

Course Title: Family and Consumer Sciences

Unit: 1	Foundations
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Apply mathematical, reading, writing, critical thinking, decision-making, and problem-solving skills to effectively perform the work of the family and provide services to consumers. 2. Explain the impact of goal setting and teamwork on personal, family, work, and community life. <ul style="list-style-type: none"> • Recognizing the importance of FCCLA programs 3. Describe qualities of healthy relationships, including effective communication skills, conflict resolution techniques, and refusal skills.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Apply math, reading, and writing skills to be used in everyday family activities. 2. Develop creative thinking, decision-making, and problem solving skills. 3. Analyze long and short-term goals. 4. Discuss the importance of teamwork. 5. Explain how teamwork affects FCCLA programs. 6. Discuss types of relationships. 7. Evaluate what qualities promote healthy relationships. 8. Analyze the importance of open communication in relationships. 9. Demonstrate effective communication skills. 10. Demonstrate how conflict resolution and refusal skills impact healthy relationships.
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Essential Question(s):	<p>What skills are needed to effectively perform the work of the family and provide services to consumers? What positive impact can be the result of goal setting and teamwork? What are the qualities of a healthy relationship? What techniques can an individual use to resolve conflict?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>I. Foundations A. Skills Needed to Perform Work of the Family and Providing Consumer Services</p>	<p>10 + 5 Discussion: In order for individuals and families to acquire quality life, it is necessary that they have the skills to effectively perform the work of the family, to become a good citizen, and be a productive member of society.</p>	<p>Lead Questions</p>

	<p><i>(These skills will be embedded throughout the course. Below is a listing of examples of some the activities that incorporate the academic core into the instructional program.)</i></p>	
1. Mathematical skills	<p>Examples of Math Activities: Use math skills to compare prices of food and clothing between low and high-end stores.</p> <p>Conversion of Recipes: Students convert recipes to be used to feed a large group.</p>	<p>Computers Internet Web sites Sales Papers from a Variety of Stores</p> <p>Recipes Entertainment Situations Math Conversion Cart</p>
2. Reading skills	<p>Examples of Reading Activities: Using newspapers students read articles and discuss current events daily.</p>	<p>Daily newspapers Lead Questions</p>
3. Writing skills	<p>Examples of Writing Activities Begin a journal concerning family and every day life activities.</p>	<p>Journal Directions Folder/Journal</p>
4. Critical thinking skills	<p>Examples of Decision-Making, Problem-Solving, Critical Thinking, Creative Thinking, Activities: Use case studies to solve family generated problems such as sibling rivalry, arguing parents, financial problems, etc.</p> <p>Communication Board: Design a family communication board to help solve scheduling problems.</p> <p>Teacher Talk: Explain the decision making process and the steps in problem solving, critical thinking, and creative thinking.</p>	<p>Case Studies Lead Questions</p>
5. Creative thinking skills		
6. Decision-making skills		
7. Problem-solving skills		<p>Guidelines for Activity Computers Internet Web sites Art Supplies Poster Board</p> <p>Lead Questions</p>

<p>B. Goal Setting and Teamwork</p>	<p>Scenarios: Provide students with scenarios in which they have to use the decision-making and critical thinking processes to solve the problem(s) identified in the scenarios.</p> <p>Pluses and Minuses: Students use the decision-making process to solve a common community or school problem.</p> <p>10 + 2 Discussion; What are goals?</p> <p>Setting Goals Activity: Students develop short and long-term goals using the Goal Setting Guidelines Worksheet</p> <p>List, Think, Pair, Share: Students discuss the consequences of setting goals versus not setting goals.</p> <p>Partner Discussion: In pairs, students discuss the benefits of teamwork in the family and describe tasks in the family are achieved with teamwork. Share Out.</p> <p>Scenarios on Goal Setting: Students are provided with scenarios describing an individual's or families' needs and wants. Based on the information provided, students determine goals and find solutions for the individuals or families to satisfy their needs and wants. Report Out.</p> <p>Quick Talk: Being a member of FCCLA allows students to work as team members as they engage in individual, chapter projects, and service learning projects.</p>	<p>Scenarios Lead Questions</p> <p>Problems Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Goal Setting Guidelines Worksheet Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Computers Web sites Internet Lead Questions</p> <p>Scenarios Lead Questions Guidelines for Activity Rubric Computers Internet Web sites</p> <p>Lead Questions</p>
<p>C. Importance of FCCLA Programs</p>	<p>Being a member of FCCLA allows students to work as team members as they engage in individual, chapter projects, and service learning projects.</p>	<p>Lead Questions</p>

<p>D. Qualities of Healthy Relationships 1. Effective communication skills</p>	<p>Virtual Field Trip: Students go to the Web site www.fcclainc.org to learn about FCCLA. They complete the FCCLA Survey.</p> <p>View, Pair, and Share: Show students FCCLA’s “<u>Be Part of It</u>” video to promote membership. Have students pair and share ways they can encourage their peers as well as themselves to be active members of FCCLA.</p> <p>10 + 5 Discussion: Students discuss why effective communication skills are very important in developing relationships.</p> <p>Turn, Pair, and Share: Students turn and pair with another student. They share examples of how communication impacted certain relationships. Share Out.</p> <p>PowerPoint Presentation: Effective Communication Skills</p> <p>Role Play on Effective Communication Skills: Students role play situations of effective and ineffective communication skills using both verbal and non-verbal communication.</p> <p>Scenarios on Communication: Students are given scenarios of certain family situations or social activities. They decide what communication skills can be used to build effective relations.</p>	<p>Guidelines for Activity Computers Internet Web site: www.fcclainc.org FCCLA Survey Lead Questions</p> <p>Guidelines for Activity Computers Internet Web sites Lead Questions Video Video-tape Player Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Activity Role Play Situations Lead Questions</p> <p>Guidelines for Activity Scenarios Lead Questions</p>
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<p>2. Conflict resolution techniques</p>	<p>Quick Talk: Students discuss that sometimes in order to maintain relationships it is necessary to use conflict resolution techniques to address any conflict situations.</p> <p>Four Corners: Students are divided into groups of four. Each group goes to one corner of the room. On the posters, they write techniques that they use to resolve conflict in their relationships. Students move to each corner and discuss techniques written by other groups. As a whole group they decide techniques that can be used effectively to solve conflict.</p> <p>Case Studies on Resolving Conflict: Students are given case studies that involve conflict. They determine how the conflict can effectively be resolved. Share Out.</p>	<p>Lead Questions</p> <p>Posters Art Supplies Lead Questions</p> <p>Guidelines for Activity Case Studies Computers Internet Web sites References Lead Questions</p>
<p>3. Refusal skills</p>	<p>10 + 5 Discussion: Teenagers face so many temptations as they begin to assume their developmental tasks and prepare for adulthood. As various situations are faced by teenagers, they should be knowledgeable of how to use refusal skills when placed in uncomfortable situations.</p> <p>Search and Share Say “No” Activity: Students research how to “say no” when they are faced with unpleasant situations. Share Out.</p>	<p>Lead Questions</p> <p>Guidelines for Activity Internet Computers Web sites References Lead Questions</p>

	<p>Comic Book or Story Book Activity on Dealing with Conflict : Students write a comic book or story book for young children on how to deal with conflict in an effective manner or how to develop positive relationships.</p> <p>Role Play on Refusal Skills: Students are provided situations in which they discuss the importance of self-awareness in order to have the ability to demonstrate refusal skills. They role play these situations.</p> <p>T.V. Script: Students write a T.V. Script for a new television show that is based on how a healthy family functions in today's ever-changing and technological society.</p>	<p>Guidelines for Activity Rubric Computers Internet Web sites References Art Supplies Lead Questions</p> <p>Guidelines for Activity Role Play Situations Lead Questions Rubric Web sites Internet References</p> <p>Guidelines for Script Rubric Computers Internet Web sites References Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Setting Goals Activity, Scenarios on Goal Setting, Role Play on Effective Communication Skills, Scenarios on Communication, Case Studies on Resolving Conflict, Search and Share Say “No” Activity, Comic Book or Story Book Activity on Dealing with Conflict, Role Play on Refusal Skills, T.V. Script, Rubrics, and Class Participation</p>
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<p>Unit/Course CTSO Activity:</p>	<p>Increase FCCLA membership through a membership drive. FCCLA Power of One Project Student participation in STAR Events - Chapter Service Project, Chapter Showcase, Illustrated Talk, Interpersonal Communication, and Life Event Planning.</p>
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Unit/Course Culminating Product:	Students create a script for a new television sitcom focusing on the skills needed to promote a functional family. Students create a coloring book or story book on Dealing with Conflict.
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: AAFCS Pre-Professional Assessment - Broad Field Family and Consumer Services and/or Family Services

Course Title: Family and Consumer Sciences

Unit: 2	Marriage and Family
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 4. Describe stages of the family life cycle and issues that influence family life at each stage. <ul style="list-style-type: none"> • Explaining the significance of the dating and engagement period 5. Interpret customs, traditions, and legislation that affect marriage and family life. 6. Evaluate the impact of demands in the home, workplace, and community on marriage and family life.
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine functions of the family. 2. Analyze types of families. 3. Compare the stages of the family life cycle. 4. Explain changes that can occur at each stage of the family life cycle. 5. Determine qualities of strong and healthy families. 6. Analyze challenges that may impact families. 7. Analyze the significance of dating. 8. Explain the significance of the engagement period in forming the foundation for a healthy marriage. 9. Determine how culture, customs, and traditions affect marriage and family life. 10. Interpret legislation that impacts marriage and family life. 11. Assess the demands of the home, workplace, and community on healthy marriage and family relationships.
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Essential Question(s):	<p>What are the characteristics of a strong and healthy family? What challenges do families face in today's society? What characteristics should be considered when choosing a spouse? What issues influence the family life cycle at each stage? What current issues are affecting marriage and family life in today's society? How do demands outside the family affect marriage and family life?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
II. Marriage and Family A. Functions of the Family	10 + 5: Discussion: The family unit plays an important role in society. It is through the family that individuals are nurtured.	Lead Questions

<p>B. Types of Families</p>	<p>Turn and Share: Students turn to their neighbor and discuss what they think the functions of the family are in today's society. Share Out.</p> <p>Buzz Session: After sharing out their thoughts on the functions of the family, the class as a whole develops a listing along with definitions of the major functions of families.</p> <p>Quick Talk: In today's society, we find family units in many different shapes and sizes. The type of family influences how the family functions.</p> <p>Research Report on Types of Families: Students conduct research to describe types of families found in today's society. They identify the types of families, define the types of families, describe how the type of family impacts the families function, and trends affecting families. After completing this research, students select a country other than the U.S. and conduct the same research on the selected country. They compare the differences in the families unit. Share Out.</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p>
<p>C. Family Life Cycle</p> <p>1. Stages</p> <p>a. Beginning stage</p> <p>b. Parenting stage</p> <p>c. Launching stage</p> <p>e. Middle-age stage</p> <p>f. Retirement stage</p>	<p>10 + 5: Discussion: The family life cycle is used to study the family development as a family moves from being a couple to the later years.</p> <p>Buzz Session: Students discuss what stages they think are addressed in the family life cycle.</p> <p>PowerPoint Presentation: Family Life Cycle Stages</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX</p>

<p>A. Challenges that Families Incur</p>	<p>Case Studies on Strengthening Family Life: Students are given case studies of family situations. Based on the issues/challenges/problems included in the case studies, students find solutions as to how the family can address these issues thus making the family unit stronger. Share Out.</p> <p>Quick Talk: As families move throughout the family life cycle, family members may encountered many changes and crises. Many of these events may cause stress. It is important that family members are able to cope with the challenges and crises they face.</p> <p>Whole Group Activity: As a class, students identify and discuss changes, challenges, and crises that families may face as they live in an ever-changing, technological society.</p> <p>PowerPoint Presentation: Coping Strategies</p> <p>Case Studies on Coping with a Family Crisis: Students are provided with case studies of a crisis, challenge, or change that a family is facing. They identify strategies that the family can use to cope with the situation. Share Out.</p>	<p>References Rubric for Presentation Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Case Studies Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Rubric Case Studies Computers Internet Web sites References Lead Questions</p>
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<p>B. Dating</p>	<p>Short Paper on Healthy Families: Students write a short paper on the characteristics of healthy families.</p> <p>10 + 5 Discussion: Dating is a process in which an individual begins to identify character traits that they are looking for in choosing a partner for life.</p> <p>Brainstorm: Students discuss how their generation describes the term “dating” and what the significance of dating is.</p> <p>The Dating Game: Each student is provided with five index cards. On one side of the card is an issue that impacts dating. On the back of the card, students write a solution to the situation identified on the front of the card. The teacher presents case studies of dating situations. If the students feel that they have a good strategy for addressing the situation, they play their card. They have to defend their solution. The teacher determines if this is a realistic solution. The teacher collects cards when solutions are correct. The student who discards all of his/her cards first is the winner of the game. Game is repeated.</p> <p>Research Reports on Dating: Students work in groups. Each group is assigned a topic on dating. They research the topic, prepare a written report, and then share their findings with the class.</p>	<p>Guidelines for Paper Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Game Rules Computers Internet Web Sites References Lead Questions</p> <p>Guidelines for Research Reports Rubric for Reports Guidelines for Reporting Rubric for Presentation Computers Internet Web sites References</p>
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<p>G. Engagement Period</p>	<p>Short Write on Dating Characteristics: After hearing the research reports, students make a list of the characteristics they want in a potential dating partner.</p> <p>Quick Talk: When couples decide that they are in a lasting relationship, they begin talking about marriage. The engagement period is when the couple shares with others their commitment to each other and their plans to marry. This is the time that they begin to make plans for their wedding and life as a married couple.</p> <p>Interviews on the Engagement Period: In pairs, students develop a list of questions that an engaged couple needs to address during the engagement period. They interview three married people/couples. They summarize their findings and write a paper on how the engagement period can affect may impact married life. Report Out.</p>	<p>Lead Questions Guidelines for Short Write Lead Questions</p> <p>Lead Questions</p> <p>Requirements for Activity Rubric Computers Internet Web sites References Lead Questions</p>
<p>H. Factors Affecting Marriage and Family Life</p> <ol style="list-style-type: none"> 1. Customs 2. Traditions 3. Legislation 	<p>10 + 5 Discussion: All states have marriage laws. Many of the laws may be similar but may differ in details. Marriage is a contract governed by the state and made official with a marriage license.</p> <p>Teacher Talk: The teacher discusses with the class Alabama's legal requirements for marriage.</p> <p>Marriage Law Search: Students are assigned a state and research the marriage laws mandated in the state. They compile the information on the <i>Marriage Law Chart</i>. They compare the marriage laws from their assigned states to Alabama's laws. Report Out.</p>	<p>Lead Questions</p> <p>Lead Questions Alabama's Marriage Requirements</p> <p>Guidelines for Search Rubric for Search Marriage Law Chart Computers Internet Web sites References Lead Questions</p>

	<p>Whole Group Activity on Marriage Laws: Students share their research findings on marriage laws. They discuss if they feel Alabama’s Marriage Laws should be revised based on information obtained from other states.</p> <p>Search, Find, and Report on Marriage in Other Cultures: Students work in groups and are given the name of another culture to investigate. They investigate the culture for family and marriage customs and traditions. They present their report to the class. Report Out.</p> <p>10 + 5 Discussion: One way a family spends time together is by creating traditions to celebrate over time. By celebrating these traditions, memories are made.</p> <p>Pair and Share: Students pair with another student to discuss customs and traditions that are celebrated in their families.</p> <p>A Book of Memories Activity: Students create a book describing the traditions and customs celebrated by their families. They interview their family members to determine what customs and traditions they like to celebrate in their family as well if there are any new traditions they would like to start. Students compose these customs and traditions into a Memory Book. If they have pictures of their families celebrating these events they may be included.</p>	<p>Lead Questions</p> <p>Guidelines for Report Rubric for Report Name of Cultures to Study Computers Internet Web sites References Guidelines for Reporting Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Art Supplies Lead Questions</p>
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<p>I. Demands on Marriage and Family Life</p> <ol style="list-style-type: none"> 1. Home 2. Workplace 3. Community 	<p>PowerPoint Presentation: Qualities of a Strong Marriage</p> <p>Case Studies on Building a Strong Marriage: Students are provided with case studies on different situations/issues/problems faced in married life. They provide solutions for the situations/issues/problems that will make the marriage stronger. Share Out.</p> <p>10 + 5 Discussion: Each day family members are trying to have some balance in their lives as they juggle work, family, and personal activities. Family life and work life impact each other.</p> <p>Brainstorming Session: Students brainstorm types of work that are performed in the home. A list is prepared and the class as a whole determines categories of work performed in the home.</p> <p>Buzz Session: Based on the list of work performed in the home, students determine responsibilities of family members in performing the work.</p> <p>Scenarios on Work of the Family: Students are provided with scenarios of families. Based on the information provided in the scenarios, they identify roles and responsibilities of family members and organize the work of the family in the home to achieve time and energy efficiency.</p>	<p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Activity Rubric Case Studies Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Scenarios Lead Questions</p>
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	<p>Table Talk: Students discuss how the workplace can impact the family and the family impacts the workplace. Share Out.</p> <p>Pair and Share: Students pair with another student and share their thoughts of how community responsibilities can impact the home and workplace. Report Out.</p> <p>Research Report on Blending Work and Family Life: Students prepare a research report on strategies used by families in their efforts to blend their family, personal, community, and work life. Share Out.</p> <p>Case Studies on Balancing Work and Family: Students are provided with case studies on different family situations. Based on the information provided in the case studies, students identify strategies for the the families to use in blending work and family life.</p> <p>Quick Write: Students write a paper on qualities of a healthy family.</p> <p>“My Ideal Life” Paper: Students write a paper that describes their “ideal life.” The paper must include their travels through every stage of the family life cycle.</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Case Studies Computers Web sites Internet References Lead Questions</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Paper Rubric Computers Internet Web sites References</p>
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Unit Assessment:	Research Report on Types of Families; Family Life Cycle Activity; Family Life Cycle Research Project; Research Report on Strong Families; Case Studies on Strengthening Family Life; Case Studies on Coping with a Family Crisis; Short Paper on Healthy Families; The Dating Game; Research Reports on Dating; Short Write on Dating Characteristics; Interviews on the Engagement Period; Marriage Law Search; Search, Find, and Report on Marriage in Other Cultures; A Book of Memories Activity; Case Studies on Building a Strong Marriage; Scenarios on Work of the Family; Research Report on Balancing Work and Family Life, Case Studies on Balancing Work and Family, Paper on Qualities of a Healthy Family, My Ideal Life, Rubrics, and Class Participation.
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Unit/Course CTSO Activity:	FCCLA “STOP the Violence” state project to promote healthy dating Students participate in STAR Events - Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning.
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Unit/Course Culminating Product:	“My Ideal Life” paper. Students will write a paper that defends their image of an ideal life. It must include every stage of the family life cycle.
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Course/Program Credential(s):	<input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Broad Field Family and Consumer Services and/or Family Services
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Course Title: Family and Consumer Sciences

Unit: 3	Parenting and Caregiving
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Content Standard(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 7. Determine characteristics of a quality caregiver. 8. Evaluate the impact of parenting roles on the well-being of the child and family. <ul style="list-style-type: none"> • Determining the physical, mental, emotional, and social needs of children
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Learning Objective(s) and Depth of Knowledge Level(s):	<p>Students will:</p> <ol style="list-style-type: none"> 1. Determine the need for quality caregivers. 2. Analyze characteristics of a quality caregiver. 3. Define roles and responsibilities of a quality caregiver. 4. Explain parenting roles. 5. Analyze the impact of parenting roles on the well-being of the child and family. 6. Determine the physical, mental, emotional, and social needs of children.
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Essential Question(s):	<p>What are the characteristics of a quality child caregiver? What are the specific needs of children? What impact do parents have on the growth and development of their children?</p>
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>III. Parenting and Caregiving A. Characteristics of a Quality Caregiver</p>	<p>10 + 5 Discussion: Anyone who provides care for children is a caregiver.</p> <p>Brainstorm Session: Students discuss reasons why there is a need for quality caregivers.</p> <p>Brochure on Characteristics of a Quality Caregiver: Students research the characteristics of a quality caregiver. They create a brochure to distribute at</p>	<p>Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet</p>

<p>B. Impact of Parenting Roles on the Well-Being of Child and Family</p>	<p>the local hospital to new parents and various locations in the community. Share Out.</p> <p>Panel Discussion: A panel of child caregivers from various sources (home care, public agencies, or private agencies) discusses the roles and responsibilities they perform in providing care for children. Any additional information that parents need to know in making a decision about selecting childcare services to a family is addressed.</p> <p>Questions Parents Should Ask Caregivers: Students work in pairs to develop a set of questions that parents should ask when they are making a decision to hire a child caregiver. The pairs share their questions with the class. As a whole the class, develops a list of questions to ask caregivers.</p> <p>Guest Speakers: Several parents discuss with the class the process they used in hiring a child caregiver. The students share their list of questions with the parents. They add questions of the parents to their lists.</p> <p>Quick Talk: Parents play the most important role in the care of their children. Caring for children is a great responsibility. Their actions impact the growth and development of their children.</p> <p>Guest Speakers: A representative from the March of Dimes and Department of Human Resources (Social Worker) discuss with the class how parents can impact the growth and development of children.</p>	<p>Web sites References Art Supplies Lead Questions</p> <p>Contact Panel Members Lead Questions</p> <p>Lead Questions</p> <p>Make Arrangements for Guest Speakers Lead Questions</p> <p>.</p> <p>Lead Questions</p> <p>Arrangements for Guest Speakers Lead Questions</p>
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	<p>Research Report on Parental Impact on a Child's Growth and Development: Students write a research report on how parents' and child caregivers' actions impact the growth and development (physical, mental, emotional and social needs) of their children and family. Students present their report to the class.</p>	Guidelines for Research Report Rubric for Research Report Computers Internet Web sites References Lead Questions Presentation Guidelines Rubric for Presentation
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Unit Assessment:	Brochure on Characteristics of a Quality Caregiver, Questions Parents Should Ask Caregivers, Research Report on Parental Impact on a Child's Growth and Development, Rubrics, and Participation
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Unit/Course CTSO Activity:	Students participate in STAR Events: Illustrated Talk, Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning.
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Unit/Course Culminating Product:	Research Paper on the Impact of Parents and Caregivers on the Growth and Development of Children Brochure of Characteristics of a Quality Caregiver
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Broad Field Family and Consumer Services and Family Services

Course Title: Family and Consumer Sciences

Unit: 4	Consumer Sciences
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Content Standard(s) and Depth of Knowledge Level(s):	Students will: 9. Describe consumer issues related to meeting the needs and wants of individuals and families. Examples: budgeting, establishing credit, purchasing insurance, investing and saving, reporting taxes 10. Interpret rights and responsibilities of consumers. <ul style="list-style-type: none">• Proposing alternative solutions for filing a consumer complaint• Comparing advertising techniques used to influence consumers
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Learning Objective(s) and Depth of Knowledge Level(s):	Students will: 1. Compare needs and wants of families and individuals based on a budget. 2. Determine safe practices in establishing credit. 3. Compare insurance plans and needs. 4. Analyze the importance of investing for the future. 5. Determine the importance of saving for financial security. 6. Explain how to open a checking account and savings account. 7. Determine how debit cards and credit cards can be used responsibly. 8. Analyze income tax returns to determine how taxes are calculated and what documentation is needed to complete a tax return. 9. Determine the rights and responsibilities of consumers. 10. Discuss ways to solve a consumer complaint. 11. Evaluate ways media advertising influences consumer decisions.
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Essential Question(s):	What consumer skills should an individual acquire to function in today's society? How can credit be used responsibly? What types of insurance do individuals and families need to protect them against crises? Why is it important for individuals and families to invest for their future? What consumer services are provided by a bank? How are federal income tax forms completed and filed? How should a consumer properly file a consumer complaint? How does advertising impact consumer behavior?
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3. Purchasing insurance

PowerPoint Presentation:

- Reasons for Using Credit
- Types of Credit
- Advantages and Disadvantages of Using Credit
- Cost of Credit
- Establishing Credit

Case Studies on Credit:

Students are provided copies of case studies that include information about the financial history of an individual or family. Using this information, the student decides how the individual or family can use credit responsibly in addressing situations that they are facing day-to-day. Share Out.

Credit Form Activity:

Students fill out a mock credit application. As a whole group, the class discusses the type of information consumers have to provide a creditor in applying for credit.

Quick Talk:

As individuals and families travel through life, they may be faced with crises related to health, accidents, and crime. By purchasing insurance for these specific instances, individuals or families receive financial protection that will assist them in dealing with the loss and cost felt by having to face these situations in life.

Insurance Report Activity:

Students work in groups to investigate the types of insurance available for consumers. Each group is assigned a type of insurance to research and complete the Insurance Questionnaire. After completing the research the groups report out to the class. As a whole group, each type of insurance information is discussed and the

PowerPoint Presentation
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Lead Questions

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Lead Questions
Insurance Questionnaire

<p>4. Investing</p>	<p>information is entered on the Insurance Questionnaire.</p> <p>Guest Speaker: An Insurance Agent discusses with the class the types of insurance and why individuals and families need to be covered by insurance. Students write questions to ask the agent.</p> <p>10 + 5 Discussion: In today's society, many individuals and families focus only on the financial situation they are facing each day. Individuals and families are concerned about how they can manage their resources to address each crisis they face on a day-to-day basis. To be financial secure, individuals and families need to plan for their future. By investing some of their current financial resources, their financial resources will grow to meet their needs and wants in the future.</p> <p>Investment Report Activity: Students work in groups to investigate the types of investments available for consumers. Each group is assigned a type of investment to research and complete the Investment Questionnaire. After completing the research the groups report out to the class. As a whole group, each type of investment information is discussed and the information is entered on the Investment Questionnaire.</p>	<p>Arrangements for Guest Speaker Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Insurance Questionnaire</p>
<p>5. Savings</p>	<p>Quick Talk: Not only do individuals and families need to spend their resources wisely, be covered by insurance, and plan for the future, they need to save some of their financial resources available to meet emergencies that they may face each day as well as to have financial stability in the future.</p>	<p>Lead Questions:</p>

<p>6. Checking accounts and debit cards</p>	<p>Pare and Share on Savings: Students discuss ways individuals and families can save money. Share Out.</p> <p>Quick Write on Savings: Students write a quick paper on a savings plan they can use to begin saving as a teen. Report Out.</p> <p>10 + 5 Discussion: In today's society few people pay cash for their purchases. Checking accounts, debit cards, and credit cards are used to pay for expenditures. It is very important that individuals and families keep records of their expenditures incurred by the use of these items.</p> <p>Guest Speaker: A representative from a local bank discusses bank services as well as how to open a checking account, savings account, and how to acquire a debit card and credit card. Guidelines for using these resources wisely are also discussed.</p>	<p>Lead Questions</p> <p>Guidelines for Paper Lead Questions</p> <p>Lead Questions</p> <p>Arrangements for Guest Speaker Lead Questions</p>
<p>7. Reporting taxes</p>	<p>Quick Talk: It is a responsibility of citizens of the United States to pay income taxes at the federal, state, and local levels. To many Americans, April 15 is a dreaded day because federal and most state income taxes are due.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • How Federal Income Taxes Are Reported • Documents Used to Determine Tax Deductions • Forms Used to Calculate Taxes Owed <p>Teacher provides students with a Form 1040 EZ and Form 1040 and discusses how the forms are used to report income that is taxed.</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer Internet Web site (IRS) Copies of Form 1040 EZ Copies of Form 1040 Documents to Support Deductions Lead Questions</p>

<p>B. Rights and Responsibilities of Consumers</p> <p>1. Filing a consumer complaint</p>	<p>Guest Speaker: A Family Financial Advisor discusses with the class what services are provided to consumers to assist them in having financial security.</p> <p>Quick Talk: There are laws and regulations that protect consumers as they purchase goods and services. These laws ensure that they are treated fairly and products are safe. Consumers need to be familiar with these laws so that when they are confronted with situations where their rights have been violated, they can take the necessary action to resolve the conflict.</p> <p>Consumer Rights and Responsibilities Brochure: Students work in pairs to research the topic on Consumer Rights and Responsibilities. They design a brochure on: Consumer Protection and Consumer Rights and Responsibilities that can be distributed in the community. Share Out.</p> <p>Quick Talk: At times consumers purchase goods or services that are unsatisfactory. Most businesses want customer satisfaction so they are willing to address the concerns of a consumer. It is the consumer's responsibility to file a consumer complaint.</p> <p>PowerPoint Presentation: Process of Filing a Consumer Complaint</p> <p>Consumer Complaint Activity: Students are assigned to three businesses in the community. They research the businesses to determine their Return Policies and Policies for Filing a Consumer Complaint. They compile</p>	<p>Make Arrangements for Guest Speaker Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Brochure Rubric Computers Internet Web sites References Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites</p>
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<p>1. Advertising techniques</p>	<p>their information on the Consumer Complaint Reports.</p> <p>10 + 5 Discussion: Businesses use advertising to make consumers want to buy their goods and services. Agencies or organizations purchase advertising to promote their cause. Advertisers use certain techniques to get consumers to buy their products or support their cause.</p> <p>Brainstorming Session: Students identify types of advertising used to entice consumers.</p> <p>Types of Advertisements Activity: In groups of four, students draw an index card that identifies a type of advertisement. They research the type of advertisement to determine how it encourages consumers to buy their products, their services, or support their causes. Persuasive techniques used in the advertisement are identified. They share an example of one of the advertisements used in today's market. They point out the techniques used to impact the consumer's decision-making process.</p> <p>Individual or Family Financial Portfolio: Students are given a case study of an individual or family. They create a financial portfolio for the family. Share Out.</p>	<p>Telephone Directory Chamber of Commerce Directory Lead Questions Consumer Complaint Process</p> <p>Lead Questions Examples of Advertisements</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Financial Portfolio Rubric Computers Internet Web Sites References Software Lead Questions</p>
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Unit Assessment:	Case Studies on Creating a Budget, Case Studies on Credit, Credit Form Activity, Insurance Report Activity, Insurance Report Activity, Investment Report Activity, Quick Write on Savings, Consumer Rights and Responsibilities Brochure, Consumer Complaint Activity, Types of Advertisements Activity, Individual or Family Financial Portfolio, Rubrics, and Class Participation
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Unit/Course CTSO Activity:	Participation in STAR Events - Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning
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Unit/Course Culminating Product:	Students create a financial portfolio for an individual or family including a budget, savings plan, investment plan, insurance plan, credit plan, and tax plan. Consumer Rights and Responsibilities Brochure
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Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Broad Field Family and Consumer Sciences and/or Personal and Family Finance	
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B. Care of Apparel and Accessories

PowerPoint Presentation

- Elements of Art
- Principles of Design
- How Elements of Art and Principles of Design are Used to Visually Change the Appearance of One's Silhouette

Fashion Portfolio:

Students compile examples of how each of the elements of art and principles of design are used in clothing and fabric design. They collect pictures of how the elements of art and design principles can change the appearance of one's silhouette. Display Portfolios.

Quick Talk:

The fiber, fiber construction, color, and fabric finishes used to manufacture apparel and accessories determine the care of apparel and accessories. Using the wrong care techniques can destroy the fabric and wear of a garment.

PowerPoint Presentation:

- Daily Care Techniques
- Sorting of Clothes
- Pre-Treatment of Clothes Prior to Washing
- Machine Washing
- Hand Washing
- Drying Clothes
- Ironing/Pressing Clothes
- Dry Cleaning

Care of Apparel and Accessories Activity:

Students are given five cards. Written on each card is a name of a fabric and a type of garment.

PowerPoint Presentation

Computer
CTX
Internet
Web sites
Samples of Clothing/Fabrics to Discuss
Elements of Design
Lead Questions

Guidelines for Portfolio

Rubric for Portfolio

Computers

Internet

Web sites

References

Magazines

Catalogs

Lead Questions

Lead Questions

PowerPoint

Computer

CTX

Lead Questions

Fabrics/Fibers to Use in Demonstration

Supplies and Products

Guidelines for the Activity

Rubric

Cards with Fabric and Garment Identifications

<p>C. Storage of Apparel and Accessories</p>	<p>They research the fabric listed on the card and describe the care techniques that should be used on the fabric based on the type of garment. They are also given a card that identifies a fabric, name of the garment, and stain that is on the fabric. The students research and describe how to remove the stain (process and supplies) on the specific fabric. They fill out information related to the specific fabric and stain on the Care Chart.</p> <p>Whole Group Activity: Students share their information collected on the care of the five fabrics they had to conduct research on in the last activity. The class uses information provided to complete the Care Chart. Students discuss the stain removal processes used to remove the stain on the fabric assigned.</p> <p>Quick Talk: It is just as important to store clothing and accessories correctly as it is to use proper techniques to care for them. Proper storage impacts the look of clothing as well as the life of the garment or accessory.</p> <p>Scenarios on Storage of Clothing: Students are provided with scenarios that identify clothing that has just been washed or worn. They research care and storage techniques that are used in preparing clothing for storage as well as being stored. They describe how the clothes and accessories should be properly stored. Also, they identify any special tools or equipment needed to store the clothing appropriately.</p> <p>Teacher Demonstration: The teacher demonstrates how to care and store heirloom items and keepsakes.</p>	<p>Stain Removal Card Computers Internet Web sites Supplies Products Care Charts Lead Questions</p> <p>Lead Questions Care Chart</p> <p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Scenarios Lead Questions</p> <p>Lead Questions Heirlooms Keepsakes Supplies Products</p>
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<p>D. Basic Sewing Techniques</p>	<p>Quick Talk: By being able to sew, you can add garments and accessories to your wardrobe, make repairs and alterations of clothing, and construct furnishings to be used in the home.</p> <p>Portfolio of Basic Sewing Techniques: The teacher demonstrates basic sewing techniques. Students construct samples of techniques and place in portfolio.</p>	<p>Lead Questions</p> <p>Guidelines for Portfolio Rubrics for Construction Techniques Fabric Patterns Sewing Machines Small Equipment and Tools Sewing Notions Lead Questions Constructed Samples</p>
<p>E. Utilizing Equipment and Tools</p>	<p>10 + 5 Discussion: In order to construct clothing, home furnishings, or repair clothing, it is important that the proper equipment is used in performing the necessary construction techniques. There are various types of sewing machines, small equipment, and tools that are used in performing these techniques. The equipment and tools must be used safely and cared for properly.</p> <p>Teacher Demonstration: Teacher demonstrates the proper use and care of equipment and tools used to construct clothing and accessories.</p> <p>Teacher Demonstrates Operation of the Sewing Machine: Teacher demonstrates the steps in operating a sewing machine to perform basic sewing techniques.</p>	<p>Lead Questions</p> <p>Equipment and Tools Notions Fabrics Garments Accessories</p> <p>Sewing Machine Thread Equipment and Tools Notions Fabrics Garments Accessories</p>

Student Demonstrates How to Operate the Sewing Machine:

Using paper patterns, students demonstrate how to thread the sewing machine and perform basic sewing construction techniques. They must demonstrate to the teacher how to thread the machine. After threading the machine with 100% accuracy, students receive a certificate of accomplishment. Their finished paper patterns are graded by teacher. They must use correct construction techniques on their paper patterns before they can begin their sewing project.

Construction of Sewing Project:

Teacher selects a sewing project for students to complete. Throughout the project, the teacher demonstrates sewing techniques required to complete the project. Finished projects are displayed or a fashion show is conducted.

Teacher Demonstration:

In small groups the teacher demonstrates how to use the Serger.

Serger Machine Project:

Students complete a sewing project that includes use of the Serger.

Sewing Machines
Thread
Paper Patterns
Certificates of Accomplishment

Sewing Machines
Thread
Equipment and Tools
Notions
Fabric
Patterns for Project
Sample of Construction Techniques
Rubric for Project
Sewing Instructions or Guide for Construction Project

Serger
Thread
Equipment and Tools
Notions
Fabric
Fabric Pieces or Garment
Lead Questions

Serger
Thread
Equipment and Tools
Notions
Fabric
Fabric Pieces or Garment
Lead Questions
Project
Rubric

	<p>Teacher Demonstration: In small groups the teacher demonstrates how to use the Embroidery Machine.</p> <p>Embroidery Machine Project Students complete a sewing project that includes the use of the Embroidery machine.</p>	<p>Embroidery Machine Thread Equipment and Tools Notions Fabric Fabric Pieces or Garment Lead Questions</p> <p>Embroidery Machine Thread Equipment and Tools Notions Fabric Fabric Pieces or Garment Lead Questions Project Rubric</p>
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Unit Assessment:	Fashion Portfolio, Care of Apparel and Accessories Activity, Scenarios on Storage of Clothing, Portfolio of Basic Sewing Techniques, Student Demonstrates How to Operate the Sewing Machine, Construction of Sewing Project, Serger Machine Project, Embroidery Machine Project, Rubrics, and Class Participation
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Unit/Course CTSO Activity:	FCCLA project/fundraiser: Make pillowcases to be sold, can monogram if wanted. Can make quilts for the nursing home. Participation in STAR Events - Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning, Entrepreneurship, Fashion Construction, and Recycle and Redesign
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Unit/Course Culminating Product:	Basic Sewing Technique Portfolio Sewing Projects
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments – Broad Field Family and Consumer Sciences and Fashion and/or Textiles and Apparel</p>

<p>Four Corners: A different type of housing option is listed on four posters. Students are assigned to one corner of the classroom. They list on the posters the advantages and disadvantages of living in the option assigned. Students move to each corner and add advantages and disadvantages. In the last round, one student reports out on the advantages and disadvantages of the option represented in his/her corner.</p> <p>Read, Think, and Share: Using newspapers and other media sources, students read the sales ads for ten houses in the community. They explain how the housing options are described in the ads. They compare the cost of the housing options in the ads and determine which option is the best buy.</p> <p>Quick Talk: Since buying a home is a major expenditure for individuals or families, it is very important to consider what they can afford before they begin looking for a home. After a figure has been determined other factors need to be considered. These factors include the cost per square footage, the amount of living space and storage space, and other amenities the family wants in a home.</p> <p>Guest Speaker: A real estate agent discusses the process of buying and selling a home, what customers are looking for in a home, and how the financial market impacts the selling and buying prices.</p> <p>Floor Plan Evaluation: Students are provided with case studies that describe characteristics of a family or individual. The case studies identify what the individual or family is looking for in a home and the amount of money available to spend on the house. Cost</p>	<p>Guidelines for Activity Poster Board with Option Listed Markers Lead Questions</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>Make Arrangements for Guest Speaker Lead Questions</p> <p>Guidelines for Activity Rubric Case Studies Computers Internet Web sites</p>
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<p>B. Selection of Furniture, Accessories, Equipment</p>	<p>per square footage in the neighborhood is also identified. Using magazines and/or the Internet, students select three different floor plans and evaluates the pros and cons of each floor plan based on what the family wants in a home, cost of the home, amount of living space and storage space. Report Out</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Elements of Art and Principles of Design • Color Scheme <p>Elements of Art and Principles of Design Activity: Students are provided with pictures of different home interiors. They describe how the elements of art and principles of design are used in the interior spaces and what type of color schemes are used in the interiors. They make recommendations of what they would do to the interior if it was their own space.</p> <p>Quick Talk: Furnishing a home can be a fun and an exciting experience. Furnishings, accessories, and equipment are big expenses for the consumer. It is important that consumers make informed decisions when making these purchases.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Factors to Consider when Selecting and Buying Furniture • Factors to Consider when Selecting and Buying Accessories • Factors to Consider when Selecting and Buying Equipment 	<p>Floor Plans Magazines References Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions Internet Web sites</p> <p>Guidelines of Activity Rubric Computers Internet Web sites Pictures of Interiors Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Internet Web sites References Lead Questions</p>
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<p>C. Placement of Furniture, Accessories, and Equipment</p>	<p>Case Study on Selection of Furniture, Accessories, and Equipment: Students work in pairs. They are provided with case studies that describe a family or individual, the space within the home, the individual's or families' need for furniture, accessories, and equipment. The students are given a certain amount of money that has been budgeted for furniture, accessories, and equipment. Students select the furniture and equipment for the specific space in the home based on the needs of the family. Students collect pictures of the furnishings and equipment, describe specifications of the furniture and equipment, list the cost of each item, and describe why the items meet the needs of the family or individual. Information is recorded on the Selection of Furniture, Accessories, and Equipment Chart. Share Out.</p> <p>10 +5 Discussion: When considering the placement of furniture, accessories, and equipment, it is much easier to place items if a floor plan is drawn to scale that includes where walls, doors, windows and other interior features are located in the room.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Creating a Floor Plan • Factors to Consider in Furniture, Accessories, and Equipment Placement • Using Design Principles • Traffic Patterns <p>Furniture Arrangement Activity: Students are provided with different floor plans and furniture templates. Using case studies describing the family or individual that occupies the space of the floor plan, they collect pictures</p>	<p>Guidelines of Activity Rubric Case Studies Computers Internet Web sites References Catalogs Magazines Lead Questions Furniture, Accessories, and Equipment Chart</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References</p>
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	<p>of the furnishings and accessories to be used in the space. color scheme, floor coverings, and window coverings for the floor plan space. They explain why these specific items and color scheme(s) were selected. Using the templates they arrange the furniture and accessories on the floor plan. Students display and present their work to the class.</p> <p><i>(Teachers are encouraged to use available software packages that provide floor plans and templates.)</i></p>	<p>Software or Floor Plans and Templates Lead Questions Art Supplies. Floor Plans Case Studies</p>
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Unit Assessment:	Floor Plan Evaluation; Elements and Principles of Design Activity; Case Study on Selection of Furniture, Accessories, and Equipment, Furniture Arrangement Activity; Rubrics; and Class Participation
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Unit/Course CTSO Activity:	Participation in STAR Events - Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning, Entrepreneurship, Interior Design
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Unit/Course Culminating Product:	Furniture Arrangement Activity where students design a room providing ample living and storage space and using the elements and principles of design to decorate the room and place furniture and accessories.
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessments - Broad Field in Family and Consumer Sciences and/or Housing, and Interior Design</p>
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Course Title: Family and Consumer Sciences

Unit: 7	Food and Nutrition
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Content Standard(s) and Depth of Knowledge Level(s):	Students will: 16. Compare the nutritive value and cost of restaurant meals to home cooked meals. 17. Demonstrate food preparation using safe and correct use of equipment and sanitation practices. <ul style="list-style-type: none">• Identifying a variety of table settings and appropriate etiquette for various occasions 18. Demonstrate skill in planning, preparing, serving, and storing food.
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Learning Objective(s) and Depth of Knowledge Level(s):	Students will: 1. Determine the importance of eating nutritious foods. 2. Discuss how to make healthy food choices when eating out. 3. Compare and contrast the cost of eating out verses cooking at home. 4. Identify ways to promote a safe kitchen environment including proper use of equipment, sanitation, and storage. 5. Demonstrate appropriate etiquette for various occasions. 6. Determine correct table settings based on the occasion and type of meal. 7. Plan nutritious meals. 8. Determine how to shop wisely for food items. 9. Prepare nutritious meals. 10. Use various styles of service to serve meals. 11. Store foods safely.
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Essential Question(s):	Why is it important for individuals and families to eat nutritious meals and snacks? How does eating out compare to cooking at home? Why is it important to use proper etiquette? Why is proper sanitation important when preparing and storing food? Why is meal planning an important task in food preparation? How do individuals and consumers shop wisely for food? What are the basic principles of food cookery? How is food served in a safe and sanitary manner?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
<p>VII. Food and Nutrition</p> <p>A. Value and Cost of Restaurant Meals</p>	<p>10 + 5 Discussion: It is important that individuals eat and prepare nutritious food. Not eating nutritionally leads to poor health problems. As individuals move through the life span their nutritious needs change.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Dietary Reference Intakes (DRIs) • Recommended Dietary Allowance (RDA) • Dietary Guidelines for Americans • MyPyramid <p>Planning Nutritious Meals Activity: Students are given case studies with a description of a family or individual. Using MyPryamid, they select meals and snacks for the family or individual for a week according to the choices from the food groups and age of family member or individual. Share Out.</p> <p>Coloring Book for Children on Healthy Eating: Students create a coloring book for five-year olds on why and how to eat healthy. Coloring books are printed and distributed to children.</p> <p>Quick Talk: In our society today family members and individuals eat out more frequently. If we want to be more concerned with eating nutritious food, it is important to calculate the nutritive value of restaurant meals. Also, consumers are concerned</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Guidelines for Activity Rubric MyPryamid Case studies Computers Internet Web sites References Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Art Supplies</p> <p>Lead Questions</p>

<p>B. Safe Use of Equipment</p>	<p>about the costs of food in today's economy.</p> <p>Eating Out Activity: Students collect six carry out or restaurant menus. Using fitday.com, they evaluate the nutrient value of one meal per menu. Students figure the cost of each restaurant's meal including tax and tip.</p> <p>Eating At Home Activity: Students plan menus using only home cooked meals for one week. They evaluate these meals on fitday.com. Using grocery ads and costs list of food items, they evaluate the cost of all ingredients including tax.</p> <p>Calculating the Cost of Meals Activity: Students compare the cost of the home cooked meals with the meals purchased from the restaurant.</p> <p>Quick Talk: In preparing food at home, it is very important to use equipment correctly and safely. By following safety and proper use guidelines, accidents are prevented and food preparation is conducted safely.</p>	<p>Guidelines for Activity Rubric Carry Out or Restaurant Menus Computers Internet Web sites (fitday.com) References Calculators Lead Questions</p> <p>Guidelines for Activity Rubric Menus Computers Internet Web sites (fitday.com) References Grocery Ads Costs of Food Items Calculators Lead Questions</p> <p>Guidelines for Activity Rubric Menus Computers Internet Calculators Lead Questions</p> <p>Lead Questions</p>
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C. Table Setting

PowerPoint Presentation

- Kitchen Safety Rules
- Sanitation Rules
- Food Safety

Safety Tests:

Students demonstrate knowledge of safety guidelines by passing a safety test with 100% accuracy.

Small Equipment Demonstrations:

Students are assigned a piece of small equipment used in food preparation. They research the use, care, and cost of the piece of equipment. Using a recipe, they demonstrate to the class the use and care of the piece of equipment.

Quick Talk:

Today, few families or individuals eat their meals together around a table. It is important that you know how a table is set properly so that when you are eating out or with others you follow proper etiquette.

Teacher Demonstration:

Teacher demonstrates to students how to set a table properly.

Table Setting Activity:

Students are provided with ten menus. They draw table settings for each of the menus. Students select one of their table settings and use flatware, dinnerware, glassware, and table linens

PowerPoint Presentation
Computer
CTX
Lead Questions

Safety Tests

Guidelines for Researching the Equipment
Rubric
Computer
Internet
Web sites
References
Name of Small Equipment
Recipes
Groceries
Guidelines for Demonstrating Equipment
Rubric for Demonstration

Lead Questions

Flatware
Dinnerware
Glassware
Table Linens
Menus

Guidelines for Activity
Rubric
Art Supplies
Menus
Flatware
Dinnerware

<p>D. Etiquette</p>	<p>to demonstrate how to set the table properly for their selected menu.</p> <p>Quick Talk: It is important that we follow accepted rules of behavior with eating meals at home, away from home, or in restaurants. Etiquette is based on rules to make eating pleasant and enjoyable.</p> <p>Movie Clip: Show table setting clip of movie <u>Pretty Woman</u>. Students discuss clip.</p> <p>Table Talk: Students list situations where etiquette is important in being selected for a job or career. Share Out.</p> <p>Role Play Etiquette Skills: Students are given role play situations requiring proper etiquette skills. They role play situations in front of the class.</p> <p>Movie Clip: Show movie clip from <u>Princess Diaries</u> on etiquette. Students discuss clip.</p>	<p>Glassware Table Linens</p> <p>Lead Questions</p> <p>Movie Clip VCR/DVD Player Monitor Lead Questions</p> <p>Lead Questions</p> <p>Guidelines for Role Play Rubric Role Play Situations Computers Internet Web sites References</p> <p>Movie Clip Lead Questions VCR/DVD Player Monitor</p>
<p>E. Food Preparation Skills 1. Planning meals</p>	<p>10 + 5 Discussion: Much time and thought needs to go into food preparation. Menus need to be planned, food needs to be bought, foods need to be prepared, and served. In order to get good results time must be taken to follow food preparation basics.</p>	<p>Lead Questions</p>

2. Shopping for food

Quick Talk:

When time is spent on planning meals, menus are usually more nutritious, based on likes and dislikes, include a variety of foods, and allow costs to stay within the food budget.

Whole Group Activity:

Students develop guidelines that should be followed when planning meals.

Meal Planning Activity:

Using the guidelines developed in class and the Meal Planning Chart, students describe characteristics of their families that impact mealtime. Based on these factors, students develop meals for their family. They describe why the menus planned each day reflect the choices and needs of their family members.

Guest Speaker:

The Director of the Child Nutrition Program or a dietitian discusses the importance of planning nutritious meals.

10 + 5 Discussion:

After meals have being planned, the next step is shopping for food. Shoppers want to buy the best quality of food that fits into their food budget. It is a good idea to prepare a grocery list so unexpected items will not be purchased. Just as there are guidelines to assist in planning meals, there are also shopping guidelines.

PowerPoint Presentation:

Shopping for Food

- Shopping List
- Saving Money Strategies
- Unit Pricing
- Reading Labels
- Selecting Quality Food

Lead Questions

Lead Questions

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Meal Planning Chart
Lead Questions

Arrangements for Guest Speaker
Lead Questions

Lead Questions

PowerPoint Presentation
Computer
CTX

3. Preparing food

- Storing Food

Food Shopping Activity:

Students plan a week's menu using food advertisements and coupons. Information is recorded on the Food Shopping Chart. Report Out.

Field Trip:

Students visit a local grocery store. The manager of the store conducts a tour to all of the departments within the store.

Quick Talk:

After meals have been planned, food items bought, it is time to prepare and cook the food. There are basic food preparation techniques that when properly followed good results are obtained.

Demonstration of Basic Food Preparation

Skills:

Teacher demonstrates basic food preparation skills.

- Using Recipes
- Terms and Abbreviations
- Measuring
- Cooking Techniques

Labs:

Students plan and prepare food using basic food preparation techniques.

Guidelines for Activity

Rubric

Computers

Internet

Web sites

Food Coupons

Food Weekly Ads

References

Food Shopping Chart

Lead Questions

Make Arrangements for Field Trip

Permission Slips

Transportation Arrangements

Lead Questions

Planning Forms

Grocery List

Food Items

Equipment and Tools

Recipes

Handouts

Videos

Cookbooks

Planning Forms

Evaluation Forms

Recipes

Cookbooks

Equipment and Tools

Food Items

<p>4. Serving</p>	<p>10 + 5 Discussion: After preparing food for meals, the food has to be served. Families may have their own way of serving foods. The serving style may be based on the families' lifestyle, traditions, or customs.</p> <p>PowerPoint Presentation: Serving Styles</p> <ul style="list-style-type: none"> • Family Style • Plate Style • Buffet Style <p>Quick Write on Types of Food Service: Students write a quick paper on what occasions they would use the different types of serving styles, for what occasion the food is being served, and what food items would be served.</p> <p>Lab Activity: Students practice the various serving styles in the lab experiences.</p>	<p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Quick Write</p> <p>Lab Experiences</p>
<p>5. Storing food</p>	<p>Quick Talk: Storing food properly keeps food safe and can help save money. By following certain guidelines food storage is a very important aspect of basic food preparation techniques.</p> <p>Guidelines for Storing Food Safely Activity: Students research the topic proper food storage. They identify guidelines that consumers should follow to be sure food is stored safely. They develop a brochure on these guidelines to be distributed at a local grocery store.</p> <p>Food Storage Activity: Students are provided with a list of food items that need to be stored. They describe how each</p>	<p>Lead Questions</p> <p>Guidelines for Activity Rubric Computers Internet Web sites References Lead Questions Art Supplies</p> <p>Guidelines for Activity Rubric Computers Internet</p>

	<p>of the food items should be stored so they are safe to eat.</p> <p>Storage Experiment: Students select one of the storage guidelines from their research activity. They store a food item not following the proper guideline(s) and the same food item using the guideline(s). They store the food items. In one week, they remove the food items from the refrigerator or freezer. They write a description about the condition of the food items on completing the Food Storage Comparison Chart.</p> <p>Teacher Appreciation Luncheon: Students plan, prepare, and serve a special luncheon for teachers.</p>	<p>Web sites References Food Item Lists Lead Questions</p> <p>Guidelines for Activity Rubric Computer Internet Web sites References Storage Guidelines Storage Containers Food Items Food Storage Comparison Chart</p> <p>Guidelines for Luncheon Evaluation Menu Grocery Lists Lab Planning Forms Invitations Table Decorations Linens Lead Questions</p>
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<p>Unit Assessment:</p>	<p>Planning Nutritious Meals Activity, Coloring Book for Children on Healthy Eating, Eating Out Activity, Eating At Home, Calculating the Cost of Meals Activity, Safety Tests, Small Equipment Demonstrations, Table Setting Activity, Role Play Etiquette Skills, Meal Planning Activity, Food Shopping Activity, Labs, Quick Write Types of Food Service, Guidelines for Storing Food Safely Activity, Food Storage Activity, Storage Experiment, Teacher Appreciation Luncheon, Rubrics, and Class Participation</p>
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<p>Unit/Course CTSO Activity:</p>	<p>Student participation in STAR Events - Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning, Entrepreneurship, and Culinary Arts.</p>
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Unit/Course Culminating Product:	Students prepare a Teacher Appreciation Luncheon. Students create a coloring book on Children Eating Healthy. Food Preparation
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Course/Program Credential(s): Credential Certificate Postsecondary Degree University Degree
 Other: AAFCS Pre-Professional Assessments - Broad Field Family and Consumer Sciences and/or Nutrition and Food Science

Course Title: Family and Consumer Sciences

Unit: 8	Technology and Careers
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Content Standard(s) and Depth of Knowledge Level(s):	Students will: 19. Evaluate the impact of technology on the family. <ul style="list-style-type: none">Determining the impact of technology on services provided to consumers 20. Determine factors to be considered in the development of an effective career plan. <ul style="list-style-type: none">Describing procedures for obtaining employment in careers related to family and consumer sciences and human services
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Learning Objective(s) and Depth of Knowledge Level(s):	Students will: 1. Determine the positive and negative impact of technology on the family. 2. Compare and contrast how technology has affected consumer purchasing. 3. Determine requirements for a career path. 4. Demonstrate how to create a career plan. 5. Demonstrate job seeking skills.
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Essential Question(s):	How does technology affect the family? How do you develop a career plan?
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Content Knowledge	Suggested Instructional Activities Rigor & Relevance Framework (Quadrant)	Suggested Materials, Equipment and Technology Resources
VIII. Technology and Careers A. Impact of Technology on the Family	Quick Talk: Technology impacts every aspect of life. It has changed how information is available at the touch of a few computer keys. Many over look the negatives of being so technologically savvy. Buzz Session: Students discuss how technology has changed our world in the last 20 years. Research Report on the Impact of Technology on the Family: Students research and write a report on the pros and cons of how technology affects the family.	Lead Questions Lead Questions Guidelines for Research Report Rubric Computers Internet

B. Impact of Technology on
Services Provided to Consumers

Daily Journal:

Students keep a log of how many minutes they use technology daily for approximately two to three days. On the last day, students discuss how much time technology takes up daily.

Quick Talk:

On-line shopping has had a great impact on goods and services provided to consumers. It is important that consumers are sure they are using safe and secure sites.

Comparison Activity:

Students are assigned a consumer product to purchase. They select five different sources for obtaining the product (two must be on-line sources). They calculate the cost of buying the product (cost, tax, shipping and handling costs) from the five sources. Based on their calculations, they rank the sources in the order that they would purchase the product. (1 being the best and 5 the worst) They justify their selections.

Quick Talk:

In today's economy it is very important that individuals think ahead and be prepared for obtaining employment. You should know what careers interest you, what the training and qualifications requirements are for the careers of interest, job description, working conditions, as well as estimated salary. It is also just important to acquire job-seeking skills that will assist you in your job search.

Web sites
References
Lead Questions

Guidelines for Daily Journal
Rubric

Lead Questions

Guidelines for Activity
Rubric
Computers
Internet
Web sites
References
Lead Questions

Lead Questions

<p>C. Development of an Effective Career Plan</p>	<p>PowerPoint Presentation on the Human Services Cluster:</p> <ul style="list-style-type: none"> • Description of Cluster • Description of Pathways • Career Options • Core Knowledge included in the Family and Consumer Sciences Foundation Course <p>Career Portfolio: Students choose three career options of interest from the Human Services Cluster. They research each of the career options and place information on each career option in their portfolio. Students will then choose one of the careers to complete a career plan.</p>	<p>PowerPoint Presentation Computer CTX Cluster Wheel Pathway Slides</p>
<p>D. Determine Procedures for Obtaining Employment</p>	<p>Quick Talk: When trying to find employment, there are certain procedures that when followed prepares you for receiving an interview and possibly being hired. Being prepared and knowing how to project your positive qualities related to the line of work is very important.</p> <p>Table Talk: Students discuss positive and negative experiences they have had in their job searches.</p> <p>PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Creating a Resume • Filling Out a Job Application <p>Guided Practice:</p> <ul style="list-style-type: none"> • Creating a Resume • Filling Out a Job Application 	<p>Guidelines for Portfolio Rubric Computers Internet Web sites References Lead Questions Brochures on Human Services Cluster Achieve Texas Human Services Booklet</p> <p>Lead Questions</p> <p>Lead Questions</p> <p>PowerPoint Presentation Computer CTX Lead Questions</p> <p>Samples of Resumes Mock Job Applications Lead Questions</p>

	<p>Resume and Cover Letter Activity: Students create a resume and cover letter to add to their portfolio.</p> <p>PowerPoint Presentation: Interviewing Skills</p> <p>Role Play on Interviewing Skills: Students role play interview sessions. They discuss actions that were positive and actions that were negative during the interview. The class discusses how the interviews could have been conducted in a better manner.</p>	<p>Guidelines for Activity Rubrics Sample Resumes Sample Cover Letter Portfolio</p> <p>PowerPoint Presentation Computer CTX</p> <p>Guidelines for Role Play Role Play Situations Lead Questions</p>
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Unit Assessment:	Research Report on the Impact of Technology on the Family, Daily Journal, Comparison Activity, Career Portfolio, Resume and Cover Letter Activity, Role Play on Interviewing Skills, Rubrics, and Class Participation
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Unit/Course CTSO Activity:	<p>FCCLA Fundraiser: Using the embroidery machine to make hand towels, etc. to sell in the community. This fundraiser can be used to enter into the “Entrepreneurship” STAR event.</p> <p>Participation in STAR Events - Chapter Service Project, Chapter Showcase, Focus on Children, Interpersonal Communication, Life Event Planning, Entrepreneurship, Applied Technology, Career Investigation, and Job Interview</p>
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Unit/Course Culminating Product:	Research Paper on the “Impact of Technology on the Family” Career Portfolio
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<p>Course/Program Credential(s): <input checked="" type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Postsecondary Degree <input checked="" type="checkbox"/> University Degree <input checked="" type="checkbox"/> Other: AAFCS Pre-Professional Assessment - Broad Field Family and Consumer Sciences</p>
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