

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## Life Management 1 (Formerly Teen Survival)

**Date:** January 2011

**Subject Area:** Career Technical Education

**Proposed Grade Level(s):** 9<sup>th</sup> - 10<sup>th</sup>

**Course Length:** One Year

**Grading:** A-F

**Number of Credits:** 5 per Semester

**Prerequisites:** None

### **COURSE DESCRIPTION:**

This comprehensive core course provides students 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 life and to explore the interrelationships of family, home and job responsibilities. The major areas of study include: child development; clothing and textiles; consumer education; family living; food and nutrition; housing and home management. This course is a foundation for further study in all areas of Home Economics Careers and Technology as well as preparing students for successful high school teen years.

### **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 a variety of classroom situations in all units of study.
- 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 COMPONET:**

*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. Research family heritage and complete a class project related the findings
2. Define values, goals and how they influence self-concept
3. Identify steps in the decision-making process
4. Discuss short-term and long-term goals and discuss the interrelationship
5. Describe factors of effective communication and how poor communication effects family interactions
6. Discuss non-verbal messages in a communication situation
7. Define different family structures and lifestyles
8. Describe the need for family support systems during various stages and changes in the life-cycle
9. List examples of jobs that involve helping people and families
10. Identify the interests and skills required for a career in the helping professions

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

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

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

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

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

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

#### **Nutrition and Health**

1. Identify organisms and types of food born illnesses
2. Identify and discuss safety hazards in the kitchen
3. Discuss kitchen emergencies and accidents and how to prevent them
4. Select equipment needed with a limited budget and limited time
5. Define and demonstrate food preparation techniques and skills

6. Use a variety of appliances, equipment, and techniques to prepare food
7. Explain proper use and care of food preparation equipment and appliances
8. Match kitchen equipment utilization with various food preparation tasks
9. Utilize food label information
10. Discuss fitness and weight management
11. Analyze eating habits
12. Discuss eating disorders
13. Discuss major nutrients, their functions and sources
14. Explain the significance of mealtime customs
15. Create an attractive and well-ordered table
16. Identify the interests and skills required for careers in food and nutrition
17. List examples of jobs in food processing, food service, and other hospitality areas

<i>HTR</i>	<i>F10.1</i>	<i>Standard 21:</i>	<i>Nutrition and Health</i>
<i>HTR</i>	<i>F10.2</i>	<i>Standard 22:</i>	<i>Food Safety and Sanitation</i>
<i>HTR</i>	<i>F10.3</i>	<i>Standard 23:</i>	<i>Food Preparation and Meal Management</i>
<i>HTR</i>	<i>F10.4</i>	<i>Standard 24:</i>	<i>Food Culture and Etiquette</i>
<i>HTR</i>	<i>F10.5</i>	<i>Standard 25:</i>	<i>The Science of Food and Nutrition</i>
<i>HTR</i>	<i>F10.6</i>	<i>Standard 26:</i>	<i>Food Production and Technology</i>
<i>HTR</i>	<i>F10.7</i>	<i>Standard 27:</i>	<i>Facilities and Equipment</i>
<i>HTR</i>	<i>F10.1</i>	<i>Standard 36:</i>	<i>Health and Nutrition</i>
<i>ECDFS</i>	<i>F10.13</i>	<i>Standard 37:</i>	<i>Personal Health</i>

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

1. Interpret personal statements expressed through clothing
2. Explain the social significance of clothing
3. Establish guidelines for choosing appropriate clothing
4. Identify health and safety issues regarding clothing
5. Assess the impact of the fashion industry
6. Describe how to make the best use of your clothing
7. Describe places to buy clothing
8. Describe sales that are useful for making clothing purchases
9. Evaluate clothing cost
10. Explain why you should take care of clothing
11. Describe simple clothing repairs
12. List points to remember in washing, drying and pressing clothes
13. Explain how the sewing machine works
14. Identify correct sewing equipment
15. Describe common closures and how to attach them
16. Identify the interests and skills required for careers in clothing and textiles
17. Describe types of jobs available in clothing and textiles

<i>FID</i>	<i>F10.1</i>	<i>Standard 15:</i>	<i>Apparel and Appearance</i>
<i>FID</i>	<i>F10.2</i>	<i>Standard 16:</i>	<i>Elements and Principles of Color and Design</i>
<i>FID</i>	<i>F10.4</i>	<i>Standard 18:</i>	<i>Textiles</i>
<i>FID</i>	<i>F10.5</i>	<i>Standard 19:</i>	<i>Custom Apparel and Accessories</i>
<i>FID</i>	<i>F10.6</i>	<i>Standard 20:</i>	<i>Wardrobe Planning, Budgeting, and Selection</i>

### **Housing and Furnishings**

1. Describe different types of housing
2. Identify the different needs that housing can fulfill
3. List factors that contribute to homelessness

4. Describe how to organize your space using floor plans and analysis of traffic patterns
5. Create and design a portfolio of a living room and a bedroom to include furnishings, wall coverings and floor coverings
6. Identify interests and skills needed for careers in housing
7. Describe types of jobs available in design, construction and sales

<i>FID</i>	<i>F10.1</i>	<i>Standard 28:</i>	<i>Housing and Furnishing Selections</i>
<i>FID</i>	<i>F10.2</i>	<i>Standard 29:</i>	<i>Elements and Principles of Color and Design</i>
<i>FID</i>	<i>F10.3</i>	<i>Standard 30:</i>	<i>Housing and Furniture Styles</i>
<i>FID</i>	<i>F10.4</i>	<i>Standard 31:</i>	<i>Textiles and Materials</i>
<i>FID</i>	<i>F10.5</i>	<i>Standard 32:</i>	<i>Custom Interior Items and Accessories</i>
<i>FID</i>	<i>F10.7</i>	<i>Standard 33:</i>	<i>Housing Decisions</i>
<i>FID</i>	<i>F10.8</i>	<i>Standard 34:</i>	<i>Home Furnishings and Living Environments</i>
<i>FID</i>	<i>F10.9</i>	<i>Standard 35:</i>	<i>Space Planning</i>

### **Consumer Education**

1. Describe the benefits of managing and saving money
2. Create a budget for money management
3. Identify sources of income and categorize expenses
4. Evaluate different types of bank accounts
5. Explain what credit is
6. Describe different types of credit
7. Identify ways to use credit wisely
8. Describe the rights of consumers
9. Explain ways to make a complaint
10. Describe sources of help for consumers with complaints
11. Identify several consumer related careers

<i>ECDFS</i>	<i>F10.6</i>	<i>Standard 8:</i>	<i>Consumer Decisions and Purchases</i>
<i>ECDFS</i>	<i>F10.7</i>	<i>Standard 9:</i>	<i>Financial Management and Services</i>
<i>ECDFS</i>	<i>F10.9</i>	<i>Standard 11:</i>	<i>Contributions of the Family</i>
<i>ECDFS</i>	<i>F10.8</i>	<i>Standard 10:</i>	<i>Consumer Rights and Responsibilities</i>

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

1. Define care-giving and explain the roles of parents, guardians, and other care givers
2. List the four main stages of child development
3. Describe the physical, intellectual and social characteristics of each developmental stage
4. Suggest ways to meet children's physical, intellectual, emotional, and social needs
5. Recommend ways to ensure children's safety
6. Describe how playing helps children grow physically, intellectually, emotionally, and socially
7. Identify appropriate play for infants and young children

<i>ECDFS</i>	<i>F10.10</i>	<i>Standard 12:</i>	<i>Personal Development and Positive Relationships</i>
<i>ECDFS</i>	<i>F10.11</i>	<i>Standard 13:</i>	<i>Major Life Changes</i>
<i>ECDFS</i>	<i>F10.12</i>	<i>Standard 14:</i>	<i>Conflicts and Crises</i>

### **Transferable and Employability Skills**

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

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

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

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

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

## **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR CSTs:**

Writing, Reading, Language Arts, Math, Social Science, Science

We support the skills taught in the Math, English, Social Science, and Science courses through teaching the application of these skills to the real world.

### **LAB DONATION:**

\$15.00 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 FHA-HERO (Career Technical Student Organization): 9.1 – 9.5 Technical Knowledge and Skills (Consumer and Family Studies):

### **DISTRICT ESLRs TO BE ADDRESSED:**

#### **Self-Directed Learners:**

Students will accept responsibility for their own learning, identify their needs and apply appropriate learning strategies to reach personal goals and to transfer knowledge to new situations.

#### **Effective Communicators:**

Students will communicate with group members in lab situations, when completing group projects, and when doing oral presentations.

#### **Quality Producers/Performers:**

Students will complete research papers, interior design portfolio, produce balanced and well planned meals, and complete assigned craft projects in a timely manner and maintain high standards.

#### **Constructive Thinkers:**

Students may build meaning and understanding for themselves using prior knowledge and new information and question, analyze and evaluate information as presented in class.

#### **Collaborative Workers:**

Students will work as a group in the cooking lab and share equipment, when completing classroom projects, and contribute time, energy and ideas in group settings.

#### **Responsible Citizens:**

Students will demonstrate their ability to be responsible citizens by completing assignments in a timely manner, demonstrate safe habits in lab situations, and demonstrate respect for the rights and property of others.

### **SUGGESTED TEXTBOOK:**

*Creative Living* GLENCOE  
*Teen Guide* GLENCOE