

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## Life Management 2 (Formerly On Your Own)

**Date:** March, 2008

**Subject Area:** Career Technical Education

**Proposed Grade Level(s):** 11-12

**Course Length:** 1 Year

**Grading:** A-F

**Number of Credits:** 5/Semester

**Prerequisites:** None

### **COURSE DESCRIPTION:**

This course is a comprehensive core course in Home Economics Careers & Technology with an emphasis on consumer education and meal preparation. It provides students with opportunities to reinforce basic academic skills, acquire knowledge, skills, and attitudes relevant to the management of the home and living environment and to the quality of individual and family; and to explore the interrelationships of family, home, and job responsibilities. The major areas to be covered are consumer education, foods and nutrition, meal preparation, family and personal relationships, child development, parenthood education, effective leadership in both personal and workplace situations, individual and family health, clothing care, housing, home management, and home furnishings and equipment. This course is a foundation for further study in all areas of Home Economics Careers and Technology and in preparation for life as a young adult.

### **GENERAL GOALS/PURPOSES:**

(Adapted from the FCUSD Mission Statement and Vision Statement)

- The Life Management program will carry high expectations for each student's achievement and success in applying decision-making and problem-solving techniques in dealing with clothing design and construction techniques.
- The Life Management program will provide students with a broad range of rigorous educational opportunities which will enable each individual student the opportunity to reach full potential and successfully meet the demands and opportunities of a highly technological 21<sup>st</sup> century.
- The Life Management program provides students with a core of knowledge and skills that act as a building block for lifelong learning. Students will be exposed to positive attitude and leadership skills, along with character and academic skills necessary to excel in a global arena.
- Families are integral parts of our educational process. In recognition of this important role, family involvement is actively sought, encouraged and welcomed.
- Partnerships with the community and businesses greatly enhance students learning experiences and educational opportunities. It is through these relationships that our students are able to apply their learning to real-world situations. In addition, it is by these means, in conjunction with instruction; students will develop pre-employment skills for jobs in the areas of Food Service and Hospitality, Child Development and Fashion and Interior Design.
- The Life Management program will provide a classroom environment, which allows students to work at rates and levels commensurate with individual capabilities.
- The Life Management program will provide students with opportunities to receive public recognition for projects completed in class.
- The Life Management program will assist the student in developing a respect for work, pride in good workmanship, and a desire to develop a saleable skill. Our program will provide intellectual, practical, and creative experiences in which the student can expect a high degree of success to maximize his/her feelings of self-worth and accomplishment

## **STUDENT READING COMPONENT:**

*Foundation Standards 2.1 Reading*, including but not limited to:

Specific applications of Reading Comprehension standards (grades nine and ten): (2.1)-(2.3), (2.7)

Specific applications of Reading Comprehension standards (grades eleven and twelve): (2.3)

## **STUDENT WRITING COMPONENT:**

*Foundation Standards 2.2 Writing*, including but not limited to:

Specific applications of Writing Strategies and Applications standards (grade eight): (2.5)

Specific applications of Writing Strategies and Applications standards (grades nine and ten): (1.3), (1.5), (2.3), (2.5)

## **STUDENT ORAL COMPONENT:**

*Foundation Standards 2.3 Listening and Speaking*, including but not limited to:

Specific applications of Speaking Applications standards (grades nine and ten): (1.2), (1.7), (2.2), (2.4)

Specific applications of Speaking Applications standards (grades eleven and twelve): (2.4)

2.4 Understand the importance of effective nonverbal, oral, and written communication skills in obtaining and keeping a job.

2.5 Use appropriate communication skills, appropriate vocabulary, and the specialized terminology of the industry.

2.6 Understand the verbal and nonverbal communication and respond appropriately.

2.7 Understand trends and new ideas by reading and interpreting the professional literature of the fashion and interior design industry.

## **STUDENT MATH COMPONENT:**

*Foundation Standards 1.1* including but not limited to:

Specific applications of Number Sense standards (grade seven): (1.1), (1.2), (1.3), (1.6), (1.7)

Specific applications of Mathematical Reasoning (grade seven): (2.1), (3.1), (3.3)

Specific applications of Geometry standards (grades eight through twelve): (8.0)

## **DETAILED UNITS OF INSTRUCTION:**

### **Child Development and Guidance**

1. Students will understand the decisions and responsibilities of parents
2. Students will understand the importance of studying the development of children and methods used in child development research.
3. Students will understand the stages of pregnancy from conception to birth, and the implications of the environment and heredity on the health and well being of the child.
4. Students will understand the stages of child growth and development from infancy through adolescence and the value of providing children with developmentally appropriate activities.
5. Students will understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.
6. Students will understand the factors and practices that promote the health and safety of children.
7. Students will understand the value and methods of providing infants, children, and adolescents with learning, play and recreational activities.
8. Students will understand how change affects infants, children and adolescents and the importance of providing appropriate methods for adapting to change.
9. Students will understand careers related to child development and education

### **Consumer Education**

1. Students will understand the interrelationship of individuals and families and the national economy.
2. Students will understand the process for making consumer decisions through the utilization of decision-making models..
3. Students will understand how to compare and evaluate goods and services.

4. Students will understand how to manage financial resources to achieve goals.
5. Students will understand consumer resources, rights, and responsibilities.
6. Students will understand the role of government in the economy at the local, state, and national levels.
7. Students will understand the functions of the marketplace.
8. Students will understand the basic economic concepts that affect consumers. They will demonstrate content proficiency by:
9. Students will understand careers related to consumer services.

### **Family Living and Parenting Education**

1. Students will understand the function of the family as a basic unit of society.
2. Students will understand the contributions of the family to the development of individuals.
3. Students will understand the factors that affect the development of self-concept, values, character, personality, and philosophy of life.
4. Students will understand the positive relationships are built on feelings of self-worth, effective communication, common values and goals, and responsible behavior.
5. Students will understand the components of dating relationships, love commitment, marriage, and family life.
6. Students will understand skills necessary for parenting and child guidance.
7. Students will understand the adjustments needed to adapt to major life changes throughout the life cycle.
8. Students will understand careers related to family and human services.

### **Fashion, Textiles, and Apparel**

1. Students will understand how fashion, textiles and apparel meet social, physical, and psychological needs of individuals and family members.
2. Students will understand the elements and principles of design as they apply to apparel. .
3. Students will understand the principles of wardrobe planning and the factors influencing apparel budgets for individuals and families.
4. Students will understand differences in quality and sources of manufactured and custom apparel.
5. Students will understand the characteristics of different textile fibers, fabrics, and finishes.
6. Students will understand careers related to fashion design, manufacturing and merchandising.

### **Nutrition and Health**

1. Students will understand the application of the principles of nutrition and their relationship to good health throughout the life cycle.
2. Students will understand the principles of maintaining food safety and sanitation.
3. The student will understand the selection, use and care of safe and efficient facilities and equipment.
4. Students will understand the principles of food purchasing and meal management.
5. Students will understand the principles of food preparation.
6. Students will understand styles of meal service and commonly accepted etiquette practices.
7. Students will understand that culture influences food choices and etiquette.
8. Students will understand the principles of science related to food preparation and nutrition.
9. Students will understand careers related to food service, food science, dietetics, and nutrition.

### **Housing and Furnishings**

1. Students will understand the factors and options that influence housing decisions.
2. Students will understand factors influencing the selection of home furnishings and equipment.
3. Students will understand the importance of a safe and healthy living environment.
4. Students will understand how the elements and principles of design are used to create an aesthetically pleasing living environment.
5. Students will understand careers related to Interior Design, Furnishings and Maintenance.

## **Health and Safety**

1. Students will understand personal health care and safety.
2. Students will understand the importance of mental wellness in life situations.
3. Students will understand the management of stress
4. Students will understand the importance of responsible behavior in order to promote optimum health.
5. Students will understand ways to promote safety and provide emergency care
6. Students will understand careers related to family and human services.
7. They will demonstrate content

## **Transferable and Employability Skills**

1. Students will understand how personal, group dynamics, and interpersonal skills development affect work, personal and family life.
2. Students will understand critical and creative thinking, logical reasoning, and problem-solving skills.
3. Students will understand the knowledge, skills, attitudes, and behaviors needed to obtain and maintain employment, including professionalism, image and standards.
4. Students will understand management strategies that assist them in balancing their personal, family, and worklife.
5. Students will understand the teamwork, leadership, and citizenship concepts and skills needed to be successful in personal, family, career and community life.

## **THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:**

Language Arts, Math

**LAB FEE, IF REQUIRED:** \$15 per semester

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

*Foundation Standards included but not limited to:* Academics 1.4 (Visual and Performing Arts): (5.3)

Specific applications of Visual Arts standards at the advanced level (grades nine through twelve): (1.1), (1.6), (2.2), (2.3), (2.4), (3.1)- (3.3), (5.3); Career Planning and Management: 3.1-3.6; Technology: 4.1 – 4.4; Problem Solving and Critical Thinking: 5.1-5.4; Health and Safety: 6.2; Responsibility and Flexibility: 7.1 – 7.4; Ethics and Legal Responsibilities: 8.2, 8.3; Leadership and Teamwork: 9.1 – 9.5

### **Child Development and Guidance**

*ECDFS – F10.1 Standard 1: Responsibilities of Parents*

*Students understand the decisions and responsibilities involved in parenting in various cultures.*

1.1 Analyze factors to consider when determining readiness for parenting and identify parenting responsibilities. (ECDFS – F10.1.1)

1.2 Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs. (ECDFS – F10.1.2)

1.3 Analyze the major decisions, changes, and adjustments required of parents. (ECDFS – F10.1.3)

2.1 Summarize the stages of prenatal development and childbirth. (ECDFS – F10.2.1)

2.2 Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environment, and lifestyle on prenatal development. (ECDFS – F10.2.2)

*ECDFS – F10.3 Standard 3: Studying and Understanding Children*

*Students understand the importance of studying child growth and development from infancy through adolescence.*

3.1 Explain the benefits of studying child development. (ECDFS – F10.3.1)

3.2 Identify the developmental areas, stages, and principles of child growth. (ECDFS – F10.3.2)

*ECDFS – F10.4 Standard 4: Guidance and Discipline*

*Students understand positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.*

4.1 Describe and compare various approaches to child guidance and their effect on self-worth. (ECDFS – F10.4.1)

4.2 Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development. (ECDFS – F10.4.2)

4.3 Describe the relationship of a child's behavior to the commonly accepted principles of growth and development. (ECDFS – F10.4.3)

*ECDFS – F10.5 Standard 5: Play and Learning*

*Students understand the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.*

5.1 Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of children and adolescents.

(ECDFS – F10.5.1) Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children.

*ECDFS – F10.11 Standard 6: Changes That Affect Children*

*Students understand the adjustments needed to adapt to major life changes throughout the human life cycle.*

6.1 Identify factors contributing to change in the lives of infants, children, and adolescents and ways in which they might respond to change. (ECDFS – F10.11.1)

6.2 Analyze how changes and crises affect infants, children, and adolescents and recommend strategies that help them adapt. (ECDFS – F10.11.2)

*ECDFS – F10.13 Standard 7: Health and Safety*

*Students understand the importance of wellness and safety to individual and family health and well-being.*

7.1 Describe methods for maintaining the health and ensuring the safety of children. (ECDFS – F10.13.1)

7.2 Analyze and apply safety and sanitation practices that can be used to prevent and treat childhood illnesses and accidents. (ECDFS – F10.13.2)

7.3 Describe, plan, and evaluate a nutritionally balanced diet which promotes a child's optimum health. (ECDFS – F10.13.3)

### **Consumer Education**

*ECDFS – F10.6 Standard 8: Consumer Decisions and Purchases*

*Students understand the process of making consumer decisions, including the comparison of goods and services.*

#### **A. Consumer Decisions**

8.1 Define values, goals, needs, and wants. (ECDFS – F10.6.1)

8.2 Define and apply personal values, short- and long-term goals, needs, and wants as they relate to consumer decisions. (ECDFS – F10.6.2)

8.3 Identify the key steps in decision-making models and apply the process to a variety of consumer situations. (ECDFS – F10.6.3)

8.4 Describe factors that influence personal values, goals, and consumer choices (e.g. self-concept, family members, and peers; mass media;

society; and cultural and economic backgrounds). (ECDFS – F10.6.4)

#### **B. Consumer Purchases**

8.7 Evaluate sources of information about goods and services to determine their reliability. (ECDFS – F10.6.7)

8.8 Identify, compare, and evaluate retail and wholesale sources for consumer goods and services. (ECDFS – F10.6.8)

8.9 Evaluate warranties, guarantees, and labels for consumer purchases. (ECDFS – F10.6.9)

*ECDFS – F10.7 Standard 9: Financial Management and Services*

*Students understand how to manage financial resources to achieve personal and family goals.*

#### **A. Financial Management**

9.1 Define basic financial management terms. (ECDFS – F10.7.1)

9.2 Identify steps in developing budgets based on estimated income, needs, wants, goals, and lifestyle. (ECDFS – F10.7.2)

9.3 Compare factors that influence the use of credit. (ECDFS – F10.7.3)

9.4 Demonstrate how to complete deposit slips, write checks, balance checkbook accounts, and reconcile bank statements. (*ECDFS – F10.7.4*)

#### B. Financial Services

9.10 Evaluate information about available financial services. (*ECDFS – F10.7.10*)

9.11 Compute the cost of credit and compare various sources of credit. (*ECDFS – F10.7.11*)

9.12 Relate the effective use of loans to the ability to achieve short- and longterm goals. (*ECDFS – F10.7.12*)

#### *ECDFS – F10.8 Standard 10: Consumer Rights and Responsibilities*

*Students understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.*

##### A. Consumer Rights and Responsibilities

10.1 Explain consumer rights and responsibilities. (*ECDFS – F10.8.1*)

10.2 Analyze acceptable and ethical consumer practices and behaviors. (*ECDFS – F10.8.2*)

##### B. Role of Government

10.7 Identify the purposes for which taxes are collected at the local, state, and federal levels. (*ECDFS – F10.8.7*)

10.8 Analyze the consequences of consumer legislation on consumers, business, and the economy. (*ECDFS – F10.8.8*)

##### C. Marketplace Functions

10.13 Identify factors that determine supply and demand. (*ECDFS – F10.8.13*)

10.14 Analyze the effects of increases and decreases in supply and demand on price and quantity. (*ECDFS – F10.8.14*)

10.15 Describe ways in which competition affects the quantities and prices of goods and services available to consumers. (*ECDFS – F10.8.15*)

#### Family and Human Development

##### *ECDFS – F10.9 Standard 11: Contributions of the Family*

*Students understand the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.*

#### **Family and Human Development**

11.1 Explain the function of the family in providing a nurturing environment for its members and its influence on self-esteem, values, and relationships.

11.2 Describe socioeconomic and cultural influences on the family. (*ECDFS – F10.9.2*)

11.3 Analyze the differences in family structures and their effect on society. (*ECDFS – F10.9.3*)

#### *ECDFS – F10.10 Standard 12: Personal Development and Positive Relationships*

*Students understand the factors that affect the development of individuals and how to build positive relationships.*

##### A. Personal Development

12.1 Describe the factors that contribute to the development of character, personality, and self-worth. (*ECDFS – F10.10.1*)

12.2 Identify personal values and goals and their effect on decisions. (*ECDFS – F10.10.2*)

12.3 Analyze the characteristics and behaviors that contribute to the development of positive relationships. (*ECDFS – F10.10.3*)

##### B. Responsible Relationships

12.7 Identify the purposes and qualities of friendships. (*ECDFS – F10.10.7*)

12.8 Examine family, societal, and cultural factors that influence the development of relationships. (*ECDFS – F10.10.8*)

12.9 Describe the stages in the development of personal relationships. (*ECDFS – F10.10.9*)

##### C. Relationships in Marriage

12.12 Assess personal qualities and expectations that lead to the selection of a marriage partner. (*ECDFS – F10.10.12*)

12.13 Examine family, legal, societal, financial, and cultural factors that affect marriage. (*ECDFS – F10.10.13*)

#### *ECDFS – F10.11 Standard 13: Major Life Changes*

*Students understand the adjustments needed to adapt to major life changes throughout the human life cycle.*

13.1 Describe the common major life changes, issues, and adjustments that individuals encounter during the life cycle. (ECDFS – F10.11.1)

*ECDFS – F10.12 Standard 14: Conflicts and Crises*

*Students understand strategies and resources for managing conflicts and crises.*

14.1 Assess personal attributes and available resources for coping with conflicts and crises. (ECDFS – F10.12.1)

14.2 Apply strategies for coping with personal, social, and work-related conflicts and crises. (ECDFS – F10.12.2)

### **Fashion, Textiles, and Apparel**

*FID – F10.1 Standard 15: Apparel and Appearance*

*Students understand how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.*

15.1 Explain how fashion, textiles, and apparel selection meet social, physical, and psychological needs. (FID – F10.1.1)

15.2 Differentiate between appropriate and inappropriate dress for a variety of social, casual, and workplace situations. (FID – F10.1.2)

*FID – F10.2 Standard 16: Elements and Principles of Color and Design*

*Students understand the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.*

16.1 Explain the elements and principles of color and design and apply the fundamental concepts to fashion, textiles, and apparel. (FID – F10.2.1)

16.2 Apply the elements and principles of design and theories of color to enhance various body types. (FID – F10.2.2)

17.1 Investigate the influence of historical clothing on current fashions and fads. (FID – F10.3.1)

*FID – F10.4 Standard 18: Textiles*

*Students understand the characteristics of different textile fibers, fabrics, and finishes used for apparel and furnishings.*

18.1 Distinguish between natural and manufactured fibers. (FID – F10.4.1)

18.2 Examine the chemical and physical properties of fibers and fabrics. (FID – F10.4.2)

18.3 Describe the characteristics of woven, nonwoven, and knitted processes. (FID – F10.4.3)

*FID – F10.5 Standard 19: Custom Apparel and Accessories*

*Students understand how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.*

**A. Custom Apparel and Accessories**

19.1 Demonstrate the ability to take accurate body measurements. (FID – F10.5.1)

19.2 Select appropriate fabric, materials, tools, and equipment for the construction of apparel. (FID – F10.5.2)

19.3 Construct apparel and accessories through the use of appropriate custom construction techniques and equipment. (FID – F10.5.3)

*FID – F10.6 Standard 20: Wardrobe Planning, Budgeting, and Selection*

*Students understand the principles of wardrobe planning and maintenance and the factors that influence a person's apparel budget.*

**A. Wardrobe Planning, Budgeting, and Selection**

20.1 Select fashion, textile, and apparel products that are appropriate for a variety of situations. (FID – F10.6.1)

20.2 Plan and select apparel that is complementary to an individual's body type, coloring, and personality. (FID – F10.6.2)

20.3 Evaluate apparel choices according to individual lifestyles and goals. (FID – F10.6.3)

20.4 Analyze a family's clothing needs and wants during various stages of the life cycle. (FID – F10.6.4)

**B. Apparel Analysis**

20.8 Evaluate and compare manufactured and custom apparel and accessories in terms of quality, time, energy, and cost. (FID – F10.6.8)

## **Food and Nutrition**

### *HTR – F10.1 Standard 21: Nutrition and Health*

*Students understand the principles of nutrition and their relationship to good health through the life cycle.*

21.1 Explain the functions and sources of the major nutrients and their relationship to good health. (*HTR – F10.1.1*)

21.2 Compare an individual's daily diet with average needs for each food group in the USDA My Pyramid based on age, gender, and physical activity. (*HTR – F10.1.2*)

### *HTR – F10.2 Standard 22: Food Safety and Sanitation*

*Students understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.*

22.1 Identify organisms that cause food-borne illnesses and food spoilage; sources of contamination; and conditions required for the growth of organisms. (*HTR – F10.2.1*)

22.2 Employ sanitary practices before, during, and after food preparation and service. (*HTR – F10.2.2*)

22.3 Demonstrate and compare the proper techniques for safe storage and preparation of food. (*HTR – F10.2.3*)

### *HTR – F10.3 Standards 23: Food Preparation and Meal Management*

*Students understand the principles of food purchasing, food preparation, and meal management in a variety of settings.*

#### **A. Food Purchasing**

23.1 Identify and demonstrate techniques to manage and conserve time, energy, and resources when planning, selecting, and preparing foods or meals. (*HTR – F10.3.1*)

23.2 Compare information on food labels to analyze and determine serving size, number of servings, calories, ingredients, and nutritional value. (*HTR – F10.3.2*)

#### **B. Food Preparation**

23.8 Define food preparation terminology and interpret standardized recipes used in the preparation of food products. (*HTR – F10.3.8*)

23.9 Describe the properties and functions of ingredients and their substitutes used to prepare foods. (*HTR – F10.3.9*)

23.10 Use appropriate equipment and techniques for dry and liquid measurements. (*HTR – F10.3.10*)

23.11 Define and demonstrate food preparation techniques and skills that preserve nutrients and enhance the flavor and appearance of food. (*HTR – F10.3.11*)

23.12 Plan, prepare, and serve meals that apply the principles of contrasts in flavors, textures, and temperatures and are aesthetically pleasing and nutritious. (*HTR – F10.3.12*)

23.13 Convert volume and weight measurements to increase and decrease yields of recipes. (*HTR – F10.3.13*)

### *HTR – F10.4 Standard 24: Food Culture and Etiquette*

*Students understand commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.*

24.1 Demonstrate table manners and etiquette commonly accepted in the United States. (*HTR – F10.4.1*)

24.2 Describe and practice basic table setting techniques and a variety of meal service styles. (*HTR – F10.4.2*)

### *HTR – F10.5 Standard 25: The Science of Food and Nutrition*

*Students understand the aspects of science related to food preparation, product development, and nutrition.*

25.1 Describe the physical and chemical processes that occur during food preparation and the effects of cooking methods and ingredient substitution on food products and their nutritional value. (*HTR – F10.5.1*)

### *HTR – F10.6 Standard 26: Food Production and Technology*

*Students understand food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.*

26.1 Describe and compare different methods of preserving foods. (*HTR – F10.6.1*)

26.2 Describe technological advances in food production, processing, and distribution methods and evaluate their impact on food quality, availability, and cost. (*HTR – F10.6.2*)

### *HTR – F10.7 Standard 27: Facilities and Equipment*

*Students understand how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism and recreation.*

27.1 Identify safety hazards and emergency procedures for accidents related to facilities and equipment. (HTR – F10.7.1)

27.2 Define the work triangle concept and apply the principles to kitchen safety and efficiency. (HTR – F10.7.2)

### **Housing and Furnishings**

*FID – F10.1 Standard 28: Housing and Furnishing Selections*

*Students understand how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.*

28.1 Explain how selections in housing, furnishings, and accessories meet social, physical, and psychological needs. (FID – F10.1.1)

*FID – F10.2 Standard 29: Elements and Principles of Color and Design*

*Students understand the elements and principles of design and color theory as they apply to the selection of apparel, furnishings and housing.*

29.1 Identify and apply the elements and principles of design to evaluate and plan aesthetic and pleasing living environments. (FID – F10.2.1)

29.2 Use the elements and principles of design to select home furnishings and equipment. (FID – F10.2.2)

*FID – F10.3 Standard 30: Housing and Furniture Styles*

*Students understand the historical and cultural influences on apparel, furnishings and housing.*

30.1 Identify factors that influence trends and cycles in housing and furniture styles. (FID – F10.3.1)

30.2 Identify and describe the characteristics of recognized architectural styles and determine cultural influences. (FID – F10.3.2)

30.3 Identify major periods of furniture styles and determine cultural influences. (FID – F10.3.3)

*FID – F10.4 Standard 31: Textiles and Materials*

31.1 Identify and compare the characteristics of textiles and materials used in living environments. (FID – F10.4.1)

*FID – F10.5 Standard 32: Custom Interior Items and Accessories*

*Students understand how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.*

A. Custom Interior Items and Accessories

32.1 Demonstrate ability to take accurate measurements. (FID – F10.5.1)

32.2 Select appropriate fabric, materials, tools, and equipment for the construction of interior items and accessories. (FID – F10.5.2)

32.3 Construct interior items and accessories through the use of appropriate custom construction techniques and equipment. (FID – F10.5.3)

*FID – F10.7 Standard 33: Housing Decisions*

*Students understand the factors that influence housing decisions.*

33.1 Identify and evaluate housing alternatives and the factors that influence housing decisions. (FID – F10.7.1)

33.2 Identify and compare housing requirements for individuals and families to ensure universal access. (FID – F10.7.2)

*FID – F10.8 Standard 34: Home Furnishings and Living Environments*

*Students understand factors influencing the selection and care of home furnishings, accessories, and equipment.*

A. Selection and Care of Furnishings, Accessories, and Equipment

34.1 Describe factors that influence the selection of home furnishings. (FID – F10.8.1)

34.6 Recommend appropriate care, repair, and maintenance of home furnishings,

B. Safe and Healthy Living Environments

34.9 Describe reasons for having a safe, clean, and orderly environment. (FID – F10.8.9)

34.10 Describe potential health and safety hazards and emergencies that occur in the home and identify practices that can prevent accidents and illnesses. (FID – F10.8.10)

*FID – F10.9 Standard 35: Space Planning*

*Students understand the principles and factors that influence space planning and interior design, including universal access.*

35.1 Describe factors to consider in planning indoor and outdoor areas for living, work, and storage. (FID – F10.9.1)

needs of an individual or a family. (FID – F10.9.4)

35.5 Identify strategies and new technology available to improve space utilization. (FID – F10.9.5)

### **Individual and Family Health**

*HTR – F10.1 Standard 36: Health and Nutrition*

*Students understand the principles of nutrition and their relationship to good health through the life cycle.*

36.1 Explain the functions of body systems and describe nutritional practices that promote optimum health. (HTR – F10.1.1)

36.2 Determine and compare appropriate caloric and energy needs to maintain, lose, or gain weight through the life cycle. (HTR – F10.1.2)

36.3 Evaluate and compare the advantages, disadvantages, and costs of dietary supplements, medications, procedures, and fad diets for weight control. (HTR – F10.1.3)

*ECDFS – F10.13 Standard 37: Personal Health*

*Students understand the importance of wellness and safety to individual and family health and well-being.*

A. Personal Health

37.1 Define health and identify the characteristics of a healthy person. (ECDFS – F10.13.1)

37.2 Explain the relationship of exercise, rest, and good nutrition to physical fitness, job performance, and health. (ECDFS – F10.13.2)

B. Wellness

37.6 Analyze self-esteem and its relationship to mental wellness through the life cycle. (ECDFS – F10.13.6)

37.7 Define emotions and explain the relationship of managing emotions to maintaining physical and mental health. (ECDFS – F10.13.7)

C. Emergency Care and Preparedness

37.11 Identify health hazards in the home, school, community, and workplace. (ECDFS – F10.13.11)

37.12 Demonstrate basic first-aid techniques and explain emergency procedures. (ECDFS – F10.13.12)

37.13 Explain preparedness strategies for emergencies and disasters. (ECDFS – F10.13.13)

D. Responsible Health Related Behaviors

37.16 Use the decision-making process to make responsible health choices. (ECDFS – F10.13.16)

37.17 Identify high-risk health behaviors and their effects on individuals and society. (ECDFS – F10.13.17)

37.18 Explain types and symptoms of verbal, physical, and emotional abuse and their effects on physical and mental health. (ECDFS – F10.13.18)

*ECDFS – F10.14 Standard 38: Communicable and Noncommunicable Infections and Diseases.*

*Students understand how to prevent and control infection and disease to produce the optimum health of individuals and families.*

38.1 Define communicable and noncommunicable infections and diseases. (ECDFS – F10.14.1)

38.2 Identify basic procedures to care for individuals with infections and diseases. (ECDFS – F10.14.2)

### **Transferable and Employability Skills**

*ECDFS – F2, FID – F2, HTR – F2 Standard 39: Personal, Interpersonal, and Communication Skills*

*Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.*

39.1 Explain how personal and interpersonal skills and group dynamics affect personal, family, and work life. (ECDFS, FID, HTR – F2.0.1)

39.2 Exhibit positive attitudes such as self-confidence, honesty, perseverance, initiative, and self-discipline. (ECDFS, FID, HTR – F2.0.2)

*ECDFS – F3, FID – F3, HTR – F3 Standard 40: Career Awareness, Planning, and Management*

*Students understand how to make effective decisions, use career information, and manage personal career plans.*

A. Career Awareness

40.1 Identify the relationship of the content areas for consumer and family studies to the home economics related career pathways.

(ECDFS, FID, HTR – F3.0.1)

*Standard 41: Management of Personal, Family, and Work Responsibilities*

*Students understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.*

41.1 Describe and relate the management process to a balanced personal, family, and work life. (ECDFS – F10.15.1, FID – F10.10.1, HTR – F10.9.1)

41.2 Apply management skills, including negotiation, to home and work life. (ECDFS – F10.15.2, FID – F10.10.2, HTR – F10.9.2)

41.3 Examine various roles and expectations that influence the ability to balance personal, family, and work life. (ECDFS – F10.15.3, FID – F10.10.3, HTR – F10.9.3)

*Standard 42: Influences on Individual, Family, and Workplace Decisions*

*Students assess the individual, family, and workplace factors that influence decisions at each stage of the human life cycle.*

42.1 Explain how individual decisions may be affected by the different stages of the human life cycle. (ECDFS – F10.16.1, FID – F10.11.1, HTR – F10.8.1)

42.2 Explain how family decisions are affected and may change in each stage of the human life cycle. (ECDFS – F10.16.2, FID – F10.11.2, HTR – F10.8.2)

*Standard 43: Transferability of Consumer and Family Studies Knowledge, Skills, and Attitudes to Careers*

*Students understand how knowledge, skills, attitudes, and behaviors learned in consumer and family studies can be transferred to advanced training and education or careers.*

43.1 Explain how consumer and family studies knowledge and skills can be transferred to advanced education and careers, including entrepreneurship. (ECDFS – F10.17.1, FID – F10.12.1, HTR – F10.10.1)

43.2 Describe the need and capacity for lifelong learning. (ECDFS – F10.17.2, FID – F10.12.2, HTR – F10.10.2)

### **DISTRICT ESLR's TO BE ADDRESSED:**

**Self Directed Learners:** Students will demonstrate that they are self directed learners through assignments and projects including the development of a budget, career exploration, the planning of a hypothetical wedding, the planning of foods labs, investigation of housing principles as they apply to individual considerations, and the planning of an aesthetic pleasing environment.

**Effective Communicators:** Students will demonstrate that they are effective communicators through assignments and projects including a mock job application and interview, group projects involving everyone in an assigned group, and oral presentations in class.

**Quality Producers/Performers:** Students will demonstrate that they are quality producers/performers through assignments and projects including the menu planning and table display assignment, food preparation lab activities, budgeting activities, and the completion of a sewing project

**Constructive Thinkers:** Students will demonstrate that they are constructive thinkers through assignments and projects including the creation of a workable budget for living on their own, problem solving in situations of living on their own, and consumer resources and responsibilities.

**Collaborative Workers:** Students will demonstrate that they are collaborative workers through assignments and projects including food preparation assignments, budgeting, solutions, personal relationship situations, nutrition analysis assignments, and the planning of a hypothetical wedding.

**Responsible Citizens:** Students will demonstrate that they are responsible citizens through assignments and projects including investigation into the effects of the economic activities in the United States on individuals and groups, the effects of individual decisions on others, participation in FHA-HERO, and participation in community service projects.