.com/youlife/index.home.php>.
4. Child Growth and Development (2 weeks)
 - a. Growth and Developmental Patterns – “Baby Think It Over” and computer simulations.
 - b. Children’s Needs – “Baby Think It Over” and computer simulations.
 - c. Child Guidance Skills to include Babysitter certification through various websites such as <http://www.babysittingclass.com/english/teachers/index.html>.
 - d. Safe and Healthy Environment for Children – “Baby Think It Over” and computer simulations.
5. Transferable, Employability, and Leadership Skills (2 weeks)
 - a. Balancing Personal, Home, and School Life
 - b. Character education
 - c. Study skills
 - d. Proper use of controlled social networks such as “My Space” and “Facebook” for career search opportunities and other networking.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

A. Transferable, Employability, and Leadership Skill Content Area Standards:

1. Citizenship Roles - Students will understand the importance of citizenship roles and responsibilities in the school, community and the global economy/society that we live in.

B. Family Living and Parenting Education Content Area Standards:

1. Family responsibilities - Students will understand the importance of the family and sharing family responsibilities and how technology can assist them.
2. Family Communication - Students will understand the importance of communication within the family unit. Email, *Facebook*, *My Space* and other electronic communication are incorporated as needed.
3. Family Changes and Challenges - Students will understand how to respond and adjust to family changes and challenges. Relevant websites will be utilized.
4. Friendships - Students will understand the importance of how to develop friendships. Technology will be utilized to develop safe new friendships and maintain current ones.

C. Food and Nutrition Content Area Standards:

1. Nutritional Needs - Students will understand the need for a well balanced diet to maintain optimum health and growth of the body via the Internet.
2. Daily Food Choices - Students will understand how to plan nutritious meals that reflect dietary guidelines as well as personal and cultural preferences via the Internet.
3. Food Purchasing and Storage - Students will understand how to apply consumer skills when selecting, purchasing, and storing food via the Internet.

4. Meal Planning and Preparation - Students will understand how to plan and safely prepare nutritious meals via the Internet.
5. Meal Service and Etiquette - Students will understand meal service and etiquette appropriate for a variety of occasions via the Internet.

D. Consumer Education:

1. Money Management - Students will understand how to manage personal income utilizing appropriate financial websites.
2. Consumer Communication - Students will understand how to communicate consumer needs.
3. Evaluating Advertising - Students will understand how advertising influences consumer choices utilizing appropriate retail websites.
4. Comparison Shopping - Students will understand how comparison-shopping influences consumer decisions. Students will engage in budget driven Internet shopping trips.
5. Labels and Warranties - Students will understand information on labels and warranties. Websites will be reviewed to determine when warranties are appropriate.
6. Savings and Checking Accounts - Students will understand how to use savings and checking accounts when managing money. Students will engage in stock market mock activities via the Internet to get exposure to the world of investing.

LAB FEE, IF REQUIRED:

A voluntary contribution of \$10.00 per semester is requested per student to cover the cost of food and other consumable supplies.

DISTRICT ESLRs TO BE ADDRESSED:

When students exit this course, they will be:

- **Self-Directed Learners:** who will be able to use notes and knowledge to assist them in continuing to learn outside of the classroom setting.
- **Efficient Communicators:** who can explain concepts to others, and use computers to organize and explain data.
- **Quality Producers:** who understand the importance of neat, organized work, that demonstrates their thinking and understanding of the solution they've formed to solve a problem.
- **Constructive Thinkers:** who are able to attack problems with organization, logic, and Home Economics/Careers and Technology skills they have developed in a systematic fashion.
- **Collaborative Workers:** who can work in a variety of settings in culturally diverse groups.
- **Responsible Citizens:** who accept the consequences of their actions and who demonstrate understanding of their role in the learning process.