

Title 7: Education K-12

Part 77: Family Consumer, Secondary

## **2008 Mississippi Curriculum Framework**

### **Family and Consumer Sciences**

(Program CIP: 19.9999 – Family and Consumer Sciences)

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Standards in this document are based on information from the following organizations:

### **Standards and Guidelines for Family and Consumer Science**

American Association of Family and Consumer Sciences

### **National Education Standards for Health Academic Standards**

Education World

Mississippi Department of Education Subject Area Testing  
Program

### **21st Century Skills**

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[www.21stcenturyskills.org](http://www.21stcenturyskills.org).

## Preface

### Family and Consumer Sciences Research Synopsis

Articles, books, Web sites, and other materials listed at the end of each unit were considered during the revision process. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from Mississippi State University, University of Southern Mississippi, and Alcorn State University throughout the state were asked to give input related to changes to be made to the curriculum framework.

Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process; and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the curriculum revision at the October 10, 2007, meeting included the following:

- Competencies and objectives were reviewed to ensure accuracy and appropriateness.
- A variety of teaching and assessment strategies was included to provide for different learning styles.
- Hours spent in many units were adjusted.
- Appendix A was added to include the American Association of Family and Consumer Science Standards.
- Appendix B was added to include health standards.
- Appendix E was added to include generic rubrics and evaluation forms.
- The Recommended Tools and Equipment list was updated.

### Curriculum

The following national standards were referenced in each course of the curriculum.

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 7 and 8 Academic Standards, OR Mississippi Department of Education Subject Area Testing Program Academic Standards*
- *American Association of Family and Consumer Sciences*
- *National Health Education Standards*
- *21st Century Skill Standards*

### Assessment

There is no statewide assessment for this curriculum.

### Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- New topics in curriculum and new standards
- How to use the program's Blackboard® site

- Differentiated instruction – To learn more about differentiated instruction, please go to [http://www.paec.org/teacher2teacher/additional\\_subjects.html](http://www.paec.org/teacher2teacher/additional_subjects.html), and click on Differentiated Instruction. Work through this online course, and review the additional resources.

## Foreword

Secondary vocational–technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act III, 1998; and No Child Left Behind Act of 2001).

Each secondary vocational–technical course consists of a series of instructional units that focus on a common theme. All units have been written using a common format that includes the following components:

- Unit Number and Title
- Suggested Time on Task - An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75 to 80% of the time in the course.
- Competencies and Suggested Objectives
  - A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies.
  - The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.
- Suggested Teaching Strategies - This section of each unit indicates strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.
- Suggested Assessment Strategies - This section indicates strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

- Integrated Academic Topics, Workplace Skills, Technology Standards, and Occupational Standards - This section identifies related academic topics as required in the Subject Area Assessment Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. It also identifies the 21st century skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st century skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The need for these types of skills has been recognized for some time, and the 21st century skills are adapted in part from the 1991 report from the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS). Another important aspect of learning and working in the 21st century involves technology skills, and the International Society for Technology in Education, developers of the National Education Technology Standards (NETS), were strategic partners in the Partnership for 21st Century Skills.
- References - A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested and the list may be modified or enhanced based on needs and abilities of students and on available resources.

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## Program Description

Family and Consumer Sciences (FCS) education in Mississippi consists of the CORE program and specific occupational programs. The CORE program prepares students for living in the real world and helps them develop leadership, problem-solving, decision-making, critical thinking, communication, computer, and mathematical skills. The specific occupational programs focus on career exploration and gaining the skills in a specific profession for entry-level employment or continuation of education. FCS education enhances the leadership potential and essential life skills of its students and encourages life-long learning.

Family and Consumer Sciences education offers pathways in the following areas:

- CORE Program
  - Family Dynamics
  - Family and Individual Health
  - Child Development
  - Nutrition and Wellness
  - Personal Development
  - Resource Management
- Occupational Pathways
  - Culinary Arts
  - Early Childhood
  - Hospitality

Skill standards referenced are from the *American Association of Family and Consumer Sciences*, *VTECS*, and the *National Health Education Standards*.

## Course Outline

### Family Dynamics

Course CIP Code: 20.0121

**Course Description:** Family Dynamics is a course that develops skills related to personal, family, and social issues. It includes instruction in dimensions of adolescent development, family decisions and responsibilities, social decisions and responsibilities, and management of family systems in today's society. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

| Unit | Title                                 | Hours |
|------|---------------------------------------|-------|
| 1    | Dimensions of Adolescent Development  | 7     |
| 2    | Family Decisions and Responsibilities | 27    |
| 3    | Management of Family Systems          | 30    |

## Family and Individual Health

Course CIP Code: 20.9126

**Course Description:** Family and Individual Health is a course that develops skills related to personal, social, and mental health in today's society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, and safety and first aid. This course can be taken in lieu of Comprehensive Health. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

| Unit | Title                            | Hours |
|------|----------------------------------|-------|
| 1    | Personal and Consumer Health     | 6     |
| 2    | Mental Health                    | 7     |
| 3    | Social Health                    | 5     |
| 4    | Human Growth and Development     | 10    |
| 5    | Disease Prevention and Control   | 10    |
| 6    | Nutrition and Fitness            | 10    |
| 7    | Substance Abuse Prevention       | 7     |
| 8    | Community and Environment Health | 5     |
| 9    | Safety and First Aid             | 10    |

**Child Development**  
Course CIP Code: 20.0122

**Course Description:** Child Development is a course that develops skills related to physical, social, intellectual, and emotional development of the child. It includes instruction on considerations for parenthood, prenatal care, child growth and development, behavior management, needs of exceptional children, and career opportunities. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

| Unit | Title                                     | Hours |
|------|---|-------|
| 1    | Considerations for Parenthood             | 7     |
| 2    | Child Growth and Development              | 33    |
| 3    | Behavior Guidance for Children            | 10    |
| 4    | Children with Special Challenges          | 10    |
| 5    | Career Opportunities in Child Development | 7     |

**Nutrition and Wellness**  
Course CIP Code: 20.0130

**Course Description:** Nutrition and Wellness is a course that develops skills related to proper nutrition and the concept of overall wellness. It includes instruction in nutrition, exercise and diet, healthy food choices, meal preparation, and components for a healthy lifestyle. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

| Unit | Title                                      | Hours |
|------|--|-------|
| 1    | Nutrition                                  | 10    |
| 2    | Exercise and Diet                          | 12    |
| 3    | Healthy Food Choices                       | 8     |
| 4    | Meal Preparation                           | 23    |
| 5    | Careers in Nutrition and Wellness Industry | 5     |

**Personal Development**  
Course CIP Code: 20.0120

**Course Description:** Personal Development is a course that develops skills related to positive interpersonal relationships within the family, peer groups, the workplace, and the community. It includes instruction on self discovery, personal decisions, relationships with others, establishing goals, career survival skills, and clothing and nutritional sound choices. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

| Unit | Title                            | Hours |
|------|----------------------------------|-------|
| 1    | Discovering Who You Are          | 8     |
| 2    | Personal Design Choices          | 15    |
| 3    | Making Healthy Choices           | 8     |
| 4    | Developing Healthy Relationships | 10    |
| 5    | Taking Charge of Your Life       | 10    |
| 6    | Management of Social Skills      | 10    |

**Resource Management**  
Course CIP Code: 20.0129

**Course Description:** Resource Management is a course that addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. (Grades 9–12, 1 Semester, 0.5 Carnegie Unit)

| Unit | Title                               | Hours |
|------|-------------------------------------|-------|
| 1    | Developing Decision-Making Skills   | 5     |
| 2    | Managing Personal Finances          | 30    |
| 3    | Perfecting the Role of the Consumer | 20    |
| 4    | Balancing Work and Family           | 15    |



## Family Dynamics

### Unit 1: Dimensions of Adolescent Development

(7 hours)

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies  |
|---|--|
| <p>1. Understand growth and change during the teen years.</p> <ul style="list-style-type: none"><li>a. Describe growth and change in the muscular, skeletal, and endocrine systems that occur at puberty.</li><li>b. Describe the needs that must be met for healthy emotional development.</li><li>c. Explain the role of genetics and environment in shaping the personality, and compare personality types.</li><li>d. Describe ways of relating to and communicating effectively with others.</li></ul> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>• Understand growth and change during the teen years.</li><li>• Have students take a pretest and discuss the pretest in class. Students will use the pretest to survey fellow students and two adults on their knowledge of physical development. View the video on adolescence, and have a class discussion.</li><li>• Have students analyze case studies involving the display of emotions and describe appropriate behaviors in handling emotions.</li><li>• Discuss the influence of genes and environment on personality development, and possibly view and summarize a video (Nature vs. Nurture).</li><li>• To illustrate communication skills, have a student describe a drawing of lines for other students to duplicate without seeing it. Use this for discussing effective communication techniques.</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>• Evaluate students' understanding growth and change during the teen years.</li><li>• Test on growth and change in the muscular, skeletal, and endocrine systems that occur at puberty.</li><li>• Evaluate student assignment to analyze case studies that describe appropriate behavior in handling emotions.</li><li>• Evaluate student summary of the role of genetics and environment on shaping personality and student description of personality types.</li><li>• Evaluate student list of effective communication techniques.</li></ul> |
| <p>2. Explain the importance of developing a positive self-esteem.</p> <ul style="list-style-type: none"><li>a. Describe how self-esteem influences and enhances behavior.</li><li>b. List ways to improve self-esteem.</li></ul>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>• Explain the importance of developing a positive self-esteem.</li><li>• Using video clips or case studies, have students describe how self-esteem</li></ul>   |

|  |   |
|--|---|
|  | <p>influences and enhances behavior.</p> <ul style="list-style-type: none"> <li>• Have students develop a list of ways to improve self-esteem.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of developing a positive self-esteem.</li> <li>• Evaluate the case study using a rubric from Appendix E.</li> <li>• Assign a graded project.</li> </ul>   |
| <p>3. Examine one’s own potential for career development.</p> <ol style="list-style-type: none"> <li>a. Recognize one’s own personality traits as related to career interest and development.</li> <li>b. Design goals and strategies for reaching one’s potential.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Examine one’s own potential for career development.</li> <li>• Have students write a philosophy of life/autobiography after using software to explore their career interests.</li> <li>• Have students write a story about the people they hope to be at age 25. The students should include things they hope to have accomplished including goals, dreams, and plans for the future and a description of people important to them. Have students explain the similarities and differences between what they are like now and what they will be like at age 25. In small groups, have the students share the stories and identify things that can enhance development, such as setting goals, using sources of support, developing healthy emotions, and maintaining wellness.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Examine one’s own potential for career development.</li> <li>• Evaluate student’s autobiography assignment using a rubric from Appendix E.</li> <li>• Evaluate student’s plan for self-improvement.</li> <li>• Give a unit test.</li> </ul> |

## STANDARDS

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### *Family and Consumer Science National Standards*

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- FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
  - FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.
  - FCS12 Analyze factors that impact human growth and development.
  - FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.
- 

### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.

- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

- Bragg, R.E. *Changes and Choices: Personal development and relationships* (Latest ed.). South Holland, IL: Goodheart-Willcox Co., Inc.
- Choices (career software). Ogdensburg, NY: Careerware, IMS Information Systems Management Corporation. (This can be found at your school's career center.)
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- Sasse, C. R. *Families today* (Latest ed.). New York, NY: Glencoe.

## Family Dynamics

### Unit 2: Family Decisions and Responsibilities

(27 hours)

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies  |
|---|--|
| <p>1. Determine choices involved in establishing a lifestyle.</p> <ol style="list-style-type: none"><li>Analyze the impact of physical and social decisions on lifestyles to include dating behaviors.</li><li>Identify lifestyle choices as they exist today including single, single parent, marriage, childless marriage, and others.</li></ol>                            | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>Determine choices involved in establishing a lifestyle.</li><li>Use videos and resource persons to discuss physical and social changes adolescents might encounter as a result of their behavior choices. The students will work in groups to develop a list of results of specific behaviors on lifestyles.</li><li>Assign a directed reading activity on lifestyle choices. Answer open-ended statements to identify positive and negative aspects of each lifestyle.</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Determine choices involved in establishing a lifestyle.</li><li>Evaluate student participation and the graded project.</li></ul>   |
| <p>2. Develop an understanding of the role of dating.</p> <ol style="list-style-type: none"><li>Identify the purposes of dating.</li><li>Explore patterns in a dating relationship.</li><li>Discuss challenges associated with dating.</li><li>Practice interpersonal skills related to dating.</li><li>Explore the advantages of delayed dating and living single.</li></ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>Develop an understanding of the role of dating.</li><li>Discuss dating, and compile a list of the purposes of dating.</li><li>Form a panel of male and female students to discuss current dating patterns in the community. Have them cite the most popular dating activities.</li><li>Using transparencies on dating challenges, conduct a class discussion on these challenges.</li><li>Have students role-play interpersonal skills related to dating such as assertiveness, etiquette, and communication.</li><li>Have students complete a list of open-ended statements on the advantages of delayed dating and single living.</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Develop an understanding of the role of dating.</li><li>Evaluate the list compiled in class discussion on dating.</li><li>Observe participation in the panel</li></ul> |

|   |   |
|---|---|
|   | <p>discussion.</p> <ul style="list-style-type: none"> <li>• Observe participation in the class discussion.</li> <li>• Use the Role-Play or Skit Assessment Rubric in Appendix E to evaluate role playing activities.</li> <li>• Evaluate responses to open-ended questions.</li> </ul>  |
| <p>3. Develop an understanding of love and commitment.</p> <ol style="list-style-type: none"> <li>Explore the concept of love.</li> <li>Discuss misconceptions regarding love and marriage.</li> <li>Identify factors to consider in selecting a marriage partner.</li> <li>Identify factors that contribute to a successful marriage.</li> <li>Practice decision-making skills needed in a marital relationship related to topics such as budget, recreation, housing, other friends, children, and so forth.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of love and commitment.</li> <li>• In small groups, have students list names of songs, books, and so forth that contain the term “love.” Based on this list, have students develop a definition of the term “love.”</li> <li>• Have students look up quotations on love and marriage and explain what they mean in their own words and evaluate their truth.</li> <li>• After a class discussion on qualities of a spouse, have students create an advertisement for the type of spouse they want as martial partners, including their expectations.</li> <li>• Have students interview three couples as a class panel. One couple should be married for 3 to 5 years, the second couple married for 20 to 25 years, and the third couple married for over 40 years. From the interview, the students should compile a list of factors that contribute to a successful marriage.</li> <li>• Divide the class into small groups, and provide each group with a common problem that requires a decision between husband and wife. Have students role-play appropriate decision-making skills for the given problem.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the students’ understanding of love and commitment.</li> <li>• Evaluate participation and the written definition of the term “love.”</li> <li>• Evaluate the written interpretation and oral presentation.</li> <li>• Evaluate the advertisement created by the</li> </ul> |

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|   | <p>students using a rubric in appendix E.</p> <ul style="list-style-type: none"> <li>• Evaluate the student list.</li> <li>• Use the Role-Play or Skit Assessment Rubric in Appendix E to evaluate role playing activities.</li> </ul>  |
| <p>4. Evaluate steps to building a marriage.</p> <ol style="list-style-type: none"> <li>Explain how the choice of a marriage partner affects one's life.</li> <li>Identify issues that should be discussed before marriage.</li> <li>Determine factors that contribute to a successful marriage.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Evaluate steps to building a marriage.</li> <li>• Have students make a list of the affects that a marriage partner can have on one's life.</li> <li>• Have students brainstorm to list issues that should be discussed before marriage.</li> <li>• Have students interview a couple who has been married for a long time to determine factors that contribute to a successful marriage.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate steps to building a marriage.</li> <li>• Evaluate the graded project.</li> <li>• Evaluate student participation.</li> </ul>   |
| <p>5. Recognize the demands of responsible parenting.</p> <ol style="list-style-type: none"> <li>Analyze factors indicating readiness for parenting to include physical, social, emotional, financial, and legal responsibilities.</li> <li>Assess the impact of pregnancy on life goals.</li> </ol>        | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Recognize the demands of responsible parenting.</li> <li>• Divide the class into groups of readiness topics such as physical, social, emotional, financial, and legal responsibilities. Each group will make a collage depicting readiness factors.</li> <li>• Direct students to develop a personal time line for life goals and then develop a revised time line indicating change if pregnancy is involved.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the recognition of the demands of responsible parenting.</li> <li>• Use a rubric from Appendix E to evaluate the collage.</li> <li>• Evaluate satisfactory completion of the time line and summative paper on the impact of pregnancy on life goals to be evaluated using a rubric from Appendix E.</li> </ul> |

## STANDARDS

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### *Family and Consumer Science National Standards*

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- FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
  - FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
  - FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.
  - FCS15 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.



- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Johnson, L. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Sasse, C. R. *Families today* (Latest ed.). New York, NY: Glencoe.

[NOTE: Mastery of the competencies in this unit can be assessed through the use of a student portfolio that includes a journal of daily activities conducted in the class. Evaluation criteria for this journal should be based on specifications for the format and content of each activity. Teachers should not base their evaluations on any personal information (values, goals, and standards of individual students) recorded in the journal.]

**Family Dynamics**

**Unit 3: Management of Family Systems**

**(30 hours)**

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies  |
|---|--|
| <p>1. Evaluate the dynamics involved in preserving the family as a unit.</p> <ul style="list-style-type: none"><li>a. Describe the family system.</li><li>b. Explain the functions of a family to include nurturing, economic, social, and intellectual support.</li><li>c. Analyze factors that make strong families including commitment, communication, and decision making.</li><li>d. Relate the use of conflict resolution in the prevention of family violence.</li><li>e. Describe a family support system and its value.</li></ul> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>• Evaluate the dynamics involved in preserving the family as a unit.</li><li>• Have students discuss information on family. Have students draw a picture, design a mobile, or create an appropriate star model to be included in the family album. View the video on family life and have class discussion.</li><li>• Have students discuss functions of a family and describe in writing how their assigned families can fulfill those functions.</li><li>• Have class discussion on family communication styles. Instruct students to prepare a chart on the strengths of the assigned family. The chart should have a column for each strength listing ways families build these strengths. The chart should be included in the student’s family album.</li><li>• Assign students a family, and use a family violence scenario to show how using conflict resolution could change the outcome of the scenario. This could be done through writing or role-play and should be included in the family album.</li><li>• Create a family tree.</li><li>• Map your family culture (use a map of the United States and have the students mark their relatives on their individual maps and discuss their family heritage).</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>• Evaluate the dynamics involved in preserving the family as a unit.</li><li>• Evaluate the mobile or star model for creativity and quality using a rubric in Appendix E.</li><li>• Evaluate the written descriptions of family functions based on the assigned families by using a rubric from Appendix E.</li><li>• Evaluate the chart based on demonstrated</li></ul> |

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|  | <p>understanding.</p> <ul style="list-style-type: none"> <li>• Use a rubric from Appendix E to evaluate whether an understanding on conflict resolution skills was shown.</li> </ul>  |
| <p>2. Develop coping techniques for individuals dealing with crisis in the family.</p> <ol style="list-style-type: none"> <li>Define the types of crises that families face.</li> <li>Locate resources that assist individuals and families in crisis situations.</li> <li>Identify appropriate solutions for individuals in family crises.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Develop coping techniques for individuals dealing with crisis in the family.</li> <li>• Have students brainstorm to identify the types of crises to include such as abuse, divorce, death, disasters, loss of job, and so forth. Show a video on family crisis. Have students discuss the video.</li> <li>• Have students compile a list of resources that assist individuals and families in crisis situations.</li> <li>• Have students complete a case study to identify appropriate solutions for individuals in family crises, and grade by using a rubric from Appendix E.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Develop coping techniques for individuals dealing with crisis in the family.</li> <li>• Evaluate student participation and the graded project, and observe students.</li> </ul> |
| <p>3. Explore the aspects of domestic violence.</p> <ol style="list-style-type: none"> <li>Identify types of domestic violence.</li> <li>Discuss warning signs of violence.</li> <li>Identify preventive measures and intervention skills.</li> <li>Practice intervention skills.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explore the aspects of domestic violence.</li> <li>• Have students brainstorm the types of domestic violence.</li> <li>• Have students prepare a pamphlet, poster, or booklet on the warning signs of abuse.</li> <li>• Provide a guest speaker to discuss domestic violence.</li> <li>• Role-play intervention skills.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Use the Role-Play or Skit Assessment Rubric in Appendix E to evaluate role playing activities.</li> <li>• Evaluate class participation.</li> <li>• A summative unit test will be used to assess overall mastery of the competencies and suggested objectives in this unit.</li> </ul>  |
| <p>4. Utilize resources and technology in managing multiple roles of family members.</p> <ol style="list-style-type: none"> <li>Evaluate resources available to families that enhance the overall</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Utilize resources and technology in managing multiple roles of family members.</li> <li>• Give each family a challenge. Have</li> </ul>  |

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| <p>quality of family life.</p> <p>b. Assess the use of technology in the management of multiple roles of different family members.</p>   | <p>students identify, in an oral presentation, the resources available to that family and ways these resources could be used to meet this challenge. This will be included in the student's family album.</p> <ul style="list-style-type: none"> <li>Based on resources, have the students determine the types of technology available to assigned families. Have students construct a chart listing family members and the technology that would assist them in each of their multiple roles. Instruct students to include ways each item preserves or hinders the family strengths. This will be included in the student's family album.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Utilize resources and technology in managing multiple roles of family members.</li> <li>Evaluate the presentations using a rubric from Appendix E.</li> <li>Evaluate the family album using a rubric from Appendix E.</li> </ul> |
| <p>5. Analyze factors of balancing work and family.</p> <p>a. Describe two kinds of work that families do.</p> <p>b. Explain how attitudes about whom does the work in a family have changed over the years.</p> <p>c. Summarize ways in which jobs affect family life and vice versa.</p> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Devise and implement a plan for work distribution at home.</li> <li>Create tools for managing family life.</li> <li>Identify ways that families manage childcare responsibilities.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Observe student participation.</li> <li>Grade bulletin board project with a rubric from Appendix E.</li> <li>Grade student project or presentation by using a rubric from Appendix E.</li> <li>Research using technology that affects families.</li> </ul>  |
| <p>6. Discuss career options working with human service occupations.</p> <p>a. Identify and/or research related human services job opportunities.</p>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Have guest speakers (social workers, nurses, family law attorneys/judges) to class.</li> <li>Assign student projects.</li> <li>Research using technology on human service occupations.</li> <li>Assign students to job shadow.</li> </ul> <p><b>Assessment:</b></p>  |

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|  | <ul style="list-style-type: none"> <li>• Observe student participation.</li> <li>• Grade bulletin board project with rubric from Appendix E.</li> <li>• Grade unit test.</li> </ul> |
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## STANDARDS

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### *Family and Consumer Science National Standards*

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- FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
- FCS2 Evaluate management practices related to the human, economic, and environmental resources.
- FCS3 Integrate knowledge, skills, and practices required for careers in consumer services.
- FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
- FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.
- FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.
- FCS15 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.

- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Hildebrand, V. *Parenting: Rewards and responsibilities* (Latest ed.). New York: NY, Glencoe.

Johnson, L. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Lowe, Malouf, & Jacobson. *Consumer education and economics* (Latest ed.). Glencoe.

Sasse, C. R. *Families today* (Latest ed.). New York, NY: Glencoe.

## Student Competency Profile for Family Dynamics

Student: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. \_\_\_\_\_

### Unit 1: Dimensions of Adolescent Development

- \_\_\_\_\_ 1. Understand growth and change during the teen years.
- \_\_\_\_\_ 2. Explain the importance of developing a positive self-esteem.
- \_\_\_\_\_ 3. Examine one's own potential for career development.

### Unit 2: Family Decisions and Responsibilities

- \_\_\_\_\_ 1. Determine choices involved in establishing a lifestyle.
- \_\_\_\_\_ 2. Develop an understanding of the role of dating.
- \_\_\_\_\_ 3. Develop an understanding of love and commitment.
- \_\_\_\_\_ 4. Evaluate steps to building a marriage.
- \_\_\_\_\_ 5. Recognize the demands of responsible parenting.

### Unit 3: Management of Family Systems

- \_\_\_\_\_ 1. Evaluate the dynamics involved in preserving the family as a unit.
- \_\_\_\_\_ 2. Develop coping techniques for individuals dealing with crisis in the family.
- \_\_\_\_\_ 3. Explore the aspects of domestic violence.
- \_\_\_\_\_ 4. Utilize resources and technology in managing multiple roles of family members.
- \_\_\_\_\_ 5. Analyze factors of balancing work and family.
- \_\_\_\_\_ 6. Discuss career options working with human service occupations.

**Family and Individual Health**  
**Unit 1: Personal and Consumer Health**

**(6 hours)**

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies  |
|---|--|
| <p>1. Describe ways to achieve and maintain a healthy lifestyle.</p> <ol style="list-style-type: none"> <li>a. Define health, and list characteristics of a healthy person.</li> <li>b. State good personal hygiene habits to include dental, skin, hair, ear, eye, and nail care.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe ways to achieve and maintain a healthy lifestyle.</li> <li>• Discuss the characteristics of a healthy person, and have the students prepare a list of these characteristics.</li> <li>• Have the students participate in a discussion of personal hygiene habits. The teacher will demonstrate how to brush and floss teeth. Invite a dermatologist or other guest speaker (if possible) to discuss daily care of skin, hair, nails, and so forth. Have the students participate in a discussion of cleaning the ears and the importance of having hearing tests. Have students participate in a class discussion on how to wash the eyes, the importance of not using heavy eye makeup, and the importance of eye exams. Invite an optometrist or other eye care specialist to class if possible.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students describe ways to achieve and maintain a healthy lifestyle.</li> <li>• Observe student participation in class discussion and demonstration.</li> </ul> |
| <p>2. Explain the relationship between current health decisions and future wellness.</p> <ol style="list-style-type: none"> <li>a. Identify the steps in the decision-making model.</li> <li>b. Apply the decision-making model to solve a personal problem.</li> </ol>                       | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain the relationship between current health decisions and future wellness.</li> <li>• Have the students participate in a class discussion on the decision-making model.</li> <li>• Divide the class into four groups, and give groups a personal problem situation where they must write a solution utilizing the decision-making model.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students explain the relationship between current health decisions and future wellness.</li> <li>• Observe participation in class discussion.</li> <li>• Critique and grade group written assignments using rubric/checklist from Appendix E.</li> </ul>  |



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| <p>3. Recognize the benefits of being a wise consumer.</p> <ol style="list-style-type: none"> <li>Identify rights and responsibilities as a consumer.</li> <li>Identify popular types of deceptive advertising and product fraud.</li> <li>Recognize medical quackery in the marketplace.</li> <li>Examine ways for paying for health-care services.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Recognize the benefits of being a wise consumer.</li> <li>Have students participate in class discussion about consumer rights and responsibilities, the Consumer Bill of Rights, and so forth.</li> <li>Have students use magazines and other print media to select advertisements that represent different forms of deceptive advertising and product fraud.</li> <li>Invite a pharmacist to describe medical quackery in the marketplace.</li> <li>Have students calculate the cost of having a baby to include prenatal and postnatal care with and without health insurance, Medicaid, or Medicare.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the recognition of the benefits of being a wise consumer.</li> <li>Observe student participation in class discussion.</li> <li>Evaluate selection of advertisements for deception and fraud.</li> <li>Evaluate written and oral reports on guest speaker's presentation using speaker form from Appendix E.</li> <li>Evaluate the written cost analysis of having a baby.</li> <li>Give unit test on consumer health.</li> </ul> |
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**STANDARDS**

*Family and Consumer Science National Standards*

FCS2 Evaluate management practices related to the human, economic, and environmental resources.

FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

*National Health Education Standards*

HS1 Heath Promotion and Disease Prevention

HS2 Health Information, Products and Services

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*Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
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- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
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- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.

- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Encarta Encyclopedia (software).

Merki, Mary B., & Merki, Don. *Health: A guide to wellness* (Latest ed.). New York, NY: Glencoe. (Teacher Text and Teacher Resource Kit)

Pruitt, B.E., Crumpler, Kathy, & Stitch, Deborah. *Health: Skills for wellness* (Latest ed.). New Jersey: Prentice-Hall. (Teacher Text and Teacher Resource Kit)

**Family and Individual Health**  
**Unit 2: Mental Health**

(7 hours)

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies  |
|---|--|
| <p>1. Explain how mental health contributes to personality.</p> <p>a. Explain how an individual’s mental and physical health habits affect what he or she thinks about himself or herself.</p> <p>b. Identify nonthreatening ways of being assertive.</p> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain how mental health contributes to personality.</li> <li>• Have students compile a list of personality traits during a brainstorming session; circle the traits that contribute to mental health.</li> <li>• Divide the class into groups to role-play assertive strategies, with each group given a specific situation.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students explain how mental health contributes to personality.</li> <li>• Observe student participation in class discussion and activity.</li> <li>• Observe student participation in role-play by using the rubric from Appendix E.</li> </ul>   |
| <p>2. Describe how stress influences mental health.</p> <p>a. Identify situations that cause stress, and explain the body’s response.</p> <p>b. Develop a stress management plan.</p>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe how stress influences mental health.</li> <li>• Have students rate their personal stressors on a given chart, and then select the top three to explain the body’s response.</li> <li>• Have students outline a personal stress management plan (using stressor chart from Suggested Teaching Strategy 2a) indicating activities and relaxation techniques to be utilized.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students describe how stress influences mental health.</li> <li>• Grade the completion of written assignment and participation in discussion.</li> <li>• Grade the completion of written assignment, graded with rubric from Appendix E.</li> </ul> |
| <p>3. Define functional and organic mental disorders, and state controls for each.</p> <p>a. Identify signs of mental health problems.</p> <p>b. Identify ways to treat mental disorders.</p> <p>c. Identify warning signs of suicide, and</p>            | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Define functional and organic mental disorders, and state controls for each.</li> <li>• Invite the school psychologist or social worker to be interviewed by the students. Have students prepare a list of questions about the signs of mental health problems</li> </ul>   |

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| <p>demonstrate intervention strategies.</p> <p>d. Discuss eating disorders such as anorexia, nervosa, and bulimia.</p> | <p>and their treatments.</p> <ul style="list-style-type: none"> <li>• Have students watch a video on suicide and compile a list of warning signs as described during the video.</li> <li>• Divide the class into groups, and role-play a scenario showing signs of suicide and intervention strategies.</li> <li>• Have students participate in a class discussion, and complete a worksheet on eating disorders using textbooks as references.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students define functional and organic mental disorders and state controls for each.</li> <li>• Have students compile a list of interview questions and participate in an interview.</li> <li>• Grade the completion of a written assignment after viewing a video on suicide by using a rubric from Appendix E.</li> <li>• Observe participation in role-play involving suicide intervention strategies, and grade by using rubric from Appendix E.</li> <li>• Grade the completion of a written assignment on eating disorders by using rubric/checklist in Appendix E.</li> </ul> |
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## STANDARDS

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### *Family and Consumer Science National Standards*

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FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.

FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

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### *National Health Education Standards*

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HS3 Reducing Health Risks

HS6 Setting Goals for Good Health

HS7 Health Advocacy

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*Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.

- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Encarta Encyclopedia (software).

Merki, Mary B., & Merki, Don. *Health: A guide to wellness* (Latest ed.). New York, NY: Glencoe. (Teacher Text and Teacher Resource Kit)

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**Family and Individual Health**  
**Unit 3: Social Health**

(5 hours)

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies   |
|---|---|
| <p>1. Describe how the skills of communication and cooperation are essential for healthy relationships.</p> <ol style="list-style-type: none"> <li>a. Identify strategies for choosing abstinence when faced with sexual pressures.</li> <li>b. Identify qualities that are important in close friends.</li> </ol>                  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe how the skills of communication and cooperation are essential for healthy relationships.</li> <li>• Have students participate in a classroom discussion, and facilitate the group’s role playing of assertive strategies to resist sexual pressures.</li> <li>• Have students brainstorm, using the inspiration software, on the personal qualities important in friends, and write a list on the board. Have students narrow the list to ten qualities and discuss the results.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students describe how the skills of communication and cooperation are essential for healthy relationships.</li> <li>• Observe participation in class discussion and role play activity, and use the rubric in appendix E.</li> <li>• Observe student participation in brainstorming session.</li> </ul> |
| <p>2. Describe why the family is the basic social unit of society.</p> <ol style="list-style-type: none"> <li>a. Describe elements that healthy families have in common and ways to maintain family health.</li> <li>b. Explain factors that may cause a family system to break down to include spousal and child abuse.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe why the family is the basic social unit of society.</li> <li>• Have students participate in a class discussion using a list of elements from a healthy family and one from an unhealthy family. Have students make suggestions on ways to make the unhealthy family healthy.</li> <li>• Have students participate in a class discussion on factors that may cause a family to break down. Have students anonymously submit a question on one of the following subjects: divorce, family alcoholism, drug abuse, financial problems, physical or sexual abuse, emotional abuse, or runaways. Collect questions to be answered by a family counselor (guest speaker).</li> </ul>  |



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|  | <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Have students describe why the family is the basic social unit of society.</li> <li>• Observe participation in class discussion.</li> <li>• Evaluate guest speaker evaluation form from Appendix E.</li> <li>• Give unit test on social health.</li> </ul> |
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## STANDARDS

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### *Family and Consumer Science National Standards*

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- FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
- FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
- FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.
- FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

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### *National Health Education Standards*

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- HS4 Influences on Health
- HS5 Using Communication Skills to Promote Health
- HS6 Setting Goals for Good Health

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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.

- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

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**Family and Individual Health**  
**Unit 4: Human Growth and Development**

**(10 hours)**

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies   |
|--|---|
| <p>1. Summarize how genetic traits are passed on from one generation to another.</p> <ol style="list-style-type: none"> <li>a. Define the role heredity plays in determining physical traits, and distinguish between dominant and recessive genes.</li> <li>b. Identify various genetic and environmental birth defects.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Summarize how genetic traits are passed on from one generation to another.</li> <li>• Show and have the students discuss how genes are passed from parents to their children by putting a diagram on the board. Use uppercase and lowercase letters to represent dominant and recessive genes.</li> <li>• Using the Internet, have students identify (in a written outline form) birth defects with symptoms and control and fetal development.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students summarize how genetic traits are passed on from one generation to another.</li> <li>• Observe student participation in class discussion and completion of a simple genetic matrix.</li> </ul>  |
| <p>2. Examine health practices to be considered before, during, and after pregnancy.</p> <ol style="list-style-type: none"> <li>a. List reasons that parents decide to have children.</li> <li>b. Discuss various methods of family planning.</li> <li>c. Discuss prenatal development.</li> <li>d. Describe the birth process.</li> <li>e. Identify adjustments for parents and newborns during postpartum period.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Examine health practices to be considered before, during, and after pregnancy.</li> <li>• Have students brainstorm reasons that parents decide to have children.</li> <li>• Invite a nurse from school or health department. Have students participate in class discussion.</li> <li>• Have students participate in class discussion on the importance of prenatal development using models.</li> <li>• Invite a guest speaker to describe the birth process.</li> <li>• Have students participate in a class discussion on adjustments that parents and newborns experience during the postpartum period.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate students' knowledge on health practices to be considered before, during, and after pregnancy.</li> <li>• Observe student participation in class discussion.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Have students summarize a guest speaker's presentation in a written report, and grade with rubric from Appendix E.</li> <li>• Summarize the guest speaker's presentation by using form in Appendix E.</li> </ul>  |
| <p>3. Identify physical, mental, and emotional changes that occur from childhood throughout adolescence.</p> <ol style="list-style-type: none"> <li>Trace developmental stages of infancy, childhood, and adolescence.</li> <li>Name the physical, mental, and emotional changes that happen during adolescence, and state how these changes affect identity and interpersonal relationships.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify physical, mental, and emotional changes that occur from childhood throughout adolescence.</li> <li>• Divide the class into groups, and role-play various developmental stages from childhood through adolescence.</li> <li>• Divide the class into groups, and role-play physical, mental, and emotional changes that occur in adolescence.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students identify physical, mental, and emotional changes that occur from childhood through adolescence.</li> <li>• Observe student participation in class discussion.</li> <li>• Observe participation in group role-play situation, and grade by using rubric in appendix E.</li> </ul> |
| <p>4. Examine the aging process from adulthood through death.</p> <ol style="list-style-type: none"> <li>Discuss the tasks and opportunities of young, middle, and older adulthood.</li> <li>Identify ways to cope with death and dying.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Examine the aging process from adulthood through death.</li> <li>• Divide the class into groups, and brainstorm tasks and opportunities of young, middle, and older adults.</li> <li>• Invite a guest speaker who has experienced the loss of a loved one to explain the coping mechanisms used.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students examine the aging process from adulthood through death.</li> <li>• Observe participation in class discussion.</li> <li>• Have students summarize guest speaker's presentation by using the form in Appendix E.</li> <li>• Give unit test on human growth and development.</li> </ul>   |

## STANDARDS

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### *Family and Consumer Science National Standards*

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- FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
  - FCS12 Analyze factors that impact human growth and development.
  - FCS15 Analyze factors that impact human growth and development.
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### *National Health Education Standards*

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- HS1 Health Promotion and Disease Prevention
  - HS2 Health Information, Products and Services
  - HS3 Reducing Health Risks
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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.

- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

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**Family and Individual Health**  
**Unit 5: Disease Prevention and Control**

**(10 hours)**

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies  |
|--|--|
| <p>1. Recognize the causes, transfer, and control of common communicable diseases.</p> <p>a. Discuss the causes of infectious diseases, the ways in which diseases are spread, and how the body defends itself.</p> <p>b. Identify the stages of an infectious disease and the factors involved in its treatment.</p> <p>c. Describe the symptoms and treatment of some common infectious diseases such as chicken pox, mumps, common cold, hepatitis, and so forth.</p> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Recognize the causes, transfer, and control of common communicable diseases.</li> <li>• Have students collect photographs and clippings from magazines and newspapers to create a mural that illustrates the stages, treatment, and prevention of infectious diseases.</li> <li>• Using the World Wide Web, locate information showing the stages of infectious disease. Have students write a summary enumerating the factors for treatment.</li> <li>• Assign each student an infectious disease to research. Have students present their findings in an oral report to the class.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students recognize the causes, transfer, and control of common communicable diseases.</li> <li>• Observe student participation in the class mural activity.</li> <li>• Grade completion of written assignment and oral presentation to the class by using rubric in Appendix E.</li> <li>• Grade completion of written research report and oral presentation to the class by using rubric in Appendix E.</li> </ul> |
| <p>2. Recognize the ways to prevent HIV infection and STDs.</p> <p>a. Describe the symptoms, mode of transmission, and control of sexually transmitted diseases to include HIV infection and AIDS.</p> <p>b. Identify behaviors that put a person at risk for contracting HIV.</p>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Recognize the ways to prevent HIV infection and STDs.</li> <li>• Invite a speaker from the State Board of Health to discuss the symptoms, transmission, and control of STDs. Have students write a short story on a teenager who has acquired HIV.</li> <li>• Divide the class into groups. Provide open-ended statements about HIV. A reporter shares ideas with class. Correlate current HIV infection data and, extrapolate infection trends for the year 2000.</li> </ul>   |

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|   | <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students recognize the ways to prevent HIV infection and STDs.</li> <li>• Observe student participation in class discussion led by guest speaker. Use the guest speaker form in Appendix E for evaluation of students.</li> <li>• Grade completion of short story assignment by using rubric in Appendix E.</li> <li>• Observe student participation in class discussion and completion of worksheet.</li> </ul>  |
| <p>3. State causes, signs, and control of noninfectious diseases.</p> <ol style="list-style-type: none"> <li>Name the different kinds of cardiovascular diseases and their risk factors.</li> <li>Describe the warning signs of cancer and the ways to reduce personal risk including breast and/or testicular cancer.</li> <li>Explain the types and treatments for diabetes, arthritis, and other chronic diseases including those requiring long-term care.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• State causes, signs, and control of noninfectious diseases.</li> <li>• Divide the class into groups. Have each group illustrate one cardiovascular disease on a poster. Each poster should include a description of the disease, detection and treatment, and prevention measures.</li> <li>• Invite a guest speaker from the American Cancer Society to discuss breast and testicular cancer. Have students write down and complete the following statements: Cancer is...; Cancer may be...; Cancer is not....</li> <li>• Have students participate in a class discussion and complete a worksheet on diabetes and arthritis from information taken from the textbook.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students state causes, signs, and control of noninfectious diseases.</li> <li>• Observe student participation in and completion of poster activity by using rubric in Appendix E.</li> <li>• Observe student participation in class discussion led by guest speaker. Use guest speaker form in Appendix E to evaluate students.</li> <li>• Grade completion of written assignment by using rubric in Appendix E.</li> <li>• Give unit test on disease prevention and control.</li> </ul> |



## STANDARDS

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### *Family and Consumer Science National Standards*

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FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.

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### *National Health Education Standards*

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HS1 Heath Promotion and Disease Prevention

HS6 Setting Goals for Good Health

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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.

- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**Family and Individual Health**  
**Unit 6: Nutrition and Fitness**

**(10 hours)**

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies  |
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| <p>1. Make responsible food choices.</p> <ol style="list-style-type: none"> <li>a. Explain the organization of the Food Guide Pyramid.</li> <li>b. Identify six classes of nutrients, and describe their functions in the human body.</li> <li>c. Trace the path of food through the digestive system.</li> <li>d. Identify kinds of information provided on a food label.</li> <li>e. Create a daily meal plan for student's own family, and calculate the number of calories.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Make responsible food choices.</li> <li>• Show the Food Guide Pyramid. Have students participate in class discussion, and invite resource person (dietician, etc.) to class.</li> <li>• Write list of nutrients on the board, and have students participate in class discussion.</li> <li>• Show anatomy of digestive system (model, chart, or transparency), and have students trace flow of food throughout the system.</li> <li>• Have students bring in food labels, and facilitate class discussion.</li> <li>• Facilitate small group activity on daily meal plans to include caloric count, and have students complete written homework assignment.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students make responsible food choices.</li> <li>• Observe student participation in class discussion.</li> <li>• Have students complete worksheet based written assignment.</li> <li>• Observe student participation in activity and class discussion.</li> <li>• Observe student participation in group activity and completion of written homework assignment.</li> </ul> |
| <p>2. Discover the importance of fitness.</p> <ol style="list-style-type: none"> <li>a. Explain the physical and psychological benefits of exercise.</li> <li>b. Develop a regular plan of exercise.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discover the importance of fitness.</li> <li>• Have students participate in a class discussion on exercise and write ideas on the board.</li> <li>• Have students participate in small group brainstorming sessions using different forms of aerobic exercise.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students discover the importance of fitness.</li> <li>• Observe participation in class discussion.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Have students complete written assignment on exercise plan.</li> <li>• Give unit test on nutrition and fitness.</li> </ul> |
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## STANDARDS

### *Family and Consumer Science National Standards*

- FCS9 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.
- FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

### *National Health Education Standards*

- HS5 Using Communication Skills To Promote Health
- HS7 Health Advocacy

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Encarta Encyclopedia (software).

Merki, Mary B. & Merki, Don. *Health: A guide to wellness* (Latest ed.). New York, NY: Glencoe. (Teacher Text and Teacher Resource Kit)

Pruitt, B.E., Crumpler, Kathy, & Stitch, Deborah. *Health: Skills for wellness*. (Latest ed.). New Jersey: Prentice-Hall. (Teacher Text and Teacher Resource Kit)

**Family and Individual Health**  
**Unit 7: Substance Abuse Prevention**

(7 hours)

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies   |
|--|---|
| <p>1. Analyze the health hazards of tobacco.</p> <ol style="list-style-type: none"> <li>a. List major reasons why people either abstain from or use tobacco.</li> <li>b. Describe long-term effects of tobacco use and the dangers of passive smoking.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Analyze the health hazards of tobacco.</li> <li>• Have students participate in class discussion on reasons people continue to smoke even though they are aware of the dangers of smoking.</li> <li>• Present transparencies of a normal lung and a cancerous lung.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students analyze the health hazards of tobacco.</li> <li>• Observe student participation in class discussion.</li> <li>• Grade the completion of a written report by using rubric/checklist in Appendix E.</li> </ul>  |
| <p>2. Analyze the health hazards of alcohol.</p> <ol style="list-style-type: none"> <li>a. Identify the short- and long-term effects of alcohol on the body.</li> <li>b. Explain the impact of alcohol on alcoholics, their families, and society.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Analyze the health hazards of alcohol.</li> <li>• Have students participate in class discussion on short- and long-term effects of alcohol on the body. Have students write articles to submit to the school newspaper.</li> <li>• Have students participate in a class discussion on the truth of newspaper and magazine advertisements for alcohol products. Have students post examples around the room.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students analyze the health hazards of alcohol.</li> <li>• Evaluate the written newspaper article.</li> <li>• Observe student participation in class discussion.</li> </ul> |
| <p>3. Analyze the health hazards of drugs.</p> <ol style="list-style-type: none"> <li>a. Differentiate between legal and illegal drugs and explain the benefits and harmful effects of these drugs.</li> <li>b. Describe how drugs work, what their side effects are, and how they are commonly abused.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Analyze the health hazards of drugs.</li> <li>• Invite a law enforcement officer to discuss and display legal and illegal drugs and their effects on the body. Have students prepare a short written summary of the presentation.</li> <li>• Show a video that discusses how drugs work, their side effects, and how they are</li> </ul>   |

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|   | <p>commonly abused.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students analyze the health hazards of drugs.</li> <li>• Grade the completion of the written assignment using the report rubric from Appendix E.</li> <li>• Grade the completion of the written assignment based on video observation.</li> </ul>  |
| <p>4. Analyze the health hazards of inhalants.</p> <p>a. Discuss various types of inhalants.</p> <p>b. Identify dangers associated with the use of inhalants.</p>                                   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Analyze the health hazards of inhalants.</li> <li>• Have students research various types of inhalants.</li> <li>• Have students list dangers associated with the use of inhalants.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students analyze the health hazards of inhalants.</li> <li>• Give a graded project on inhalants and the dangers of using.</li> </ul>  |
| <p>5. Discuss refusal and intervention skills.</p> <p>a. Develop refusal skills for all forms of drugs and inhalants.</p> <p>b. Demonstrate ways to intervene and help a drug dependent friend.</p> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss refusal and intervention skills.</li> <li>• Divide the class into small groups, and create a poster emphasizing ways to refuse all forms of drugs and inhalants.</li> <li>• Role-play ways to help a drug dependent friend.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students discuss refusal and intervention skills.</li> <li>• Evaluate poster and student participation, and grade by using rubric in Appendix E.</li> <li>• Evaluate students.</li> <li>• Give unit test.</li> </ul> |

## STANDARDS

### *Family and Consumer Science National Standards*

FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.

FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

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*National Health Education Standards*

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- HS1 Health Promotion and Disease Prevention
- HS3 Reducing Health Risks

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*Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.



- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Encarta Encyclopedia (software).

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**Family and Individual Health**  
**Unit 8: Community and Environment Health**

(5 hours)

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies  |
|--|--|
| <p>1. Identify community health-care agencies and their functions.</p> <p>a. Describe organizations and services that assist community and individuals in health promotion.</p> <p>b. List career opportunities in health.</p>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify community health-care agencies and their functions.</li> <li>• Have students participate in a class discussion that lists community health agencies, their functions, and services provided.</li> <li>• Have students research career opportunities.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students identify community health-care agencies and their functions.</li> <li>• Observe student participation in class discussion.</li> <li>• Give graded project on career opportunities.</li> </ul>   |
| <p>2. Explain how environment affects people and how people affect the environment.</p> <p>a. Determine how pollution, natural disasters, overpopulation, and community violence affect our environmental health.</p> <p>b. Name sources of air, water, noise, radiation, and ground pollution.</p> <p>c. Describe government agencies that protect the environment.</p> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain how environment affects people and how people affect the environment.</li> <li>• Have students participate in a class discussion and list the environmental threats found in the local community. Have students bring clippings from newspapers and magazines that relate to environmental concerns and present an oral report to the class.</li> <li>• Have students create bumper sticker designs and slogans to inform the public about global pollution of air, water, noise, radiation, and ground. Invite a guest speaker from American Red Cross to discuss natural disasters.</li> <li>• Have students participate in class discussion that lists government agencies that protect the environment and explain their functions.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students how environment affects people and how people affect the environment.</li> <li>• Observe student participation in class discussion, participation in class activity,</li> </ul> |

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|  | <p>and presentation of an oral report to the class. Use the presentation rubric in Appendix E for evaluation.</p> <ul style="list-style-type: none"> <li>• Evaluate bumper sticker/slogan presentation and the completion of written assignment after guest speaker presentation. Use the guest speaker form in appendix E for evaluation of student.</li> <li>• Observe student participation in class discussion.</li> <li>• Give unit test on community and environmental health.</li> </ul> |
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## STANDARDS

### *Family and Consumer Science National Standards*

- FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
- FCS2 Evaluate management practices related to the human, economic, and environmental resources.
- FCS3 Integrate knowledge, skills, and practices required for careers in consumer services.
- FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
- FCS7 Integrate knowledge, skills, and practices required for careers in family and community services.
- FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

### *National Health Education Standards*

- HS1 Health Promotion and Disease Prevention
- HS4 Influences on Health

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.

- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

## SUGGESTED REFERENCES

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**Family and Individual Health**  
**Unit 9: Safety and First Aid**

**(30 hours)**

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies   |
|---|---|
| <p>1. Discuss promotion of safety and prevention of accidents.</p> <ol style="list-style-type: none"> <li>Describe behaviors that promote home safety.</li> <li>Describe ways to prepare for disasters in the community.</li> <li>Identify basic safety rules that help prevent accidents at work and play.</li> <li>Explain ways to promote vehicle safety to include regular use of seat belts for all ages.</li> <li>Recognize violent situations and how to avoid them including rape, assault, and gang-related activities.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss promotion of safety and prevention of accidents.</li> <li>Divide class into small groups for brainstorming sessions, using inspiration software, and discussion.</li> <li>Have students participate in class discussion on potential community disasters (airplane crash, tornadoes, etc.). Divide the class into groups, and have each group develop a plan to cope with each individual disaster listed above.</li> <li>Have students participate in a class discussion and write safety rules on the board.</li> <li>Invite a guest speaker (EMT, etc.) to discuss automobile accidents he or she has worked where the victims could have been saved if seat belts had been used. Have students participate in a class discussion on the importance of driver's education.</li> <li>Invite a guest speaker (police officer) to discuss recognizing and avoiding violent situations.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Have students discuss promotion of safety and prevention of accidents.</li> <li>Observe student participation in class discussion and brainstorming session.</li> <li>Observe student participation in class discussion and completion of written assignment. Use the rubric/checklist in Appendix E for evaluation.</li> </ul> |
| <p>2. Discuss and demonstrate procedures for emergency situations.</p> <ol style="list-style-type: none"> <li>Identify and assess emergency situations.</li> <li>Describe how to respond to common emergencies.</li> <li>Assemble contents of a basic first aid kit.</li> <li>Practice first aid emergency</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss and demonstrate procedures for emergency situations.</li> <li>Invite a guest speaker (EMT or ER nurse) to discuss procedures for emergency situations.</li> <li>Have guest speaker lead class discussion on responding to common emergencies.</li> <li>Ask guest speaker to assemble a first aid</li> </ul>  |

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| <p>procedures to include reporting accidents and providing first aid for wounds, choking, fractures, heart attacks, seizures, and poisonings.</p> | <p>kit for the class.</p> <ul style="list-style-type: none"> <li>• Have guest speaker demonstrate and discuss first aid emergency procedures to class.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students discuss and demonstrate procedures for emergency situations.</li> <li>• Observe student participation in class discussion.</li> <li>• Use guest speaker form in Appendix E for evaluation of students.</li> <li>• Have students participate in assembling a first aid kit.</li> <li>• Have students demonstrate first aid procedures.</li> <li>• Give unit test on safety and first aid.</li> </ul> |
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## STANDARDS

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### *Family and Consumer Science National Standards*

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FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

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### *National Health Education Standards*

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HS1 Health Promotion and Disease Prevention  
 HS2 Health Information, Products and Services

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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.

- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Encarta Encyclopedia (software).



Getchell, L. H., Pippin, G. D., & Varnes, J. *Perspective on health* (Latest ed.). Lexington, MA: D.C. Health and Company.

Merki, Mary B., & Merki, Don. *Health: A guide to wellness* (Latest ed.). New York, NY: Glencoe. (Teacher Text and Teacher Resource Kit)

Pruitt, B.E., Crumpler, Kathy, & Stitch, Deborah. *Health: Skills for wellness* (Latest ed.). New Jersey: Prentice-Hall. (Teacher Text and Teacher Resource Kit)

## Student Competency Profile for Family and Individual Health

Student: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. \_\_\_\_\_

### Unit 1: Personal and Consumer Health

- \_\_\_\_\_ 1. Describe ways to achieve and maintain a healthy lifestyle.
- \_\_\_\_\_ 2. Explain the relationship between current health decisions and future wellness.
- \_\_\_\_\_ 3. Recognize the benefits of being a wise consumer.

### Unit 2: Mental Health

- \_\_\_\_\_ 1. Explain how mental health contributes to personality.
- \_\_\_\_\_ 2. Describe how stress influences mental health.
- \_\_\_\_\_ 3. Define functional and organic mental disorders, and state controls for each.

### Unit 3: Social Health

- \_\_\_\_\_ 1. Describe how the skills of communication and cooperation are essential for healthy relationships.
- \_\_\_\_\_ 2. Describe why the family is the basic social unit of society.

### Unit 4: Human Growth and Development

- \_\_\_\_\_ 1. Summarize how genetic traits are passed on from one generation to another.
- \_\_\_\_\_ 2. Examine health practices to be considered before, during, and after pregnancy.
- \_\_\_\_\_ 3. Identify physical, mental, and emotional changes that occur from childhood throughout adolescence.
- \_\_\_\_\_ 4. Examine the aging process from adulthood through death.

### Unit 5: Disease Prevention and Control

- \_\_\_\_\_ 1. Recognize the causes, transfer, and control of common communicable diseases.
- \_\_\_\_\_ 2. Recognize the ways to prevent HIV infection and STDs.
- \_\_\_\_\_ 3. State causes, signs, and control of noninfectious diseases.

### Unit 6: Nutrition and Fitness

- \_\_\_\_\_1. Make responsible food choices.
- \_\_\_\_\_2. Discover the importance of fitness.

### Unit 7: Substance Abuse Prevention

- \_\_\_\_\_1. Analyze the health hazards of tobacco.
- \_\_\_\_\_2. Analyze the health hazards of alcohol.
- \_\_\_\_\_3. Analyze the health hazards of drugs.
- \_\_\_\_\_4. Analyze the health hazards of inhalants.
- \_\_\_\_\_5. Discuss refusal and intervention skills.

### Unit 8: Community and Environment Health

- \_\_\_\_\_1. Identify community health-care agencies and their functions.
- \_\_\_\_\_2. Explain how environment affects people and how people affect the environment.

### Unit 9: Safety and First Aid

- \_\_\_\_\_1. Discuss promotion of safety and prevention of accidents.
- \_\_\_\_\_2. Discuss and demonstrate procedures for emergency situations.

## Child Development

### Unit 1: Considerations for Parenthood

(7 hours)

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies   |
|---|---|
| <p>1. Discuss considerations before parenting.</p> <ol style="list-style-type: none"><li>Determine the importance of abstinence.</li><li>List options for parenthood.</li></ol>                             | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>Discuss considerations before parenting.</li><li>Invite guest speaker to discuss implications of unplanned pregnancy.</li><li>Have students research alternative methods of parenting to include foster care, adoption, and medical assistance.</li><li>Compile a list of reasons for abstinence.</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Evaluate class participation.</li><li>Grade abstinence poster by using rubric in Appendix E.</li><li>Give graded project.</li></ul>   |
| <p>2. Analyze the importance of good parenting.</p> <ol style="list-style-type: none"><li>Determine reasons to plan before parenthood.</li><li>Describe the importance of responsible parenthood.</li></ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>Analyze the importance of good parenting.</li><li>Have students list reasons for planned parenthood, and from this list, create a pamphlet describing reasons for planning parenthood.</li><li>Have students brainstorm in collaborative groups to determine the responsibilities of parenthood; list responsibilities of good parenting.</li><li>Write an essay relating to the poem “Children Learn What They Live” in regards to the responsibilities list.</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Evaluate pamphlet using rubric from Appendix E.</li><li>Evaluate written and/or oral reports using rubric from Appendix E.</li><li>Give unit test.</li></ul> |

## STANDARDS

### *Family and Consumer Science National Standards*

FCS4 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FCS15 Analyze factors that impact human growth and development.

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*Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.

- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

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**Child Development**  
**Unit 2: Child Growth and Development**

(33 hours)

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies   |
|--|---|
| <p>1. Examine responsibilities of good prenatal care.</p> <ol style="list-style-type: none"> <li>Identify the physical changes that occur during pregnancy.</li> <li>Analyze the importance of good prenatal care for the mother and unborn child.</li> <li>Discuss the costs associated with prenatal care.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Have students prepare a chart illustrating the changes occurring in the mother and the unborn child.</li> <li>Have students compare the risks and prevention of prenatal problems by researching birth defects.</li> <li>View a video on birth defects.</li> <li>Assume the role of the unborn, and write a letter to your mother explaining how to keep you healthy.</li> <li>Research costs of prenatal care.</li> <li>Report costs of prenatal care.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate chart.</li> <li>Evaluate essay using rubric from Appendix E.</li> <li>Evaluate student presentation using rubric from Appendix E.</li> <li>Give quiz on video.</li> </ul> |
| <p>2. Discuss the physical, emotional, social, and intellectual needs of the infant from birth to one year.</p> <ol style="list-style-type: none"> <li>Demonstrate basic care of physical needs of infants.</li> <li>Explore interaction of social and emotional development of an infant.</li> <li>Describe an intellectually stimulating environment that includes language and sensorimotor development.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Students list and demonstrate the physical care needs of the infant.</li> <li>Compare and contrast care skills at different ages.</li> <li>Choose age-appropriate infant toys that will stimulate the intellectual development of a child.</li> <li>Have students research using the Internet for infant toy safety and selection. Describe laws and dangers of this process.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Observe student participation.</li> <li>Evaluate students' reports and/or presentations of information for infant toy safety and selection.</li> <li>Give quiz on infant care.</li> </ul>  |
| <p>3. Discuss meeting physical, emotional, social, and intellectual needs of children from one to three years of age.</p> <ol style="list-style-type: none"> <li>Explain how parents and caregivers can influence physical development</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Plan or prepare a menu.</li> <li>Plan activities for toddler self-help.</li> <li>Create timeline for emotional expression.</li> <li>Choose toys that utilize fine and large</li> </ul>   |

|   |  |
|---|--|
| <p>to include nutrition, play experiences, and self-help skills.</p> <p>b. Explore the ways social and emotional needs interact in development.</p> <p>c. Explain how parents and caregivers can influence stages of intellectual development through methods of learning to include incidental learning, trial and error, and imitation.</p> | <p>motor skills.</p> <ul style="list-style-type: none"> <li>Recognize each method of learning.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate menu.</li> <li>Evaluate toy presentation using a rubric from Appendix E.</li> <li>Observe student participation.</li> <li>Give unit test.</li> </ul> |
|---|--|

## STANDARDS

### *Family and Consumer Science National Standards*

FCS4 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FCS15 Analyze factors that impact human growth and development.

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- E10 Use language and critical thinking strategies to serve as tools for learning.
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- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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- Child Development software. MAC Challenge: Child development.
- Decker, Celia A. *Children: The early years* (Latest ed.). Teacher's Annotated Edition. Goodheart-Willcox.

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**Child Development**  
**Unit 3: Behavior Guidance for Children**

(10 hours)

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies  |
|---|--|
| 1. Analyze strategies for managing behavior. <ol style="list-style-type: none"> <li>a. Define and differentiate guidance terms and strategies for managing behavior.</li> <li>b. Illustrate appropriate methods for guiding children’s behavior.</li> </ol>   | <b>Teaching:</b> <ul style="list-style-type: none"> <li>• Define guidance terms.</li> <li>• Role-play guidance situations encouraging positive reinforcement.</li> <li>• Devise a system for rewarding appropriate actions.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Give quiz on terms.</li> <li>• Evaluate role-plays with rubric form Appendix E.</li> </ul>  |
| 2. Demonstrate effective ways of dealing with misbehavior. <ol style="list-style-type: none"> <li>a. Discuss reasons for misbehavior in children.</li> <li>b. Demonstrate how to handle common child misbehavior such as temper tantrums, separation anxiety, sibling conflicts, aggression, and so forth.</li> </ol> | <b>Teaching:</b> <ul style="list-style-type: none"> <li>• Brainstorm reasons for misbehavior in children.</li> <li>• Role-play stated behavior, and give suggestions for parents to give positive reinforcement to control the situation.</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Evaluate student participation.</li> <li>• Evaluate role plays with rubric from Appendix E.</li> <li>• Give unit test.</li> </ul> |

**STANDARDS**

*Family and Consumer Science National Standards*

- FCS4 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
- FCS15 Analyze factors that impact human growth and development.

*Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
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- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.

- A8 Analyze data, and apply concepts of probability.
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- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
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- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills

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**Child Development**  
**Unit 4: Children with Special Challenges**

**(10 hours)**

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies  |
|--|--|
| <p>1. Determine ways to meet the needs of an exceptional child.</p> <ol style="list-style-type: none"> <li>a. Describe the needs of children with physical, mental, and emotional disabilities.</li> <li>b. Explain how parents and other caregivers can assist and encourage disabled children.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• List needs of the physically, mentally, and emotionally challenged child.</li> <li>• View a video.</li> <li>• Write an essay to include how one would feel in that child’s situation, and evaluate the needs of the child.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Give quiz on video.</li> <li>• Evaluate essay for content, and ask English teacher to evaluate for grammar and punctuation; use a rubric from Appendix E for grading.</li> </ul> |
| <p>2. Examine types of child abuse.</p> <ol style="list-style-type: none"> <li>a. Identify types of child abuse and neglect.</li> <li>b. Summarize factors that may cause and prevent child abuse.</li> <li>c. Discuss child abuse intervention procedures.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Categorize the types of child abuse.</li> <li>• Develop a chart on child abuse.</li> <li>• Develop an intervention plan from a case study.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Quiz on terms.</li> <li>• Evaluate the intervention plan, use rubric from appendix E.</li> </ul>   |
| <p>3. Analyze methods of dealing with crises affecting parent-child relationships such as divorce, moving, death, and family crises.</p> <ol style="list-style-type: none"> <li>a. Construct guidelines for helping children cope with divorce.</li> <li>b. Construct guidelines for helping children cope with moving.</li> <li>c. Construct guidelines for helping children cope with death.</li> <li>d. Construct guidelines for helping children cope with family crises to include illness, loss of job, debts, substance abuse, and so forth.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Construct guidelines for coping with crises.</li> <li>• Provide a resource list of children’s literature on family crises.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Give unit test.</li> </ul>   |

## STANDARDS

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### *Family and Consumer Science National Standards*

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- FCS4 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
- FCS15 Analyze factors that impact human growth and development.
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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
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## Child Development

### Unit 5: Career Opportunities in Child Development

(7 hours)

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies   |
|--|---|
| <p>1. Discuss professional organization credentialing and state licensure.</p> <ol style="list-style-type: none"><li>Identify professional organizations in the child care industry.</li><li>Discuss credentials required for positions in the child care industry.</li><li>Identify licensure requirements for Mississippi.</li></ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>List professional organization credentialing and state licensure.</li><li>Invite a guest speaker from the child care industry.</li><li>Discuss credentials of child care professionals.</li><li>Understand licensure and the application process.</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Evaluate student participation.</li><li>Grade guest speaker evaluation using form from Appendix E.</li></ul>  |
| <p>2. Explore career and job opportunities in the field of child development.</p> <ol style="list-style-type: none"><li>Identify competencies needed by caregiver personnel to include positive work habits and attitudes, good management skills, good communication skills, leadership skills, ethical behavior, and emotional maturity.</li><li>Describe how student leadership activities relate to careers.</li></ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>Have the student explore career and job opportunities using Choices software and present orally to class. In the role of an employer, have the student compile an individual checklist on competencies necessary for child care personnel and rate his or her own performance as an employee.</li><li>Chart leadership skills developed in a student organization to those required in a career.</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Evaluate oral presentation by using rubric from Appendix E.</li><li>Assess FCCLA integration.</li><li>Evaluate chart using rubric from Appendix E.</li></ul> |

## STANDARDS

### *Family and Consumer Science National Standards*

FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.

FCS4 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

FCS5 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

FCS15 Analyze factors that impact human growth and development.

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*Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
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- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.

- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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- U.S. Department of Labor, Bureau of Labor Statistics. *Occupational outlook handbook* (Latest ed.). Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office.

## Student Competency Profile for Child Development

Student: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. \_\_\_\_\_

### Unit 1: Considerations for Parenthood

- \_\_\_\_\_ 1. Discuss considerations before parenting.
- \_\_\_\_\_ 2. Analyze the importance of good parenting.

### Unit 2: Child Growth and Development

- \_\_\_\_\_ 1. Examine responsibilities of good prenatal care.
- \_\_\_\_\_ 2. Discuss the physical, emotional, social, and intellectual needs of the infant from birth to one year.
- \_\_\_\_\_ 3. Discuss meeting physical, emotional, social, and intellectual needs of children from one to three years of age.

### Unit 3: Behavior Guidance for Children

- \_\_\_\_\_ 1. Analyze strategies for managing behavior.
- \_\_\_\_\_ 2. Demonstrate effective ways of dealing with misbehavior.

### Unit 4: Children with Special Challenges

- \_\_\_\_\_ 1. Determine ways to meet the needs of an exceptional child.
- \_\_\_\_\_ 2. Examine types of child abuse.
- \_\_\_\_\_ 3. Analyze methods of dealing with crises affecting parent-child relationships such as divorce, moving, death, and family crises.

### Unit 5: Career Opportunities in Child Development

- \_\_\_\_\_ 1. Discuss professional organization credentialing and state licensure.
- \_\_\_\_\_ 2. Explore career and job opportunities in the field of child development.

## Nutrition and Wellness

### Unit 1: Nutrition

(10 hours)

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies  |
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| <p>1. Explain the connection between nutrition and wellness.</p> <ol style="list-style-type: none"><li>Define nutrition and wellness.</li><li>Discover how healthy food choices influence wellness.</li></ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>Have students discuss how nutrition and wellness are related.</li><li>Research and report healthy food choices and how they affect one's total health using the Internet, newspaper, magazines, and journals.</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Evaluate student participation.</li><li>Evaluate the report using a rubric from Appendix E.</li></ul>  |
| <p>2. Describe the classes and types of nutrients.</p> <ol style="list-style-type: none"><li>Identify the six major classes of nutrients.</li><li>Distinguish between organic and inorganic nutrients.</li><li>Identify food sources for each class of nutrients.</li><li>Distinguish between fat soluble and water soluble vitamins.</li><li>Describe the proper use of non-food sources of nutrients.</li><li>Distinguish between saturated and unsaturated fatty acids.</li></ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>Describe the major classes and types of nutrients.</li><li>Provide information on the six major classes of nutrients. Have students complete an activity (puzzle, word search, etc.) related to these six classes.</li><li>Define organic and inorganic compounds using transparencies or illustrations. Have students build molecular models of organic and inorganic materials. Provide examples of specific organic and inorganic nutrients.</li><li>Provide information on foods that are sources of the different classes of nutrients. Have students build a collage showing food sources of the major classes.</li><li>Identify the fat and water soluble vitamins, and explain the basic differences in the two.</li><li>Have students bring examples of different non-food nutrient supplements (vitamin and mineral supplements, herbs, condiments, spices, etc.) and explain their uses.</li><li>Prepare models of saturated and unsaturated fatty acid molecules, and discuss the physical qualities of both types. Have students examine examples of sources of both.</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Have students describe foods you eat that</li></ul> |

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|  | <p>have the major classes and types of nutrients in them.</p> <ul style="list-style-type: none"> <li>• Assess student completion of assigned activity.</li> <li>• Evaluate participation in building molecular models or organic and inorganic nutrients.</li> <li>• Grade student collages of food sources of major nutrient classes.</li> <li>• Evaluate participation in class discussion on fat and water soluble vitamins.</li> <li>• Evaluate participation in class assignment on non-food nutrient supplements.</li> <li>• Evaluate participation in building models of saturated and unsaturated fatty acid molecules and class discussion.</li> </ul>           |
| <p>3. Describe the various functions of the six classes of nutrients.</p> <ol style="list-style-type: none"> <li>Identify the functions of carbohydrates in the body.</li> <li>Identify the functions of fats in the body.</li> <li>Identify the functions of proteins in the body.</li> <li>Identify the functions of water in the body.</li> <li>Identify the functions of vitamins in the body.</li> <li>Identify the functions of minerals in the body.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe the various functions of the six classes of nutrients.</li> <li>• Have students research current background information on the functions of the different nutrients in the body and prepare an oral or written report. After students have delivered their reports, conduct a class discussion to sum up, and make sure that all important concepts have been covered. This could include competitive team events to develop interest and motivation.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate reports using a rubric from Appendix E.</li> </ul> |
| <p>4. Explain the processes of digestion, absorption, and metabolism.</p> <ol style="list-style-type: none"> <li>Identify the organs involved in digestion.</li> <li>Describe the stages of digestion.</li> <li>Explain the process of absorption.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Explain the processes of digestion, absorption, and metabolism.</li> <li>• Use life-size model of the digestive system or other illustrations to identify the organs.</li> <li>• Explain and illustrate the passage of food through the body, explaining the chemical and physical processes that take place at each stage of digestion.</li> <li>• Discuss and illustrate the process of absorption of food from the digestive system into the bloodstream.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate participation in class discussion.</li> </ul>        |

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|  | <ul style="list-style-type: none"><li>• Give unit test.</li></ul> |
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## STANDARDS

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### *Family and Consumer Science National Standards*

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FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.

- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

- Bence, Deborah, & Lazok, Claudia A. *Student activity guide for good food* (Latest ed.). Goodheart-Willcox.
- Fastfood.com (2007). Retrieved October 19, 2007, from [www.fastfood.com](http://www.fastfood.com).
- Kowtaluk, Helen. *Discovering food and nutrition* (Latest ed.). Glencoe/McGraw-Hill.
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- Townsend, Carolyn E. *Nutrition and diet therapy* (Latest ed.). Delmar Publishers, Inc.



**Nutrition and Wellness**  
**Unit 2: Exercise and Diet**

**(14 hours)**

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies  |
|---|--|
| <p>1. Understand the role of energy in well-being and performance.</p> <ol style="list-style-type: none"> <li>Determine energy needs to maintain optimal health.</li> <li>Explain factors that increase or decrease energy usage by the body.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Understand the role of energy in well-being and performance.</li> <li>Have students calculate their personal energy needs.</li> <li>Discuss the factors that increase or decrease energy needs.</li> <li>Create a physical activity program (workout) for different age levels.</li> <li>Create an exercise log for three days or more.</li> <li>Use pedometers – walking by mile/points.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate physical activity programs and exercise logs created by students.</li> </ul>   |
| <p>2. Describe the effects of body weight on overall wellness.</p> <ol style="list-style-type: none"> <li>Define terms related to body weight including ideal body weight, overweight, obesity, and underweight.</li> <li>Analyze factors that affect body weight including physical, emotional, psychological, and hereditary factors.</li> <li>Research the risks associated with weight problems.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Have the students evaluate their own weight as related to their bodies’ bone structure, age, and height.</li> <li>Have students brainstorm and evaluate the factors that affect body weight and identify ways that these factors can be controlled or managed.</li> <li>Invite a registered dietician to speak on the risks associated with weight problems including obesity and underweight.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate completion of activity/assignment on weight as it relates to bone structure, age, and height.</li> <li>Evaluate participation in brainstorming session on factors that affect body weight.</li> <li>Grade report on the risks involved with weight problems by using the rubric in Appendix E.</li> </ul> |
| <p>3. Evaluate methods of weight control.</p> <ol style="list-style-type: none"> <li>Discuss the roles of diet and physical activity as keys to weight control.</li> <li>Determine whether a weight loss or weight gain program is nutritionally sound and effective.</li> <li>Discuss the effectiveness of various</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Have students discuss how caloric intake and physical activity are keys to weight control. Have students use nutrition software to track their intake and estimate how many calories they have burned during the same time period.</li> </ul>   |

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| <p>medications in weight control.</p>   | <ul style="list-style-type: none"> <li>• Discuss the facts and fallacies of diet plans. Have students collect different diets and analyze the nutritional validity of each diet. Analyze scenarios for reaching a weight goal within a specific time frame.</li> <li>• Identify and discuss different types of medications that are sometimes used for weight control. Discuss the benefits and risks associated with each type. (An outside speaker would be excellent for this.)</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate participation in class discussion and completion of assignment using software to calculate caloric intake.</li> <li>• Grade on written evaluations of nutritional validity of various diets.</li> <li>• Evaluate participation in class discussion on various medications used for weight control.</li> </ul>  |
| <p>4. Understand malnutrition and its effect on wellness.</p> <ol style="list-style-type: none"> <li>a. Explain the consequences of malnutrition at different stages of growth and development.</li> <li>b. Define the common types of eating disorders.</li> <li>c. Discuss nutritional problems common to adolescents.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe the different types of malnutrition, and illustrate through the use of pictures, x-rays, charts, and so forth how undernutrition affects growth and development.</li> <li>• Discuss information found on the Internet on eating disorders. Invite a counselor to speak to the class on eating disorders and treatment.</li> <li>• Identify nutritional problems common to adolescents such as poor nutritional patterns, skipping meals, fast food addiction, and so forth. Have students evaluate their eating patterns over the past week and set goals for healthier eating.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate participation in class discussion on malnutrition.</li> <li>• Evaluate summary of Internet information or resource person presentations on eating disorders by using the rubric in Appendix D.</li> <li>• Assess students' eating habits.</li> <li>• Give unit test.</li> </ul> |
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| <p>5. Describe the concept of personal fitness.</p> <ol style="list-style-type: none"> <li>a. Explain terms related to personal fitness including health, wellness, functional health, physically active lifestyle, and sedentary lifestyle.</li> <li>b. Explain the difference between exercise and physical fitness.</li> <li>c. Discuss attitudes and beliefs about physical fitness including lack of time, poor physical condition, high percentage of body fat, unrealistic physical fitness goals or expectations, lack of knowledge about physical fitness, and negative experiences with physical activity.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Define the terms related to personal fitness. Have students brainstorm ways to add more physical activity to their daily lives.</li> <li>• Discuss why being a couch potato can be dangerous to students' health. Have students work in groups to define physical fitness. Have each group read its definition to the class.</li> <li>• Analyze reasons students may have problems reaching consensus when factors such as age, gender, weight, and heredity are considered.</li> <li>• Identify negative attitudes or beliefs about physical activity, exercise, and fitness programs. Ask students where their negative attitudes evolved, how many of these negative attitudes they have, and how these could be turned into positive attitudes.</li> <li>• Create thinking maps to review personal fitness attitudes.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Grade student participation in group activity by using the rubric in Appendix E.</li> <li>• Evaluate thinking maps.</li> </ul> |
| <p>6. List health risk factors and their effect on personal fitness.</p> <ol style="list-style-type: none"> <li>a. Identify health risk factors including age, heredity, gender, smoking, hypertension, high blood cholesterol, diabetes, hypokinetic lifestyle, stress, and obesity.</li> <li>b. Evaluate the risk factors associated with various lifestyle diseases such as cardiovascular disease, hypertension, cancer, and diabetes.</li> <li>c. Discuss problems associated with smoking including cardiovascular disease, lung cancer, throat and mouth cancer, birth defects, hypertension, chronic bronchitis, shorter life span, and premature wrinkling of the skin.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify why each one is considered to be a risk. Have students compare and contrast characteristics of a person who is low risk and one who is high risk.</li> <li>• Have students identify the diseases commonly associated with a hypokinetic lifestyle such as cardiovascular disease, hypertension, osteoporosis, obesity, high blood cholesterol, and so forth.</li> <li>• Recognize problems associated with smoking. Have students find and read a recent article about cigarette smoking and make an oral report to the class.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Have students discuss health risk factors and their effect on personal fitness.</li> <li>• Give a daily grade on participation in discussion and activity on personal fitness.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Assess participation in class discussion on diseases associated with a hypokinetic lifestyle.</li> <li>• Grade oral report on smoking research article using a rubric in Appendix D.</li> </ul>   |
| <p>7. Understand the role of exercise in maintaining a lifelong program of physical fitness.</p> <ol style="list-style-type: none"> <li>Explain how obtaining or maintaining physical fitness can benefit each of the following: physical appearance, self-esteem, stress, academic performance, life expectancy, and health care-costs.</li> <li>Discuss the suitability of various safe physical activities for different stages of the life cycle.</li> <li>List reasons for having a medical examination before beginning a personal fitness program.</li> <li>Evaluate current level of physical activity as related to overall health and well-being.</li> <li>Demonstrate the use of selected physical exercise equipment.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Have students brainstorm a list of reasons about how physical fitness can improve physical appearance, self-esteem, stress, academic performance, life expectancy, and health-care costs.</li> <li>• Demonstrate different physical activities, and relate them to different stages of the life cycle. Have students prepare a plan for physical activity for people of different ages.</li> <li>• List reasons for having a medical checkup before beginning an exercise program or a school-related sports activity.</li> <li>• Have students prepare a listing of daily activities and identify those activities that promote overall health and well-being.</li> <li>• Have students demonstrate the use of selected physical exercise equipment such as a treadmill, an exercise bicycle, an aerobic step, jump ropes, weights, exercise mats, and so forth.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Assess student participation in class discussion and activity.</li> </ul> |
| <p>8. Discuss the concepts of body composition in relation to personal fitness.</p> <ol style="list-style-type: none"> <li>Identify the concepts of body type and body composition.</li> <li>Compare the relationship between body composition and the risk of developing chronic diseases in adults.</li> <li>Describe the use of body composition evaluations including height/weight chart, body circumference, skinfold, and medical/laboratory methods.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• List body types and composition and how they can be related to genetic background.</li> <li>• Compare and contrast why being 20 pounds lighter or heavier than normal may make students a high risk for developing a chronic disease later in life. Have students write a one- to two-page report on a specific chronic disease that is associated with being too lean or too overweight.</li> <li>• Have students use height/weight charts, assess body circumference, and use skinfold calipers to evaluate their body composition. Ask students which method they think is most accurate and why they feel this way.</li> </ul>  |

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|  | <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Assess participation in class discussion.</li> <li>• Grade on report of developing a chronic disease by using a rubric in Appendix D.</li> <li>• Assess participation in discussion and measurement activity on body composition evaluation.</li> </ul> |
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## STANDARDS

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### *Family and Consumer Science National Standards*

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FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
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- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
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- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
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- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.

- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
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- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
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- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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**Nutrition and Wellness**  
**Unit 3: Healthy Food Choices**

**(12 hours)**

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies  |
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| <p>1. Plan menus for individual and groups.</p> <ol style="list-style-type: none"> <li>a. Explain the Food Pyramid.</li> <li>b. Analyze existing menus for nutrition and acceptability.</li> <li>c. Identify the factors to consider when planning menus for individuals and groups.</li> <li>d. Develop menus for individuals and groups considering various factors.</li> <li>e. Demonstrate appropriate portion size of each food pyramid group.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Plan menus for individual and groups.</li> <li>• Identify the different colors found in the Food Pyramid. Have students explore the Food Pyramid Web site to evaluate meals and food intake.</li> <li>• Illustrate to students appropriate portion sizes from each food pyramid group.</li> <li>• Provide students with examples of menus and characteristics of persons to be served. Have students analyze the nutritional content of the meal and critique its acceptability for the group using computer software.</li> <li>• Differentiate factors that should be considered in planning menus such as demographic of the people to be served facility, staff, and equipment considerations, financial considerations, and food and nutritional characteristics. Provide scenarios that allow students to discuss how these factors would affect the menu for a meal.</li> <li>• Provide the students with a case study, and have the students develop a menu to meet the characteristics of an individual or group.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate Food Pyramid exploration.</li> <li>• Evaluate menu planning assignment.</li> <li>• Score special needs menus.</li> </ul> |
| <p>2. Apply acceptable food purchasing guidelines.</p> <ol style="list-style-type: none"> <li>a. Identify the steps to follow when purchasing food.</li> <li>b. Compare costs, services, and other factors among different types of food stores including grocery stores, convenience stores, food co-ops, warehouses, specialty stores, and government distribution agencies.</li> <li>c. Critique food labels for nutritional</li> </ol>                     | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• List different factors to consider in purchasing groceries including making a list, dealing with store layouts, making cost comparisons, reading labels, and so forth. Have students develop a plan for food purchasing. Tour a local grocery store to reinforce discussion, or invite a store manager to speak to the class.</li> <li>• Discuss the costs, services, and other factors to consider in selecting a store for</li> </ul>   |

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| <p>content.</p> <p>d. Apply basic math skills to compute cost of food per serving.</p> <p>e. Compare the costs and acceptability of commercially prepared foods versus home prepared foods.</p> <p>f. Discuss the government agencies responsible for assuring safety of the food supply.</p> | <p>purchasing food. Provide students with a list of basic items, and have them research the cost of each item and services provided by several different sources and prepare a chart displaying their findings.</p> <ul style="list-style-type: none"> <li>• Have students collect and analyze food labels for nutritional content.</li> <li>• Have students calculate the total cost of a meal.</li> <li>• Have students compare the costs and acceptability of pre-prepared foods and self-prepared foods.</li> <li>• Explain the various state and federal agencies that are responsible for the safety of the nation's food supply. Have students research and report on what each agency is responsible for.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the students plan for food purchasing.</li> <li>• Evaluate the comparison of costs and services of different food sources.</li> <li>• Grade project on food labels.</li> <li>• Give assignment to calculate the cost of a meal.</li> <li>• Rate pre-prepared foods to self-prepared foods.</li> <li>• Give research assignment to explain the role of each state and federal agency in maintaining a safe food supply.</li> </ul> |
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**STANDARDS**

*Family and Consumer Science National Standards*

FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

*Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.



- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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CS1 Global Awareness

- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

## SUGGESTED REFERENCES

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**Nutrition and Wellness**  
**Unit 4: Meal Preparation**

**(23 hours)**

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies   |
|---|---|
| <p>1. Identify food preparation tools and equipment and their use.</p> <ol style="list-style-type: none"> <li>a. Describe food preparation tools and equipment.</li> <li>b. Demonstrate the use of food preparation tools and equipment.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Have students draw and define different tools/equipment in their notebooks/computers.</li> <li>• Have students demonstrate the use of food preparation tools and equipment.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate student participation.</li> <li>• Evaluate demonstration.</li> </ul>  |
| <p>2. Demonstrate the proper procedures for measuring ingredients.</p> <ol style="list-style-type: none"> <li>a. Apply proper procedures for measuring ingredients.</li> <li>b. Apply basic math skills in calculating conversions of measurements to equivalents.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the proper procedures for measuring ingredients.</li> <li>• Discuss and demonstrate the procedures for measuring dry ingredients. Have the students practice the procedures.</li> <li>• Discuss and demonstrate the procedures for measuring liquid ingredients. Have the students practice the procedures.</li> <li>• Discuss and demonstrate the procedures for measuring moist and solid ingredients. Have the students practice the procedures.</li> <li>• Demonstrate mathematical procedures for calculating conversion of measurements to equivalents. Have students practice the procedures.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate student demonstration of the proper procedures for measuring ingredients.</li> <li>• Give test.</li> </ul> |
| <p>3. Evaluate procedures that preserve nutritional quality and safety during food preparation.</p> <ol style="list-style-type: none"> <li>a. Identify major bacteria, viruses, and molds that cause food-borne illnesses.</li> <li>b. Describe how bacteria, viruses, and molds make food unsafe.</li> <li>c. Discuss steps to follow in handling and storing foods to protect nutritional quality and food safety.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Discuss bacteria, viruses, and molds and their relationship to food-borne illness. Have students research different illnesses and describe how they are spread and can be prevented. Have students culture some molds or bacteria and examine under a microscope.</li> <li>• Share case studies dealing with food-borne illnesses that occurred from improper food safety and sanitation practices.</li> <li>• Discuss and demonstrate guidelines for</li> </ul>   |

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|  | <p>handling and storing different types of foods. Have students complete a worksheet describing how to store different types of foods.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Give student assignment.</li> <li>• Evaluate the student report by using a rubric from Appendix E.</li> <li>• Give student worksheet.</li> </ul>  |
| <p>4. Prepare and critique food products.</p> <ol style="list-style-type: none"> <li>Interpret recipe terminology and the importance of preparation.</li> <li>Prepare and/or critique food products using regular and low fat recipes.</li> <li>Prepare and/or critique food products using two or more cooking methods.</li> <li>Prepare and/or critique food products comparing convenience versus scratch methods.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Prepare and critique food products.</li> <li>• Discuss the steps involved in food product preparation including basic terminology, safety, gathering equipment and ingredients, recipes, and sanitation.</li> <li>• Have students prepare their food product(s) using selected regular and low fat recipes.</li> <li>• Critique the low fat and regular fat food products using a taste panel checklist.</li> <li>• Demonstrate various cooking methods including use of the microwave, convection oven, and conventional (thermal) oven to prepare selected food product(s).</li> <li>• Discuss advantages and disadvantages of convenience and scratch food preparation methods. Have students prepare and critique selected food product(s).</li> <li>• Critique food products using a taste panel checklist.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observe students.</li> <li>• Observe student participation in preparation of activity.</li> <li>• Grade on food taste panel.</li> </ul> |
| <p>5. Demonstrate proper social etiquette to include multicultural situations.</p> <ol style="list-style-type: none"> <li>Discuss table service to include formal and informal service.</li> <li>Demonstrate basic table setting techniques.</li> <li>Demonstrate proper table manners.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper social etiquette to include multicultural situations.</li> <li>• Illustrate table service to include formal and informal service.</li> <li>• Demonstrate and apply basic table setting techniques.</li> <li>• Demonstrate proper table manners.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observe student participation in exercise.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Observe student demonstration.</li> <li>• Give unit test.</li> </ul> |
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## STANDARDS

### *Family and Consumer Science National Standards*

FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
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- E10 Use language and critical thinking strategies to serve as tools for learning.
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- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
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## Nutrition and Wellness

### Unit 5: Careers in Nutrition and Wellness Industry

(5 hours)

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies  |
|--|--|
| <p>1. Review occupational and leadership opportunities in foods and nutrition.</p> <ol style="list-style-type: none"><li>Investigate career opportunities in the nutrition and wellness areas.</li><li>Describe leadership opportunities available from student youth organizations in the school and community.</li></ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"><li>Review occupational and leadership opportunities in nutrition and wellness areas.</li><li>Research (Internet and/or books) career opportunities in the nutrition and wellness areas.</li><li>Research leadership opportunities with the school and community including Future Career and Community Leaders of America (FCCLA).</li><li>Have the students prepare a list of questions they would like answered about the career and technology classes. After visiting the classes, the student should reflect in a journal about the tour.</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>Observe student participation.</li><li>Visit and observe career and technology classes at local centers.</li><li>Evaluate the student journal using a rubric in Appendix E.</li><li>Give unit test.</li></ul> |

## STANDARDS

### *Family and Consumer Science National Standards*

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### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
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- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.



- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
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- B4 Investigate the transfer of energy from the sun to living systems.
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- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
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- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
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- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills

- CS5 Thinking and Problem-Solving Skills  
CS6 Interpersonal and Self-Directional Skills

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## Student Competency Profile for Nutrition and Wellness

Student: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. \_\_\_\_\_

### Unit 1: Nutrition

- \_\_\_\_\_ 1. Explain the connection between nutrition and wellness.
- \_\_\_\_\_ 2. Describe the classes and types of nutrients.
- \_\_\_\_\_ 3. Describe the various functions of the six classes of nutrients.
- \_\_\_\_\_ 4. Explain the processes of digestion, absorption, and metabolism.

### Unit 2: Exercise and Diet

- \_\_\_\_\_ 1. Understand the role of energy in well-being and performance.
- \_\_\_\_\_ 2. Describe the effects of body weight on overall wellness.
- \_\_\_\_\_ 3. Evaluate methods of weight control.
- \_\_\_\_\_ 4. Understand malnutrition and its effect on wellness.
- \_\_\_\_\_ 5. Describe the concept of personal fitness.
- \_\_\_\_\_ 6. List health risk factors and their effect on personal fitness.
- \_\_\_\_\_ 7. Understand the role of exercise in maintaining a lifelong program of physical fitness.
- \_\_\_\_\_ 8. Discuss the concepts of body composition in relation to personal fitness.

### Unit 3: Healthy Food Choices

- \_\_\_\_\_ 1. Plan menus for individual and groups.
- \_\_\_\_\_ 2. Apply acceptable food purchasing guidelines.

### Unit 4: Meal Preparation

- \_\_\_\_\_ 1. Identify food preparation tools and equipment and their use.
- \_\_\_\_\_ 2. Demonstrate the proper procedures for measuring ingredients.
- \_\_\_\_\_ 3. Evaluate procedures that preserve nutritional quality and safety during food preparation.
- \_\_\_\_\_ 4. Prepare and critique food products.
- \_\_\_\_\_ 5. Demonstrate proper social etiquette to include multicultural situations.

## Unit 5: Careers in Nutrition and Wellness Industry

\_\_\_\_1. Review occupational and leadership opportunities in foods and nutrition.

**Personal Development**  
**Unit 1: Discovering Who You Are**

**(17 hours)**

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies  |
|--|--|
| <p>1. Explore personality development in relation to one’s self and others.</p> <ol style="list-style-type: none"> <li>Identify forces that shape personality development including personality traits, heredity, and environment.</li> <li>Explain how self-concept influences a person’s relationship with others.</li> <li>Explain how self-esteem influences and enhances behavior.</li> <li>Demonstrate ways to improve self-esteem.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss forces that shape personality development. Have students complete a survey sheet related to identifying these forces.</li> <li>Brainstorm, using inspiration software, or role-play a situation where self-concept affects interactions with others.</li> <li>Have students write a script for a puppet show that includes dialog that reflects the self-esteem of the characters showing their needs for identity, purpose, and self-worth.</li> <li>Have students keep a daily journal recording events in which they have experienced success. Have students share events from their journals with each other and compliment each other on their accomplishments.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate the completion of the survey sheet (pass-fail).</li> <li>Evaluate participation in the role-play or brainstorming session (pass-fail) by using a rubric in Appendix E.</li> <li>Have students evaluate the content of their different skits by using a rubric in Appendix E.</li> <li>Evaluate the daily journals for completeness of entries, proper grammar, and organization by using a rubric in Appendix E.</li> </ul> |
| <p>2. Identify personal traits that build character.</p> <ol style="list-style-type: none"> <li>Describe positive character traits such as honesty, self-discipline, responsibility, compassion, motivation, perseverance, and so forth.</li> <li>Explain how a person’s character is revealed by his or her behavior.</li> <li>Identify a list of responsibilities that helps teens to become responsible</li> </ol>                                | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Identify personal traits that build character.</li> <li>View videos on integrity and leadership. Have small groups of students research a different positive character trait and share their findings with the class.</li> <li>Using a case study or scenario, identify ways in which a person’s character is revealed through his or her behavior.</li> <li>View video on responsibility. Have students compile a list of responsibilities</li> </ul>  |

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| <p>adults.</p> <p>d. Evaluate personal traits.</p> | <p>that help teens learn to become responsible adults such as doing family/school tasks (mow the lawn, do homework), taking responsibility for their conduct, volunteering to help a community organization, and so forth.</p> <ul style="list-style-type: none"> <li>• Use a checklist or survey about personality to have students evaluate their own personal traits and to determine their strengths and weaknesses.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the students sharing session with the class.</li> <li>• Have students read or observe the case study or scenario and complete a list identifying ways in which the person’s character is revealed through his or her behavior. Evaluate by using a rubric in Appendix E.</li> <li>• Evaluate participation in class discussion and activity.</li> <li>• Evaluate the completeness of the student’s responses on the survey.</li> <li>• Give a summative unit test that will be used to assess overall mastery of the competencies and suggested objectives in this unit.</li> </ul> |
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## STANDARDS

### *Family and Consumer Science National Standards*

FCS12 Analyze factors that impact human growth and development.

FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

### *Academic Standards*

A1 Recognize, classify, and use real numbers and their properties.

A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.

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A4 Explore and communicate the characteristics and operations of polynomials.

A5 Utilize various formulas in problem-solving situations.

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- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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*21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy

- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

## **SUGGESTED REFERENCES**

Johnson, Leona. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Ryder, Verdene, & Harter, Marjorie, B. *Contemporary living* (Latest ed.). Goodheart-Willcox.

Sasse, Connie R. *Families today* (Latest ed.). Glencoe.



**Personal Development**  
**Unit 2: Personal Design Choices**

**(20 hours)**

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies  |
|---|--|
| <p>1. Express personal clothing styles.</p> <ol style="list-style-type: none"> <li>Explore influences on clothing choices.</li> <li>Understand appropriate dress for specific roles and occasions.</li> <li>Discuss factors to consider when evaluating your wardrobe.</li> <li>Define and list accessories.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Have students inventory personal wardrobe.</li> <li>Differentiate between fads and classics.</li> <li>Create a poster or collage of clothing choices for different occasions (date, prom, religious occasions).</li> <li>Show and tell a favorite accessory.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate poster using a rubric in Appendix E.</li> <li>Observe student participation.</li> </ul>   |
| <p>2. Describe elements and principles of design.</p> <ol style="list-style-type: none"> <li>Understand color terminology.</li> <li>Select flattering clothing by applying the elements and principles of design.</li> <li>Give guidelines for shopping responsibly.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Create a color wheel.</li> <li>Illustrate color schemes by finding pictures using the Internet or magazines/journals.</li> <li>Analyze personal body type.</li> <li>Invite a guest speaker to class (personal shopper, department store buyer, cosmetic representative, or cosmetologist).</li> <li>Design or follow a clothing budget for a special occasion.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate poster using a rubric in Appendix E.</li> <li>Evaluate color scheme rubric.</li> <li>Evaluate by using the guest speaker form in Appendix E.</li> <li>Give test.</li> <li>Assign graded project.</li> </ul> |
| <p>3. Explain the importance of proper clothing care.</p> <ol style="list-style-type: none"> <li>Interpret a fabric care label.</li> <li>Determine care methods for clothing.</li> <li>List options for recycling unwanted clothes and expanding your wardrobe.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>List items that need to be hand washed, machine washed, or dry cleaned.</li> <li>Group clothing by color, water temperature, or cleanser.</li> <li>Identify stain removal methods.</li> <li>Demonstrate basic clothing repair: sewing on a button, patching, and hemming.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate poster using a rubric in Appendix E.</li> <li>Evaluate by using the guest speaker form</li> </ul>  |

|   |  |
|---|--|
|   | <p>in Appendix D.</p> <ul style="list-style-type: none"> <li>Assign graded project.</li> </ul>   |
| <p>4. Apply the principles of design to a room.</p> <p>a. Design a living space.</p> <p>b. Review home furnishing styles and time periods.</p> <p>c. Furnish a living space to include storage options.</p> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Draw a floor plan (room) to scale</li> <li>Collect pictures of furniture samples.</li> <li>Arrange furniture using templates.</li> <li>Illustrate room and furniture care.</li> <li>Field trip to furniture company, store, or manufacturer, antique store.</li> <li>Guest speakers (interior designer, furniture company representative).</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate floor plan by using a rubric in appendix E.</li> <li>Evaluate by using the Guest speaker form in appendix E.</li> </ul> |

\*Involve art teachers (team teach).

## STANDARDS

### *Family and Consumer Science National Standards*

FCS11 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

FCS16 Integrate knowledge, skills, and practices required for careers in textiles and apparel.

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.

- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Couch, S., Felstehausen, G, & Clark, P. *Creative living skills* (Latest ed.). Glencoe.

International Fabricare Institute. (2007). Retrieved November 12, 2007, from [www.ifi.org](http://www.ifi.org).

Johnson, Leona. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Ryder, Verdene, & Harter, Marjorie, B. *Contemporary living* (Latest ed.). Goodheart-Willcox.

Sasse, C. R. *Families today* (Latest ed.). Glencoe.

**Personal Development**  
**Unit 3: Making Healthy Choices**

**(20 hours)**

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies   |
|---|---|
| <p>1. Identify the three parts of wellness: physical, social, and emotional.</p> <ol style="list-style-type: none"> <li>Describe physical, emotional, and social needs of food.</li> <li>List personal and social influences on food choices.</li> <li>Identify eating disorders and effects on personal food choices.</li> <li>List positive weight management options.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Differentiate between wanting and needing food.</li> <li>Demonstrate how to use <i>mypyramid</i> when making daily food selections.</li> <li>Apply and illustrate the dietary guidelines to personal food choices.</li> <li>Watch videos.</li> <li>Research and create a poster on eating disorders.</li> <li>Create a thinking map to explain the weight management options.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Assign graded project.</li> <li>Evaluate poster using a rubric in Appendix E.</li> <li>Observe student participation.</li> </ul> |
| <p>2. Discuss ways to promote physical and emotional health.</p> <ol style="list-style-type: none"> <li>Define the importance of physical activity.</li> <li>Propose strategies for managing stress.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Have students participate in a physical activity.</li> <li>Illustrate stress relieving techniques.</li> <li>Invite a guest speaker to class.</li> <li>Use pedometers.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Assign graded project.</li> <li>Observe student participation.</li> <li>Evaluate by using the guest speaker form in Appendix E.</li> <li>Give test.</li> </ul>   |

**STANDARDS**

*Family and Consumer Science National Standards*

FCS14 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

*Academic Standards*

A1 Recognize, classify, and use real numbers and their properties.

- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
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- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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## 21st Century Skills

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

## SUGGESTED REFERENCES

Couch, S., Felstehausen, G., & Clark, P. *Creative living* (Latest ed.) Glencoe.

Duyff, R.L. *Nutrition & wellness* (Latest ed.) Glencoe.

Johnson, L. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Kowtaluk, H. *Food for today* (Latest ed.). Glencoe.

Ryder, V., & Harter, M. B. *Contemporary living* (Latest ed.). Goodheart-Willcox.

Sasse, C. R. *Families today* (Latest ed.). Glencoe.

**Personal Development**  
**Unit 4: Developing Healthy Relationships**

**(30 hours)**

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies  |
|--|--|
| <p>1. Improve relationships with family members.</p> <ol style="list-style-type: none"> <li>a. Identify ways to improve family relationships.</li> <li>b. Practice techniques to enhance parent/child and sibling relationships.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Invite a guest speaker, such as a counselor, to discuss ways to improve family relationships.</li> <li>• List the positive and negative characteristics of family relationships.</li> <li>• List ways to improve family relationships.</li> <li>• Have students role-play techniques to enhance parent/child and sibling relationships.</li> <li>• Create rules and boundaries for improving family relationships.</li> <li>• Watch videos.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate student participation.</li> <li>• Evaluate by using the guest speaker form in Appendix E.</li> </ul>   |
| <p>2. Improve relationships with others.</p> <ol style="list-style-type: none"> <li>a. Describe the qualities of friendship.</li> <li>b. Identify ways to maintain and improve friendships.</li> <li>c. Evaluate techniques for effectively dealing with peer pressure.</li> <li>d. Explore opportunities to build relationships in a culturally diverse society.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Divide students into groups, and have them make a list of the ten most important qualities of a friend. Compare group lists.</li> <li>• Have students keep a journal for a week describing an ongoing friendship. Identify situations in which the friendship was improved.</li> <li>• Provide students with a case study letter illustrating situations with peer pressure. Have students write solutions to specified situations and share these with the class.</li> <li>• Have students use the Internet to research cultural differences. Results will be written up according to criteria provided by the teacher and presented orally to the class.</li> <li>• Create rules and boundaries for improving friendships.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate student journals using the rubric in Appendix E.</li> <li>• Use the rubric in appendix E to evaluate the case study response.</li> <li>• Evaluate the students' Internet research report using a rubric from Appendix D.</li> </ul> |



|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Observe student participation.</li> <li>• Give test.</li> </ul>  |
| <p>3. Develop skills that enhance relationships.</p> <ol style="list-style-type: none"> <li>Demonstrate communications skills that help improve relationships.</li> <li>Explore negotiation and mediation skills.</li> <li>Identify leadership and citizenship skills.</li> <li>Describe how proper etiquette and social skills improve self-esteem and relationships with others.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Divide the class into small groups, and provide each group with a different case study that reflects a variety of relationships. Have students role-play effective communications skills.</li> <li>• Invite a professional(s) representing business, mental health counseling, and so forth to discuss mediation and negotiation skills.</li> <li>• In small groups, brainstorm leadership and citizenship skills. Have students individually identify their personal skills and the leadership/citizenship roles that they can assume.</li> <li>• View videos on etiquette, discuss videos in small groups, and identify areas of improvement in social skills.</li> <li>• Team teach with the drama/communication teacher.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate student participation and content in the role-play by using a rubric in Appendix E.</li> <li>• Evaluate a short essay explaining how students can use the skills discussed by resource speaker(s).</li> <li>• Evaluate participation in the small groups and the individual assignments by using rubrics in Appendix E.</li> <li>• Evaluate participation in group discussion and activity.</li> </ul> |

**STANDARDS**

*Family and Consumer Science National Standards*

- FCS6 Evaluate the significance of family and its impact on the well-being of individuals and society.
- FCS12 Analyze factors that impact human growth and development.
- FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

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*Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
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- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.

- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

Johnson, Leona. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Ryder, Verdene, & Harter, Marjorie, B. *Contemporary living* (Latest ed.). Goodheart-Willcox.

Sasse, C. R. *Families today* (Latest ed.). Glencoe.

**Personal Development**  
**Unit 5: Taking Charge of Your Life**

**(20 hours)**

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies   |
|---|---|
| <p>1. Recognize the importance of setting and attaining goals.</p> <ol style="list-style-type: none"> <li>Define short-range and long-range goals.</li> <li>Create strategies for reaching goals.</li> <li>List the steps in the decision-making process.</li> <li>Describe the role of decision making in setting and attaining goals.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Have class discussion to define short-range and long-range goals. Then have students compile a list of examples of each.</li> <li>Have students to list goals they hope to meet. Then have them develop strategies for meeting these goals.</li> <li>Discuss the role of the decision-making process in setting and attaining short-range and long-range goals. Have students compile a list of decisions that must be made to attain these goals.</li> <li>Utilize personal development software.</li> <li>Invite a successful community leader to speak to the class about decision making and reaching goals.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Observe participation in class discussion, and evaluate student list.</li> <li>Assign completed list of student's strategies for attaining goals.</li> <li>Evaluate by using the guest speaker form in Appendix E.</li> </ul> |
| <p>2. Develop career survival skills.</p> <ol style="list-style-type: none"> <li>Demonstrate job interview skills.</li> <li>Review personal traits that assist individuals in coping with career and workplace change.</li> <li>List the causes of stress in the workplace.</li> <li>Recognize symptoms of stress.</li> <li>Identify ways to cope with stress.</li> <li>Define interpersonal skills necessary for maintaining positive relationships in the workplace.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Review interview etiquette to include dress and grooming.</li> <li>Have students brainstorm and develop a list of traits that assists individuals in coping with change.</li> <li>Watch video on stress in the workplace.</li> <li>Have students interview at least three persons in different work situations to identify work stressors and coping skills.</li> <li>Have students create a cartoon to illustrate positive interpersonal skills related to relationships in the workplace.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Observe student participation.</li> <li>Use the presentation rubric in Appendix E to evaluate students.</li> <li>Give graded project.</li> <li>Display student work.</li> </ul>  |

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|--|--|
|  | <ul style="list-style-type: none"><li>• Give test.</li></ul> |
|--|--|

## STANDARDS

### *Family and Consumer Science National Standards*

- FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
- FCS12 Analyze factors that impact human growth and development.
- FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
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- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
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- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
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### **SUGGESTED REFERENCES**

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**Personal Development**  
**Unit 6: Management of Social Skills**

**(10 hours)**

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies  |
|---|--|
| <p>1. Identify workplace ethics.</p> <ul style="list-style-type: none"> <li>a. Define and apply professionalism to different situations.</li> <li>b. Demonstrate appropriate dress attire for different situations.</li> <li>c. Analyze workplace attitudes for different situations.</li> <li>d. Discuss the importance of punctuality.</li> </ul> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Have students role-play professionalism in the workplace.</li> <li>• Watch videos.</li> <li>• Have a guest speaker come in and speak about dress attire and professionalism.</li> <li>• Team teach with FBLA teacher.</li> <li>• Have the students participate in mock interviews.</li> <li>• Have the students create a poster pertaining to professionalism using information from the Internet and produced on the computer.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate by using the guest speaker form in Appendix E.</li> <li>• Use the role-play rubric in Appendix E to evaluate students.</li> <li>• Give quiz on video.</li> <li>• Observe student participation.</li> </ul> |
| <p>2. Discuss social etiquette of technology usage.</p> <ul style="list-style-type: none"> <li>a. Identify correct cell phone usage.</li> <li>b. Identify correct e-mail, chat room, blogs, and MP3 player usage.</li> <li>c. Recognize signs of cyber-bullying.</li> <li>d. Understand correct usage of Internet at work.</li> </ul>               | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Watch videos.</li> <li>• Have a guest speaker come in and speak about technology in the workplace.</li> <li>• Review Internet policies.</li> <li>• Have students create a poster showing etiquette of technology in the workplace and society. Use the best one to place on a bulletin board.</li> <li>• Demonstrate correct e-mail. Then have the students respond appropriately to an e-mail they receive from the teacher.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate by using the guest speaker form in Appendix E.</li> <li>• Give quiz on video.</li> <li>• Observe student participation.</li> </ul>   |

## STANDARDS

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### *Family and Consumer Science National Standards*

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- FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.  
FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.
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### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.  
A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.  
A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.  
A4 Explore and communicate the characteristics and operations of polynomials.  
A5 Utilize various formulas in problem-solving situations.  
A6 Communicate using the language of algebra.  
A7 Interpret and apply slope as a rate of change.  
A8 Analyze data, and apply concepts of probability.  
B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.  
B2 Investigate the biochemical basis of life.  
B3 Investigate cell structures, functions, and methods of reproduction.  
B4 Investigate the transfer of energy from the sun to living systems.  
B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.  
B6 Investigate the concepts of natural selection as they relate to the diversity of life.  
B7 Investigate the interdependence and interactions that occur within an ecosystem.  
E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.  
E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.  
E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.  
E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.  
E5 Complete oral and written presentations that exhibit interaction and consensus within a group.  
E6 Explore cultural contributions to the history of the English language and its literature.  
E7 Discover the power and effect of language by reading and listening to selections from various literary genres.  
E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.



- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

InfoWorld. (2007). Retrieved November 16, 2007, from [www.infoworld.com](http://www.infoworld.com).

International Bullying Prevention Association. (2007). Retrieved October 10, 2007, from [www.stopbullyingnow.com](http://www.stopbullyingnow.com). (888-ASK-HRSA)

Johnson, Leona. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.

Sasse, C. R. *Families today* (Latest ed.). Glencoe.

## Student Competency Profile for Personal Development

Student: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. \_\_\_\_\_

### Unit 1: Discovering Who You Are

- \_\_\_\_\_ 1. Explore personality development in relation to one's self and others.
- \_\_\_\_\_ 2. Identify personal traits that build character.

### Unit 2: Personal Design Choices

- \_\_\_\_\_ 1. Express personal clothing styles.
- \_\_\_\_\_ 2. Describe elements and principles of design.
- \_\_\_\_\_ 3. Explain the importance of proper clothing care.
- \_\_\_\_\_ 4. Apply the principles of design to a room.

### Unit 3: Making Healthy Choices

- \_\_\_\_\_ 1. Identify the three parts of wellness: physical, social, and emotional.
- \_\_\_\_\_ 2. Discuss ways to promote physical and emotional health.

### Unit 4: Developing Healthy Relationships

- \_\_\_\_\_ 1. Improve relationships with family members.
- \_\_\_\_\_ 2. Improve relationships with others.
- \_\_\_\_\_ 3. Develop skills that enhance relationships.

### Unit 5: Taking Charge of Your Life

- \_\_\_\_\_ 1. Recognize the importance of setting and attaining goals.
- \_\_\_\_\_ 2. Develop career survival skills.

### Unit 6: Management of Social Skills

- \_\_\_\_\_ 1. Identify workplace ethics.
- \_\_\_\_\_ 2. Discuss social etiquette of technology usage.

**Resource Management**  
**Unit 1: Developing Decision-Making Skills**

**(5 hours)**

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies   |
|--|---|
| <p>1. Evaluate the relationship between decision making and the quality of life.</p> <ol style="list-style-type: none"> <li>a. Identify how personal decisions and their consequences affect the quality of an individual’s life.</li> <li>b. Identify how decisions made by an individual affect the quality of life of other individuals, families, communities, and the larger society.</li> <li>c. Examine values, goals, and standards and their interrelationships.</li> <li>d. Practice effective decision-making techniques.</li> <li>e. Discuss management styles in relationship to decision-making skills.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Using case studies/interviews; have students discuss and trace how decisions and their consequences affect the quality of life of an individual.</li> <li>• Create a timeline of an individual from history; have students discuss and trace how a decision made by this individual has affected the lives of others over time.</li> <li>• Use a role-play activity to have students identify values, goals, and standards. In small groups, have students compare and contrast each value, goal, and standard.</li> <li>• Using small groups of students, have the students apply the decision-making process to a given problem.</li> <li>• Discuss the different management styles with the class.</li> <li>• Watch videos.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observe student participation.</li> <li>• Use the rubric for case studies in Appendix E to evaluate students.</li> <li>• Give quiz on video.</li> <li>• Assign graded project.</li> </ul> |
| <p>2. Utilize available resources.</p> <ol style="list-style-type: none"> <li>a. Distinguish between human and non-human resources.</li> <li>b. Discuss the relationship between resources and decision making.</li> <li>c. Explain how to protect resources.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss human and non-human resources.</li> <li>• Brainstorm and classify different resources.</li> <li>• Using case studies, have students align the relationship between resources and decision making.</li> <li>• Prepare a report on different conservation methods.</li> <li>• Invite a guest speaker to class.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observe student participation.</li> <li>• Evaluate student report using rubric in Appendix E.</li> <li>• Use the rubric for case studies in Appendix E to evaluate students.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Evaluate by using the guest speaker form in Appendix E.</li> <li>• Give unit test.</li> <li>• Evaluate student portfolio using rubric in Appendix E.</li> </ul> |
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## STANDARDS

### *Family and Consumer Science National Standards*

FCS2 Evaluate management practices related to the human, economic, and environmental resources.

FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.

- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

- Johnson, Leona. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.
- Kimbrell, Grady, & Swanson, Patti W. *Personal and family economics* (Latest ed.). West Publishing.
- Lowe, Ross E. et al. *Consumer education and economics* (Latest ed.). Glencoe Publishers.
- Public Broadcasting Service. (2007). Retrieved October 15, 2007, from [www.pbs.org](http://www.pbs.org).
- Wehleage, Nancy. *Goals for living, managing your resources* (Latest ed.). Goodheart-Willcox.

**Resource Management**  
**Unit 2: Managing Personal Finances**

**(30 hours)**

| Competencies and Suggested Objectives  | Suggested Strategies for Competencies   |
|--|---|
| <p>1. Appraise the relationship between financial management and quality of life.</p> <ol style="list-style-type: none"> <li>Identify how an individual’s financial management affects the quality of his or her life and others.</li> <li>Apply decision-making skills and goal planning to financial management.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Using a case study or simulation software, have students identify how financial management relates to the quality of an individual life and others’ lives.</li> <li>Analyze a prepared graph.</li> <li>Invite a guest speaker to class.</li> <li>Prioritize students’ financial goals.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Observe student participation.</li> <li>Evaluate by using the guest speaker form in Appendix E.</li> </ul>  |
| <p>2. Utilize banking services.</p> <ol style="list-style-type: none"> <li>Identify the types of financial institutions.</li> <li>Assess types of services offered by financial institutions.</li> <li>Practice banking procedures.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Provide students with information on the different types of financial institutions.</li> <li>Provide students with information on the different services provided by financial institutions.</li> <li>Prepare a simulation of banking services (see Indiana DOE Web site under suggested references).</li> <li>Invite a guest speaker to class.</li> <li>Watch video.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate by using the guest speaker form in Appendix E.</li> <li>Give quiz on video.</li> <li>Assess student performance on the banking simulation exercises.</li> </ul> |
| <p>3. Employ a budget process to manage income and expenses.</p> <ol style="list-style-type: none"> <li>List different sources of income.</li> <li>Interpret a paycheck, and explain deductions.</li> <li>Recognize categories of expenses.</li> <li>Distinguish between fixed and variable expenses.</li> <li>Define the need for a budget.</li> <li>Prepare a budget.</li> <li>Evaluate the effectiveness of a budget plan.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss with the class the different sources of income.</li> <li>Compare the characteristics of each source for frequency, regularity and dependability, and so forth so that students can realistically determine their total income.</li> <li>Provide the students with a payroll check and check stub. Discuss and explain the deductions and the concept of gross versus net pay. Have students calculate estimated net pay for a given gross.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Define the different categories of expenses for a personal budget.</li> <li>• Have students develop a list of budget categories for their own budgets.</li> <li>• List examples of fixed and variable expenses.</li> <li>• List reasons for a budget.</li> <li>• Use software to prepare a budget.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observe class participation.</li> <li>• Correct budget calculation.</li> <li>• Grade completed budget.</li> <li>• Give test.</li> </ul>  |
| <p>4. Analyze effective use of credit.</p> <ol style="list-style-type: none"> <li>a. Distinguish among various types of credit.</li> <li>b. Evaluate different sources of credit.</li> <li>c. Recognize benefits and pitfalls of credit use.</li> <li>d. Identify procedures for establishing and maintaining a good credit rating to include debt management.</li> <li>e. Discuss interest rates.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• List basic information on the different types of credit available to consumers.</li> <li>• Provide students with a given case study about credit.</li> <li>• Investigate sources of credit, and make comparisons.</li> <li>• Outline benefits and pitfalls of credit.</li> <li>• Discuss a good credit record.</li> <li>• Have the students compare various interest rates and determine the cost of interest.</li> <li>• Watch videos.</li> <li>• Invite a guest speaker to class.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate by using the guest speaker form in Appendix E.</li> <li>• Give quiz on video.</li> <li>• Assign graded project.</li> </ul> |
| <p>5. Analyze effective saving and investment practices.</p> <ol style="list-style-type: none"> <li>a. Define a savings goal.</li> <li>b. Compare and contrast various methods of savings and investing.</li> <li>c. Discuss estate planning and inheritance.</li> </ol>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Prepare a saving plan.</li> <li>• Discuss different methods for saving and investing.</li> <li>• Compare and contrast investment returns/interest.</li> <li>• Invite a guest speaker to class.</li> <li>• Watch video.</li> <li>• Create a will.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Observe class participation.</li> <li>• Evaluate by using the guest speaker form in Appendix E.</li> <li>• Assign graded project.</li> </ul>   |

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| <p>6. Analyze appropriate types of insurance for protecting personal assets.</p> <ol style="list-style-type: none"> <li>Distinguish among types of life insurance.</li> <li>Determine who needs life insurance coverage and the amount needed.</li> <li>List health insurance coverage plans.</li> <li>Identify basic types of automobile insurance coverage.</li> <li>List procedures to use in case of an automobile accident.</li> <li>Identify types of property insurance.</li> <li>Name the procedures for filing an insurance claim.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Discuss the different types of life insurance and the advantages and limitations of each type.</li> <li>Discuss who needs life insurance with the students, and have them calculate the amount of insurance needed for a given individual situation.</li> <li>Introduce the students to the concepts of health insurance, HMO's, and PPO's.</li> <li>Watch videos on insurance.</li> <li>Introduce the students to the concepts of other types of personal insurance (supplements, accident, disability, etc.).</li> <li>Introduce the students to the basic types of automobile insurance coverage (liability, collision, comprehensive, etc.).</li> <li>Invite a guest speaker to class.</li> <li>Introduce the student to the different types of property insurance (renters, home owners, contents, liability, etc.).</li> <li>Introduce the students to the procedures for filing a claim.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Evaluate by using the guest speaker form in Appendix E.</li> <li>Give quiz on video.</li> <li>Observe class participation.</li> </ul> |
| <p>7. Distinguish among local, state, and federal tax assessments.</p> <ol style="list-style-type: none"> <li>Discuss local tax assessments to include property, automobile, and sales taxes.</li> <li>Compute local, state and federal income taxes.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>Invite guest speaker to class.</li> <li>Compute local, state, and federal income taxes.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Observe student participation.</li> <li>Assign graded project.</li> <li>Evaluate by using the guest speaker form in Appendix E.</li> <li>Give unit test.</li> </ul>   |

## STANDARDS

### *Family and Consumer Science National Standards*

FCS2 Evaluate management practices related to the human, economic, and environmental resources.



FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

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*Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.

- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

- Indiana Department of Education. (2007). Retrieved November 16, 2007, from <http://doe.state.in.us/octe/facs/OLC-CheckModuleFL07.pdf>.
- Johnson, Leona. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.
- Kimbrell, Grady, & Swanson, Patti W. *Personal and family economics* (Latest ed.). West Publishing.
- Lowe, Ross E. et al. *Consumer education and economics* (Latest ed.). Glencoe Publishers.
- Mississippi Council on Economic Education at Millsaps College. (2007). Retrieved October 24, 2007, from <http://www.mscee.org/>.
- Wehleage, Nancy. *Goals for living, managing your resources* (Latest ed.). Goodheart-Willcox.

**Resource Management**  
**Unit 3: Perfecting the Role of the Consumer**

**(17 hours)**

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies   |
|---|---|
| <p>1. Identify a consumer’s rights and responsibilities.</p> <ul style="list-style-type: none"> <li>a. Define the role of the consumer in the marketplace.</li> <li>b. Define consumer choice, consumer rights, and consumer responsibilities.</li> <li>c. Define the role of the consumer in dealing with sales people and merchants.</li> <li>d. Discuss simple contracts.</li> </ul>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify a consumer’s rights and responsibilities.</li> <li>• Discuss the role of the consumer with the class as related to consumer rights and responsibilities.</li> <li>• Have students research consumer information sources and write an essay comparing and contrasting consumer choice, consumer rights, and consumer responsibilities.</li> <li>• Have students interview a person in sales.</li> <li>• Have students complete simple contracts.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Identify a consumer’s rights and responsibilities.</li> <li>• Evaluate participation in class discussion on the consumer’s role.</li> <li>• Grade essay on consumer choice, rights, and responsibilities using a rubric in Appendix E.</li> <li>• Evaluate results from interview.</li> <li>• Assign graded project.</li> </ul> |
| <p>2. Evaluate consumer information.</p> <ul style="list-style-type: none"> <li>a. Interpret product labels.</li> <li>b. Interpret product guarantees and warranties.</li> <li>c. Describe the impact of advertising.</li> <li>d. Evaluate advertising for truthfulness.</li> <li>e. Identify procedures for filing a consumer complaint to include contesting an incorrect billing statement.</li> <li>f. Identify the protectors of the consumer - government, business and industry, and consumer organizations.</li> <li>g. Develop techniques for applying the decision-making process to consumer decisions.</li> <li>h. Identify ways to maximize family life through consumer decisions about food, clothing, housing,</li> </ul> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Evaluate consumer information.</li> <li>• Discuss laws that regulate information on labels. Have students bring labels from home and interpret the information contained in the documents.</li> <li>• Discuss laws that regulate information on warranties and guarantees. Have students bring warranties and guarantees from home and interpret the information contained in the documents.</li> <li>• Have students bring in advertisements from magazines and other sources. Examine the ads in class, and discuss their intended audience and how they attempt to make an impact on the audience.</li> <li>• Using ads from newspapers, TV, and so forth, have the class evaluate the truthfulness of the content.</li> </ul>  |

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| <p>transportation, leisure, and major household purchases.</p>  | <ul style="list-style-type: none"> <li>• Use a resource person or videotape to discuss procedures for filing a complaint regarding a product or service.</li> <li>• Discuss with the class different agencies and their functions in protecting the consumers.</li> <li>• Use case studies and/or scenarios to practice the decision-making process as related to consumer decisions.</li> <li>• Have students build a spreadsheet listing factors to consider in determining the quality of different purchases.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate consumer information.</li> <li>• Evaluate participation in class discussion and assignment on consumer product labels.</li> <li>• Evaluate participation in class discussion and assignment on product warranties and guaranties.</li> <li>• Evaluate participation in class discussion and assignment on advertising.</li> <li>• Evaluate participation in class discussion and assignment on the truth in advertising.</li> <li>• Evaluate student summary of resource person or video presentation on how to file a consumer complaint.</li> <li>• Evaluate participation in class discussion on consumer protection agencies.</li> <li>• Evaluate student practice sheets using the decision-making process for consumer decisions.</li> <li>• Assess student performance in building a spreadsheet.</li> </ul> |
| <p>3. Demonstrate wise decision making regarding the balance between personal and global/environmental concern.</p> <ol style="list-style-type: none"> <li>a. Identify practices that show respect for the environment through the wise use of resources.</li> <li>b. Identify specific approaches to managing waste properly.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate wise decision making regarding the balance between personal and global/environmental concern.</li> <li>• Brainstorm ways to show respect for the environment and ways the students see the environment abused.</li> <li>• Have a guest speaker from a waste management center identify specific ways that waste can be managed and reduced.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate wise decision making</li> </ul>   |

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|  | <p>regarding the balance between personal and global/environmental concern.</p> <ul style="list-style-type: none"> <li>• Evaluate participation in class discussion on environmental abuse.</li> <li>• Evaluate summarization of resource speaker presentation on waste management and reduction.</li> <li>• Give unit test on consumerism.</li> </ul> |
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## STANDARDS

### *Family and Consumer Science National Standards*

- FCS2 Evaluate management practices related to the human, economic, and environmental resources.
- FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.

### *Academic Standards*

- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.

- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

### **SUGGESTED REFERENCES**

- Johnson, Leona. *Strengthening family and self* (Latest ed.). Goodheart-Willcox.
- Kimbrell, Grady, & Swanson, Patti W. *Personal and family economics* (Latest ed.). West Publishing.
- Lowe, Ross E. et al. *Consumer education and economics* (Latest ed.). Glencoe Publishers.
- Ryder, Verdeen, & Harter, Marjorie B. *Contemporary living* (Latest ed.). Goodheart-Willcox.
- Wehleage, Nancy. *Goals for living, managing your resources* (Latest ed.). Goodheart-Willcox.

**Resource Management**  
**Unit 4: Balancing Work and Family**

**(15 hours)**

| Competencies and Suggested Objectives   | Suggested Strategies for Competencies   |
|---|---|
| <p>1. Identify the relationship between work and quality of life.</p> <ol style="list-style-type: none"> <li>a. Recognize how individual satisfaction in the choice of work affects the quality of individual and family life.</li> <li>b. Compare how the unique differences of diverse family arrangements are impacted by type of work, e.g., dual worker families, families with part-time workers, and single parent families.</li> </ol>          | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify the relationship between work and family life.</li> <li>• Role-play a family setting to show how attitude toward a job carries over into personal and family life.</li> <li>• Discuss the various types of work and family arrangements and patterns. Divide the class into groups, and provide each group with a scenario to discuss and report back to the class on.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Identify the relationship between work and family life.</li> <li>• Evaluate student by using the rubric for role-play in Appendix E.</li> <li>• Grade group report on family arrangements and patterns by using rubric in Appendix E.</li> </ul> |
| <p>2 Describe the influence of families on the workplace.</p> <ol style="list-style-type: none"> <li>a. Discuss the Family and Medical Leave Act, including its nature and scope.</li> <li>b. Discuss employer-sponsored child care, including its nature and scope.</li> <li>c. Identify the various options available with flexible work scheduling.</li> <li>d. Identify the various options available with employer-assistance programs.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Describe the influence of families on the workplace.</li> <li>• Use a resource speaker (personnel director from a local industry/business) to speak to all objectives listed under this competency.</li> <li>• Use a resource speaker.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Describe the influence of families on the workplace.</li> <li>• Grade summarization of resource speaker presentation on the influences of families on the workplace by using rubric in Appendix E.</li> </ul>   |
| <p>3. Identify techniques to enhance communications skills for balancing work and family.</p> <ol style="list-style-type: none"> <li>a. Identify the types of communication to include verbal and nonverbal forms.</li> <li>b. Demonstrate the ability to use “I” messages, “You” messages, and “We” messages.</li> </ol>   | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify techniques to enhance communications skills for balancing work and family.</li> <li>• Discuss the different types of communication including verbal and nonverbal forms. Structure a role-play situation for students to demonstrate one or more types, and have the class evaluate the</li> </ul>  |

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| <p>c. Identify approaches to enhancing communication within the family.</p>   | <p>effectiveness of each role-play.</p> <ul style="list-style-type: none"> <li>• Discuss the use of “I,” “You,” and “We” messages with the class. Have students demonstrate one or more of the messages, and have the class analyze their messages.</li> <li>• Use a case study or scenario to discuss different approaches for enhancing communications within the family.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Identify techniques to enhance communication skills for balancing work and family.</li> <li>• Evaluate student demonstration of communication types and participation in role-play situations.</li> <li>• Evaluate participation in class activity and completion of checklist on ability to use “I,” “You,” and “We” messages.</li> <li>• Evaluate class participation, class discussion, and class activity.</li> </ul>   |
| <p>4. Identify techniques to enhance time management skills for balancing work and family.</p> <p>a. Identify the tools for managing time.</p> <p>b. Describe strategies for time management.</p> <p>c. Discuss the purpose and importance of record keeping, including what to keep and what to discard.</p> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify techniques to enhance time management skills for balancing work and family.</li> <li>• Guide the students in brainstorming tools that can be used at school and at home for managing time.</li> <li>• List and discuss with the class the strategies for time management.</li> <li>• Create a chart covering what records should be kept, how long they should be kept, and when they can be discarded.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Identify techniques to enhance time management skills for balancing work and family.</li> <li>• Evaluate class participation in time management activity.</li> <li>• Evaluate participation in class discussion on time management strategies.</li> <li>• Evaluate chart and participation in discussion on how to keep and discard selected personal records.</li> </ul> |
| <p>5. Identify techniques to enhance stress management skills for balancing work and family.</p>  | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify techniques to enhance stress management skills for balancing work and</li> </ul>  |



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| <ul style="list-style-type: none"> <li>a. Discuss the nature and scope of stress from a positive and negative standpoint.</li> <li>b. Identify factors contributing to stress among teens.</li> <li>c. Distinguish between the positive and negative stress relievers.</li> </ul>  | <p>family.</p> <ul style="list-style-type: none"> <li>• Discuss the nature and scope of stress from a positive and negative standpoint.</li> <li>• Divide the class into small groups, and have them report to the total class. Compile a master list from the reports.</li> <li>• Using a chart or transparency, discuss positive and negative ways to relieve stress.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Identify techniques to enhance stress management skills for balancing work and family.</li> <li>• Evaluate class participation in stress discussion.</li> <li>• Evaluate group reports on teen stress by using a rubric in Appendix E.</li> <li>• Evaluate participation in class discussion on positive and negative ways to relieve stress.</li> </ul>  |
| <p>6. Identify techniques to enhance conflict resolution skills in balancing work and family.</p> <ul style="list-style-type: none"> <li>a. Discuss conflict, including types and their positive and negative natures.</li> <li>b. Discuss factors contributing to conflict.</li> <li>c. Discuss strategies for preventing conflict.</li> <li>d. Demonstrate approaches to handling conflict.</li> </ul> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify techniques to enhance conflict resolution skills in balancing work and family.</li> <li>• Discuss the different types of conflict and their positive and negative standpoints.</li> <li>• List and discuss factors that contribute to conflict.</li> <li>• Invite a local mental health professional to discuss strategies for handling conflict.</li> <li>• Use role-play situations/simulations to have students demonstrate their ability to handle conflict.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Identify techniques to enhance conflict resolution skills in balancing work and family.</li> <li>• Evaluate participation in discussion on different types of conflict.</li> <li>• Evaluate participation in activity and discussion on factors contributing to conflict.</li> <li>• Evaluate student summarization of resource speaker presentation on handling conflict.</li> <li>• Evaluate the student by using a rubric for</li> </ul> |

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| <p>7. Identify techniques to enhance technology skills in balancing work and family.</p> <ol style="list-style-type: none"> <li>a. Identify ways to maximize home automation to meet family goals.</li> <li>b. Describe the influence of technology on the environment.</li> </ol>   | <p style="text-align: right;">role-play in Appendix E.</p> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Identify techniques to enhance technology skills in balancing work and family.</li> <li>• Discuss the use of computer technology and other innovations in allowing families to maximize family goals.</li> <li>• Discuss how technology has impacted the environment. Have students research material to provide examples of how technology has had positive and negative impacts on the environment.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Identify techniques to enhance technology skills in balancing work and family.</li> <li>• Evaluate participation in class discussion on using technology to maximize family goals.</li> <li>• Evaluate participation in class discussion on how technology has positive and negative impacts on the environment.</li> </ul> |
| <p>8. Evaluate the role of change in balancing work and family concerns.</p> <ol style="list-style-type: none"> <li>a. Discuss the nature of change as related to resource management (changing jobs, moving, unemployment, financial problems, etc.).</li> <li>b. Discuss the relationship of the rate of change and its effect on the quality of life.</li> <li>c. Adopt constructive techniques for initiating and responding to change.</li> </ol> | <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the role of change in balancing work and family concerns.</li> <li>• Initiate large group discussion by using familiar quotations about change.</li> <li>• Have students complete a change inventory to measure their own responsiveness to change, both willingness and resistance.</li> <li>• Involve students in simulating techniques for initiating and responding to change.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the role of change in balancing work and family concerns.</li> <li>• Evaluate participation in discussion about change.</li> <li>• Evaluate completion and discussion of a change inventory survey.</li> <li>• Evaluate class participation in simulation of initiating and responding to change.</li> <li>• Give unit test.</li> </ul>   |

## STANDARDS

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### *Family and Consumer Science National Standards*

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- FCS1 Integrate multiple life roles and responsibilities in family, work, and community settings.
  - FCS2 Evaluate management practices related to the human, economic, and environmental resources.
  - FCS13 Demonstrate respectful and caring relationships in the family, workplace, and community.
- 

### *Academic Standards*

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- A1 Recognize, classify, and use real numbers and their properties.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- A3 Simplify algebraic expressions, solve and graph equations, inequalities, and systems in one and two variables.
- A4 Explore and communicate the characteristics and operations of polynomials.
- A5 Utilize various formulas in problem-solving situations.
- A6 Communicate using the language of algebra.
- A7 Interpret and apply slope as a rate of change.
- A8 Analyze data, and apply concepts of probability.
- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- B2 Investigate the biochemical basis of life.
- B3 Investigate cell structures, functions, and methods of reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- E6 Explore cultural contributions to the history of the English language and its literature.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.

- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- H3 Describe the relationship of people, places, and environments through time.
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.

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### *21st Century Skills*

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- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

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- Wehleage, Nancy. *Goals for living, managing your resources* (Latest ed.). Goodheart-Willcox.

## Student Competency Profile for Resource Management

Student: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. This form may be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

As an alternative to the use of this form, you may note competency achievement by attaching a report showing comparable results for each student. Please indicate that you are using this alternative report by checking here. \_\_\_\_\_

### Unit 1: Developing Decision-Making Skills

- \_\_\_\_\_ 1. Evaluate the relationship between decision making and the quality of life.
- \_\_\_\_\_ 2. Utilize available resources.

### Unit 2: Managing Personal Finances

- \_\_\_\_\_ 1. Appraise the relationship between financial management and quality of life.
- \_\_\_\_\_ 2. Utilize banking services.
- \_\_\_\_\_ 3. Employ a budget process to manage income and expenses.
- \_\_\_\_\_ 4. Analyze effective use of credit.
- \_\_\_\_\_ 5. Analyze effective saving and investment practices.
- \_\_\_\_\_ 6. Analyze appropriate types of insurance for protecting personal assets.
- \_\_\_\_\_ 7. Distinguish among local, state, and federal tax assessments.

### Unit 3: Perfecting the Role of the Consumer

- \_\_\_\_\_ 1. Identify a consumer's rights and responsibilities.
- \_\_\_\_\_ 2. Evaluate consumer information.
- \_\_\_\_\_ 3. Demonstrate wise decision making regarding the balance between personal and global/environmental concern.

### Unit 4: Balancing Work and Family

- \_\_\_\_\_ 1. Identify the relationship between work and quality of life.
- \_\_\_\_\_ 2. Describe the influence of families on the workplace.
- \_\_\_\_\_ 3. Identify techniques to enhance communications skills for balancing work and family.
- \_\_\_\_\_ 4. Identify techniques to enhance time management skills for balancing work and family.
- \_\_\_\_\_ 5. Identify techniques to enhance stress management skills for balancing work and family.
- \_\_\_\_\_ 6. Identify techniques to enhance conflict resolution skills in balancing work and family.
- \_\_\_\_\_ 7. Identify techniques to enhance technology skills in balancing work and family.
- \_\_\_\_\_ 8. Evaluate the role of change in balancing work and family concerns.

## Recommended Tools and Equipment

### CAPITALIZED ITEMS

1. Computers (2 per lab)
2. Dishwasher (1 per lab)
3. Oven, microwave (1 per lab)
4. Printers (1 per lab)
5. Refrigerator (1 per lab)
6. Stove, electric (1 per lab)

### NON-CAPITALIZED ITEMS

1. Mixer, electric (1 per lab)
2. Scales, body weight (1 per lab)
3. Plates, 8 in., dishwasher and microwave safe (3 dozen)
4. Flatware, set to include knife, fork, and spoon (3 dozen)
5. Mixing spoons (1 set per lab)
6. Spatulas, rubber (set of 2 per lab)
7. Peeler, vegetable (1 per lab)
8. Colander, heavy duty (1 per lab)
9. Knives, set of four including 3-in. parer, 5- to 6-in. boning/utility, 7-in. slicer, and 7-in. chef (1 set per lab)
10. Cutting board (1 per lab)
11. Slicer/grater (1 per lab)
12. Mixing bowls, set of three sizes (1 per lab)
13. Can opener (1 per lab)
14. Utensils, kitchen to include basting, slotted, two-tine fork, small turner, large turner, and deep ladle
15. Serving trays (3 per lab)
16. Storage container set, plastic, for microwave, dishwasher, and freezer (1 set per lab)
17. Potholders, cloth and flame resistant (4 per lab)
18. Cleaning accessories, to include sponges, scrubber pads, dish brush, dish towels, and dish rag assortment (1 set per lab)
19. Dish drain rack (1 per lab)
20. Measuring spoons (2 sets per lab)
21. Measuring cups (2 sets per lab)
22. Cookware set, stainless steel (1 set per lab)
23. Cookware set, glass (1 set per lab)
24. Bakeware set (1 set per lab)
25. Scales, food proportion, 2 to 16 oz (1 per lab)
26. Scales, kitchen, 10 lb capacity (1 per lab)
27. Fire extinguisher (1 per lab)
28. Stop watch /timer(1 per lab)
29. Sewing needles
30. Scissors

### 31. Thread

#### FOR LIFE CONNECTIONS I AND II

1. Iron (1 per lab)
2. Ironing board (1 per lab)
3. Mirror, full length (1 per lab)
4. Sewing needles (3 dozen per lab)
5. Scissors (1 dozen per lab)

#### RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Camcorder
2. Digital camera
3. Projector, overhead, portable (1 per lab)
4. Television, color, 31-in. (1 per lab)
5. DVD/VCR Player/Recorder (1 per lab)
6. LCD projector (1 per lab)
7. Inspiration software

## **Appendix A: National Family and Consumer Science Skill Standards<sup>1</sup>**

- FCS1 CAREER, COMMUNITY, AND FAMILY CONNECTIONS  
Integrate multiple life roles and responsibilities in family, work, and community settings.
- FCS2 CONSUMER AND FAMILY RESOURCES  
Evaluate management practices related to the human, economic, and environmental resources.
- FCS3 CONSUMER SERVICES  
Integrate knowledge, skills, and practices required for careers in consumer services.
- FCS4 EARLY CHILDHOOD, EDUCATION, AND SERVICES  
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.
- FCS5 FACILITIES MANAGEMENT AND MAINTENANCE  
Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.
- FCS6 FAMILY  
Evaluate the significance of family and its impact on the well-being of individuals and society.
- FCS7 FAMILY AND COMMUNITY SERVICES  
Integrate knowledge, skills, and practices required for careers in family and community services.
- FCS8 FOOD PRODUCTION AND SERVICES  
Integrate knowledge, skills, and practices required for careers in food production and services.
- FCS9 FOOD SCIENCE, DIETETICS, AND NUTRITION  
Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.
- FCS10 HOSPITALITY, TOURISM, AND RECREATION  
Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.
- FCS11 HOUSING, INTERIORS, AND FURNISHINGS  
Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.
- FCS12 HUMAN DEVELOPMENT  
Analyze factors that impact human growth and development.
- FCS13 INTERPERSONAL RELATIONSHIPS  
Demonstrate respectful and caring relationships in the family, workplace, and community.
- FCS14 NUTRITION AND WELLNESS  
Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- FCS15 PARENTING  
Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.

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<sup>1</sup> *Family and Consumer Sciences Education National Standards NASAFACS • V-TECS Copyright © 1998*



FCS16 TEXTILES AND APPAREL

Integrate knowledge, skills, and practices required for careers in textiles and apparel.

## <sup>2</sup>Appendix B: Health Standards

### **HS1 Health Promotion and Disease Prevention**

Students will comprehend concepts related to health promotion and disease prevention.

- Analyze how behavior can impact health maintenance and disease prevention.
- Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
- Explain the impact of personal health behaviors on the functioning of body systems.
- Analyze how the family, peers, and community influence the health of individuals.
- Analyze how the environment influences the health of the community.
- Describe how to delay onset and reduce risks of potential health problems during adulthood.
- Analyze how public health policies and government regulations influence health promotion and disease prevention.
- Analyze how the prevention and control of health problems are influenced by research and medical advances.

### **HS2 Health Information, Products, and Services**

Students will demonstrate the ability to access valid health information and health-promoting products and services.

- Evaluate the validity of health information, products, and services.
- Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.
- Evaluate factors that influence personal selection of health products and services.
- Demonstrate the ability to access school and community health services for self and others.
- Analyze the cost and accessibility of health-care services.
- Analyze situations requiring professional health services.

### **HS3 Reducing Health Risks**

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- Analyze the role of individual responsibility for enhancing health.
- Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
- Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
- Develop strategies to improve or maintain personal, family, and community health.

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<sup>2</sup> Education World National Health Education Standards Copyright © 1996-2007 by Education World, Inc. All Rights Reserved.

- Develop injury prevention and management strategies for personal, family, and community health.
- Demonstrate ways to avoid and reduce threatening situations.
- Evaluate strategies to manage stress.

#### **HS4 Influences on Health**

Students will analyze the influence of culture, media, technology, and other factors on health.

- Analyze how cultural diversity enriches and challenges health behaviors.
- Evaluate the effect of media and other factors on personal, family, and community health.
- Evaluate the impact of technology on personal, family, and community health.
- Analyze how information from the community influences health.

#### **HS5 Using Communication Skills to Promote Health**

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

- Demonstrate skills for communicating effectively with family, peers, and others.
- Analyze how interpersonal communication affects relationships.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate ways to communicate care, consideration, and respect of self and others.
- Demonstrate strategies for solving interpersonal conflicts without harming self or others.
- Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- Analyze the possible causes of conflict in schools, families, and communities.
- Demonstrate strategies used to prevent conflict.

#### **HS6 Setting Goals for Good Health**

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

- Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- Analyze health concerns that require collaborative decision making.
- Predict immediate and long-term impact of health decisions on the individual, family, and community.
- Implement a plan for attaining a personal health goal.
- Evaluate progress toward achieving personal health goals.
- Formulate an effective plan for lifelong health.

#### **HS7 Health Advocacy**

Students will demonstrate the ability to advocate for personal, family, and community health.

- Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
- Express information and opinions about health issues.
- Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.
- Demonstrate the ability to influence and support others in making positive health choices.
- Demonstrate the ability to work cooperatively when advocating for healthy communities.
- Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

## Appendix C: Academic Standards

### Algebra I<sup>3</sup>

#### Competencies and Suggested Objective(s)

- A1 Recognize, classify, and use real numbers and their properties.
- Describe the real number system using a diagram to show the relationships of component sets of numbers that compose the set of real numbers.
  - Model properties and equivalence relationships of real numbers.
  - Demonstrate and apply properties of real numbers to algebraic expressions.
  - Perform basic operations on square roots excluding rationalizing denominators.
- A2 Recognize, create, extend, and apply patterns, relations, and functions and their applications.
- Analyze relationships between two variables, identify domain and range, and determine whether a relation is a function.
  - Explain and illustrate how change in one variable may result in a change in another variable.
  - Determine the rule that describes a pattern, and determine the pattern given the rule.
  - Apply patterns to graphs, and use appropriate technology.
- A3 Simplify algebraic expressions and solve and graph equations, inequalities, and systems in one and two variables.
- Solve, check, and graph linear equations and inequalities in one variable, including rational coefficients.
  - Graph and check linear equations and inequalities in two variables.
  - Solve and graph absolute value equations and inequalities in one variable.
  - Use algebraic and graphical methods to solve systems of linear equations and inequalities.
  - Translate problem-solving situations into algebraic sentences, and determine solutions.
- A4 Explore and communicate the characteristics and operations of polynomials.
- Classify polynomials, and determine the degree.
  - Add, subtract, multiply, and divide polynomial expressions.
  - Factor polynomials using algebraic methods and geometric models.
  - Investigate and apply real number solutions to quadratic equations algebraically and graphically.
  - Use convincing arguments to justify unfactorable polynomials.
  - Apply polynomial operations to problems involving perimeter and area.
- A5 Utilize various formulas in problem-solving situations.
- Evaluate and apply formulas (e.g., circumference, perimeter, area, volume, Pythagorean Theorem, interest, distance, rate, and time).
  - Reinforce formulas experimentally to verify solutions.

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<sup>3</sup> *Mississippi mathematics framework—Algebra I*. (2003). Retrieved October 10, 2007, from [http://marcopolo.mde.k12.ms.us/frameworks/mathematics/ma\\_algebra\\_i.html](http://marcopolo.mde.k12.ms.us/frameworks/mathematics/ma_algebra_i.html).

- c. Given a literal equation, solve for any variable of degree one.
  - d. Using the appropriate formula, determine the length, midpoint, and slope of a segment in a coordinate plane.
  - e. Use formulas (e.g., point-slope and slope-intercept) to write equations of lines.
- A6 Communicate using the language of algebra.
- a. Recognize and demonstrate the appropriate use of terms, symbols, and notations.
  - b. Distinguish between linear and non-linear equations.
  - c. Translate between verbal expressions and algebraic expressions.
  - d. Apply the operations of addition, subtraction, and scalar multiplication to matrices.
  - e. Use scientific notation to solve problems.
  - f. Use appropriate algebraic language to justify solutions and processes used in solving problems.
- A7 Interpret and apply slope as a rate of change.
- a. Define slope as a rate of change using algebraic and geometric representations.
  - b. Interpret and apply slope as a rate of change in problem-solving situations.
  - c. Use ratio and proportion to solve problems including direct variation ( $y=kx$ ).
  - d. Apply the concept of slope to parallel and perpendicular lines.
- A8 Analyze data, and apply concepts of probability.
- a. Collect, organize, graph, and interpret data sets, draw conclusions, and make predictions from the analysis of data.
  - b. Define event and sample spaces, and apply to simple probability problems.
  - c. Use counting techniques, permutations, and combinations to solve probability problems.

## **Biology I<sup>4</sup>**

### **Competencies and Suggested Objective(s)**

- B1 Utilize critical thinking and scientific problem solving in designing and performing biological research and experimentation.
- a. Demonstrate the proper use and care for scientific equipment used in biology.
  - b. Observe and practice safe procedures in the classroom and laboratory.
  - c. Apply the components of scientific processes and methods in the classroom and laboratory investigations.
  - d. Communicate results of scientific investigations in oral, written, and graphic forms.
- B2 Investigate the biochemical basis of life.
- a. Identify the characteristics of living things.
  - b. Describe and differentiate between covalent and ionic bonds using examples of each.
  - c. Describe the unique bonding and characteristics of water that makes it an essential component of living systems.

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<sup>4</sup> *Mississippi science framework—Biology I*. (2003). Retrieved October 10, 2007, from [http://marcopolo.mde.k12.ms.us/frameworks/science/sci\\_biology\\_I.html](http://marcopolo.mde.k12.ms.us/frameworks/science/sci_biology_I.html).

- d. Classify solutions using the pH scale, and relate the importance of pH to organism survival.
  - e. Compare the structure, properties, and functions of carbohydrates, lipids, proteins, and nucleic acids in living organisms.
  - f. Explain how enzymes work, and identify factors that can affect enzyme action.
- B3 Investigate cell structures, functions, and methods of reproduction.
- a. Differentiate between prokaryotic and eukaryotic cells.
  - b. Distinguish between plant and animal (eukaryotic) cell structures.
  - c. Identify and describe the structure and basic functions of the major eukaryotic organelles.
  - d. Describe the way in which cells are organized in multicellular organisms.
  - e. Relate cell membrane structure to its function in passive and active transport.
  - f. Describe the main events in the cell cycle and cell mitosis including differences in plant and animal cell divisions.
  - g. Relate the importance of meiosis to sexual reproduction and the maintenance of chromosome number.
  - h. Identify and distinguish among forms of asexual and sexual reproduction.
- B4 Investigate the transfer of energy from the sun to living systems.
- a. Describe the structure of ATP and its importance in life processes.
  - b. Examine, compare, and contrast the basic processes of photosynthesis and cellular respiration.
  - c. Compare and contrast aerobic and anaerobic respiration.
- B5 Investigate the principles, mechanisms, and methodology of classical and molecular genetics.
- a. Compare and contrast the molecular structures of DNA and RNA as they relate to replication, transcription, and translation.
  - b. Identify and illustrate how changes in DNA cause mutations, and evaluate the significance of these changes.
  - c. Analyze the applications of DNA technology (forensics, medicine, and agriculture).
  - d. Discuss the significant contributions of well-known scientists to the historical progression of classical and molecular genetics.
  - e. Apply genetic principles to solve simple inheritance problems including monohybrid crosses, sex linkage, multiple alleles, incomplete dominance, and codominance.
  - f. Examine inheritance patterns using current technology (gel electrophoresis, pedigrees, and karyotypes).
- B6 Investigate the concepts of natural selection as they relate to the diversity of life.
- a. Analyze how organisms are classified into a hierarchy of groups and subgroups based on similarities and differences.
  - b. Identify characteristics of kingdoms including monerans, protists, fungi, plants, and animals.
  - c. Differentiate among major divisions of the plant and animal kingdoms (vascular/non-vascular; vertebrate/invertebrate).
  - d. Compare the structures and functions of viruses and bacteria relating their impact on other living organisms.

- e. Identify evidence of change in species using fossils, DNA sequences, anatomical and physiological similarities, and embryology.
  - f. Analyze the results of natural selection in speciation, diversity, adaptation, behavior, and extinction.
- B7 Investigate the interdependence and interactions that occur within an ecosystem.
- a. Analyze the flow of energy and matter through various cycles including carbon, oxygen, nitrogen, and water cycles.
  - b. Interpret interactions among organisms in an ecosystem (producer/consumer/decomposer, predator/prey, symbiotic relationships and competitive relationships).
  - c. Compare variations, tolerances, and adaptations of plants and animals in major biomes.
  - d. Investigate and explain the transfer of energy in an ecosystem including food chains, food webs, and food pyramids.
  - e. Examine long-term and short-term changes to the environment as a result of natural events and human actions.

## English II<sup>5</sup>

### Competencies and Suggested Objective(s)

- E1 Produce writing that reflects increasing proficiency through planning, writing, revising, and editing and that is specific to audience and purpose.
- a. Produce individual and/or group compositions and/or projects to persuade, tell a story, describe, create an effect, explain, or justify an action or event, inform, entertain, and so forth.
  - b. Produce writing typically used in the workplace such as social, business, and technical correspondence; explanation of procedures; status reports; research findings; narratives for graphs; justification of decisions, actions, or expenses.
  - c. Write a response, reaction, interpretation, analysis, summary, and so forth of literature, other reading matter, or orally presented material.
  - d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.
- E2 Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud.
- a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.
  - b. Speak with appropriate intonation, articulation, gestures, and facial expression.
  - c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, and so forth.
- E3 Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects.
- a. Read, view, and listen to distinguish fact from opinions and to recognize persuasive and manipulative techniques.

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<sup>5</sup> *Mississippi language arts framework—English II*. (2003). Retrieved October 10, 2007, from [http://marcopolo.mde.k12.ms.us/frameworks/language\\_arts/la\\_10.html](http://marcopolo.mde.k12.ms.us/frameworks/language_arts/la_10.html).



- b. Access both print and non-print sources to produce an I-Search paper, research paper, or project.
  - c. Use computers and audio-visual technology to access and organize information for purposes such as resumes, career search projects, and analytical writings, and so forth.
  - d. Use reference sources, indices, electronic card catalog, and appropriate research procedures to gather and synthesize information.
- E4 Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect using increasingly complex and abstract thinking.
- a. Interact with peers to examine real world and literary issues and ideas.
  - b. Show growth in critical thinking, leadership skills, consensus building, and self-confidence by assuming a role in a group, negotiating compromise, and reflecting on individual or group work.
- E5 Complete oral and written presentations that exhibit interaction and consensus within a group.
- a. Share, critique, and evaluate works in progress and completed works through a process approach.
  - b. Communicate effectively in a group to present completed projects and/or compositions.
  - c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.
- E6 Explore cultural contributions to the history of the English language and its literature.
- a. Explore a variety of works from various historical periods, geographical locations, and cultures, recognizing their influence on language and literature.
  - b. Identify instances of dialectal differences that create stereotypes, perceptions, and identities.
  - c. Recognize root words, prefixes, suffixes, and cognates.
  - d. Relate how vocabulary and spelling have changed over time.
- E7 Discover the power and effect of language by reading and listening to selections from various literary genres.
- a. Listen to and read aloud selected works to recognize and respond to the rhythm and power of language to convey a message.
  - b. Read aloud with fluency and expression.
  - c. Analyze the stylistic devices such as alliteration, assonance, word order, rhyme, onomatopoeia, and so forth that make a passage achieve a certain effect.
  - d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.
  - e. Analyze how grammatical structure or style helps to create a certain effect.
- E8 Read, discuss, analyze, and evaluate literature from various genres and other written material.
- a. Read and explore increasingly complete works, both classic and contemporary, for oral discussion and written analysis.
  - b. Read, discuss, and interpret literature to make connections to life.
  - c. Read from a variety of genres to understand how the literary elements contribute to the overall quality of the work.

- d. Identify qualities in increasingly complex literature that have produced a lasting impact on society.
  - e. Read for enjoyment, appreciation, and comprehension of plot, style, vocabulary, and so forth.
- E9 Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking.
- a. Infuse the study of grammar and vocabulary into written and oral communication.
  - b. Demonstrate, in the context of one’s own writing, proficient use of the conventions of standard English, including, but not limited to, the following: complete sentences, subject-verb agreement, plurals, spellings, homophones, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, parallel structure, and dangling and misplaced modifiers.
  - c. Give oral presentations to reinforce the use of standard English.
  - d. Employ increasingly proficient editing skills to identify and solve problems in grammar, usage, and structure.
- E10 Use language and critical thinking strategies to serve as tools for learning.
- a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.
  - b. Interpret visual material orally and in writing.

### **U.S. History from 1877<sup>6</sup>**

#### **Competencies and Suggested Objective(s)**

- H1 Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.
- a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).
  - b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women’s Movement, Civil Rights Movement, the New Deal, etc.).
  - c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).
  - d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).
- H2 Describe the impact of science and technology on the historical development of the United States in the global community.
- a. Analyze the impact of inventions on the United States (e.g., telephone, lightbulb, etc.).
  - b. Examine the continuing impact of the Industrial Revolution on the development of the United States (e.g., mass production, computer operations, etc.).

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<sup>6</sup> *Mississippi social studies framework—U.S. History from 1877*. (2003). Retrieved October 10, 2007, from [http://marcopolo.mde.k12.ms.us/frameworks/social\\_studies/ss\\_us\\_history.html](http://marcopolo.mde.k12.ms.us/frameworks/social_studies/ss_us_history.html).

- c. Describe the effects of transportation and communication advances since 1877.
- H3 Describe the relationships of people, places, and environments through time.
  - a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).
  - b. Analyze how changing human, physical, and geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).
- H4 Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.).
  - a. Interpret special purpose maps, primary/secondary sources, and political cartoons.
  - b. Analyze technological information on graphs, charts, and timelines.
  - c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).
- H5 Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities.
  - a. Examine various reform movements (e.g., Civil Rights, Women's Movement, etc.).
  - b. Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).
  - c. Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964, etc.).
  - d. Examine individuals' duties and responsibilities in a democratic society (e.g., voting, volunteerism, etc.).

## Appendix D: 21st Century Skills<sup>7</sup>

### **CS1 Global Awareness**

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Promoting the study of non-English language as a tool for understanding other nations and cultures

### **CS2 Financial, Economic, and Business Literacy**

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy and the role of business in the economy
- Applying appropriate 21st century skills to function as a productive contributor within an organizational setting
- Integrating oneself within and adapting continually to the nation's evolving economic and business environment

### **CS3 Civic Literacy**

- Being an informed citizen to participate effectively in government
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions
- Applying 21st century skills to make intelligent choices as a citizen

### **CS4 Information and Communication Skills**

- Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society
- Communication skills: Understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts

### **CS5 Thinking and Problem-Solving Skills**

- Critical thinking and systems thinking: Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems
- Problem identification, formulation, and solution: Ability to frame, analyze, and solve problems
- Creativity and intellectual curiosity: Developing, implementing, and communicating new ideas to others, staying open and responsive to new and diverse perspectives

### **CS6 Interpersonal and Self-Directional Skills**

- Interpersonal and collaborative skills: Demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, and respecting diverse perspectives
- Self-direction: Monitoring one's own understanding and learning needs, locating appropriate resources, and transferring learning from one domain to another
- Accountability and adaptability: Exercising personal responsibility and flexibility in personal, workplace, and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity

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<sup>7</sup> *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

- Social responsibility: Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace, and community contexts

## Appendix E: Rubrics

### Poster Assessment Rubric

|                         | <b>Exemplary</b>   | <b>Accomplished</b>   | <b>Developing</b>   | <b>Beginning</b>  | <b>Score</b> |
|-------------------------|--|---|---|---|--------------|
|                         | <b>4 Points</b>  | <b>3 Points</b>   | <b>2 Points</b>   | <b>1 Point</b>  |              |
| <b>Required Content</b> | The poster includes all required content elements as well as additional information.         | All required content elements are included on the poster.   | All but one of the required content elements are included on the poster.                      | Several required content elements were missing.                         |              |
| <b>Labels</b>           | All items of importance on the poster are clearly labeled with labels that are easy to read. | Almost all items of importance on the poster are clearly labeled with labels that are easy to read. | Many items of importance on the poster are clearly labeled with labels that are easy to read. | Labels are too small to read, or no important items were labeled.       |              |
| <b>Attractiveness</b>   | The poster is exceptionally attractive in terms of design, layout, and neatness.             | The poster is attractive in terms of design, layout, and neatness.                                  | The poster is acceptably attractive though it may be a bit messy.                             | The poster is distractingly messy or very poorly designed.              |              |
| <b>Grammar</b>          | There are no grammatical or mechanical mistakes on the poster.                               | There are 1 to 2 grammatical or mechanical mistakes on the poster.                                  | There are 3 to 4 grammatical or mechanical mistakes on the poster.                            | There are more than 4 grammatical or mechanical mistakes on the poster. |              |

Written Report Assessment Rubric

|                     | <b>Exemplary</b>   | <b>Accomplished</b>  | <b>Developing</b>                                   | <b>Beginning</b>                                | <b>Score</b> |
|---------------------|--|--|---|---|--------------|
|                     | <b>4 points</b>  | <b>3 points</b>  | <b>2 points</b>                                     | <b>1 point</b>                                  |              |
| <b>Content</b>      | Clear thesis and focus that remain apparent                  | Thesis and focus that remain apparent                                      | Addresses subject matter with minimal support       | Does not focus on topic                         |              |
| <b>Grammar</b>      | Correct and effective use of grammar and mechanics           | Occasional errors in use of grammar and mechanics                          | Problems in use of grammar and mechanics            | Repeated errors in use of grammar and mechanics |              |
| <b>Organization</b> | Ideas flow smoothly and logically with clarity and coherence | Logical order and appropriate sequencing of ideas with adequate transition | Some evidence of an organizational plan or strategy | Lacks organization                              |              |

Presentation Assessment Rubric

|                     | <b>Exemplary</b><br><b>4 points</b>             | <b>Accomplished</b><br><b>3 points</b>                             | <b>Developing</b><br><b>2 points</b>                           | <b>Beginning</b><br><b>1 point</b>            | <b>Score</b> |
|---------------------|---|--|--|---|--------------|
| <b>Content</b>      | Clear, appropriate, and correct                 | Mostly clear, appropriate, and correct                             | Somewhat confusing, incorrect, or flawed                       | Confusing, incorrect, or flawed               |              |
| <b>Clarity</b>      | Logical, interesting sequence                   | Logical sequence   | Unclear sequence   | No sequence                                   |              |
| <b>Presentation</b> | Clear voice and precise pronunciation           | Clear voice and mostly correct pronunciation                       | Low voice and incorrect pronunciation                          | Mumbling and incorrect pronunciation          |              |
| <b>Visual Aids</b>  | Attractive, accurate, and grammatically correct | Adequate, mostly accurate, and few grammatical errors              | Poorly planned, somewhat accurate, and some grammatical errors | Weak, inaccurate, and many grammatical errors |              |
| <b>Length</b>       | Appropriate length                              | Slightly too long or short   | Moderately too long or short                                   | Extremely too long or short                   |              |
| <b>Eye Contact</b>  | Maintains eye contact, seldom looking at notes  | Maintains eye contact most of time but frequently returns to notes | Occasionally uses eye contact but reads most of information    | No eye contact because reading information    |              |



### Role-play or Skit Assessment Rubric

|                          | <b>Excellent<br/>4 Points</b>  | <b>Good<br/>3 Points</b>   | <b>Average<br/>2 Points</b>   | <b>Needs<br/>Improvement<br/>1 Point</b>   | <b>Total</b> |
|--------------------------|--|--|---|--|--------------|
| <b>Accuracy</b>          | All information accurate   | Almost all information accurate  | Most information accurate   | Very little information accurate   |              |
| <b>Role</b>              | Excellent character development; student contributed in a significant manner   | Good character development; student contributed in a cooperative manner                                    | Fair character development; student may have contributed  | Little or no character development; student did not contribute much at all                       |              |
| <b>Knowledge Gained</b>  | Can clearly explain several ways in which his/her character "saw" things differently than other characters and can explain why | Can clearly explain several ways in which his/her character "saw" things differently than other characters | Can clearly explain one way in which his/her character "saw" things differently than other characters | Cannot explain any way in which his/her character "saw" things differently than other characters |              |
| <b>Props</b>             | Used several props and showed considerable creativity  | Used 1 or 2 appropriate props that made the presentation better  | Used 1 or 2 props that made the presentation better   | Used no props to make the presentation better  |              |
| <b>Required Elements</b> | Included more information than required  | Included all required information  | Included most required information  | Included less information than required  |              |

### Group Work Assessment Rubric

|                      | <b>Highly Successful</b>                                   | <b>Meeting Success</b>                       | <b>Experiencing Difficulty</b>         | <b>Score</b> |
|----------------------|--|--|--|--------------|
|                      | 3 points   | 2 points                                     | 1 point                                |              |
| <b>Sharing</b>       | Shared ideas with others                                   | Occasionally shared ideas with others        | Seldom shared ideas with others        |              |
| <b>Listening</b>     | Always listened to peers                                   | Occasionally listened to peers               | Ignored ideas of peers                 |              |
| <b>Respecting</b>    | Interacted with, encouraged, and supported ideas of others | Occasionally encouraged and supported others | Seldom encouraged and supported others |              |
| <b>Participating</b> | Shared task equally with group members                     | Did most of the task                         | Did very little of the task            |              |

### Business Letter Assessment Rubric

|  | <b>Excellent<br/>4 Points</b>   | <b>Proficient<br/>3 Points</b>                     | <b>Needs<br/>Improvement<br/>2 points</b>                     | <b>Unsatisfactory<br/>1 Point</b>                                     |
|--|---|--|---|---|
| <b>Layout/Design</b>                       | Creatively designed, easily read, excellent business letter           | Attractive, easy to read, good business letter     | Appears busy or boring, difficult to read, needs improvement  | Unattractive or inappropriate, very difficult to read, not acceptable |
| <b>Information, Style, Audience, Tone</b>  | Information is accurate and complete, very well written and presented | Well written and interesting to read               | Some information is provided but is limited or inaccurate     | Poorly written, inaccurate, or incomplete                             |
| <b>Accurate Parts</b>                      | Complete with all required parts                                      | Some elements may be missing                       | Most elements missing or out of place                         | Proper form for a letter not used                                     |
| <b>Grammar, Punctuation, Wording</b>       | Excellent presentation, style, grammar, and punctuation               | Fair presentation, style, grammar, and punctuation | Missing information and inaccurate punctuation and/or grammar | Poor grammar, punctuation, and wording                                |
| <b>Following Directions and Guidelines</b> | Always on task, always follows directions                             | Followed directions with some guidance             | Required a good bit of extra guidance                         | Did not follow directions and did not ask for extra help              |

### Resume Assessment Rubric

|                   | <b>Excellent<br/>25 Points</b>   | <b>Well Done<br/>20 Points</b>  | <b>Meets<br/>Standards<br/>15 Points</b>                               | <b>Beginning<br/>10 Points</b>                               | <b>No<br/>Evidence<br/>0 Points</b> | <b>Score</b> |
|-------------------|--|---|--|--|-------------------------------------|--------------|
| <b>Format</b>     | Resume contains name, address, objective, education, experience, and references; all words spelled correctly | Contains at least 6 of the criteria, no more than two spelling errors | Contains at least 5 of the criteria, no more than four spelling errors | Contains minimal information, more than four spelling errors | Assignment was not submitted        |              |
| <b>Education</b>  | Education includes all schools attended, graduation dates, diploma/degree awarded, and major field of study  | Education includes three of the criteria                              | Education includes two of the criteria                                 | Education includes one of the criteria                       | Assignment was not submitted        |              |
| <b>Experience</b> | Experience includes internships, entry-level jobs, and current position                                      | Experience includes two of the criteria                               | Experience includes one of the criteria                                | Experience includes current position only                    | Assignment was not submitted        |              |
| <b>Factual</b>    | Contains factual names and dates; is believable  | Resume is fairly believable with factual names or dates               | Resume has unrealistic dates or names                                  | Resume is unrealistic and contains conflicting information   | Assignment was not submitted        |              |

Portfolio Assessment Rubric

|                                 | <b>Excellent</b><br><b>5 Points</b> | <b>Good</b><br><b>4 Points</b> | <b>Needs Some</b><br><b>Improvement</b><br><b>3 Points</b> | <b>Needs Much</b><br><b>Improvement</b><br><b>2 Points</b> | <b>Unsatisfactory</b><br><b>1 Point</b> | <b>Score</b> |
|---------------------------------|-------------------------------------|--------------------------------|--|--|---|--------------|
| <b>Visual Appeal</b>            |                                     |                                |  |  |   |              |
| <b>Cover Page</b>               |                                     |                                |  |  |   |              |
| <b>Table of Contents</b>        |                                     |                                |  |  |   |              |
| <b>Letter of Introduction</b>   |                                     |                                |  |  |   |              |
| <b>Letter of Recommendation</b> |                                     |                                |  |  |   |              |
| <b>Resume</b>                   |                                     |                                |  |  |   |              |
| <b>Content</b>                  |                                     |                                |  |  |   |              |

### Case Study Assessment Rubric

|                       | <b>Excellent<br/>4 Points</b>   | <b>Accomplished<br/>3 Points</b>                            | <b>Needs<br/>Improvement<br/>2 Points</b>                                   | <b>Unsatisfactory<br/>1 Point</b>       |
|-----------------------|---|---|---|---|
| <b>Comprehension</b>  | Shows complete understanding of the issues and grasps implications beyond the immediate issue | Asks for more details to clarify understanding of the issue | Shows partial understanding of the issue but does not ask for clarification | Resists attempts to get clarification   |
| <b>Strategizing</b>   | Develops realistic strategies that would provide a satisfactory conclusion                    | Chooses appropriate strategies that may satisfy             | Shows evidence of strategy that may or may not satisfy                      | Needs assistance to choose a strategy   |
| <b>Innovation</b>     | Devises more than one resolution to the problem   | Offers a solution   | Offers a solution with a limited point of view                              | Shows some understanding of the problem |
| <b>Communications</b> | Convincingly communicates resolution  | Explains solution so others can understand                  | Conveys an opinion  | Unsure of how to explain                |

Food Preparation Lab Assessment Rubric

|                                  | <b>Exceptional<br/>5 Points</b>   | <b>Good<br/>4 Points</b>   | <b>Average<br/>3 Points</b>  | <b>Poor<br/>2 Points</b>   | <b>Needs<br/>Improvement<br/>1 Point</b>  | <b>Total</b> |
|----------------------------------|---|--|--|--|---|--------------|
| <b>Planning</b>                  | Exceptionally prepared, well planned and thought out, very efficient                                    | Good planning evident before, during, and after  | Adequate planning, efficient   | Little planning, lacking in efficiency   | No evident planning, inefficient  |              |
| <b>Preparation and Technique</b> | Completed assignment before time, exceptional demonstration of skill, beyond expectations               | Completed assignment on time, proficient organization, properly demonstrates skills with little help | Completed assignment pretty much on time, average organization, acceptable skills                                    | Completed assignment with extra time, poor organization, needs practice with skills                    | Did not complete assignment, wasted time, unacceptable skills   |              |
| <b>Sanitation</b>                | Exceptional personal hygiene and appearance, clean and sanitary workspace, clean equipment and utensils | Good personal hygiene and appearance, clean and sanitary workspace, clean equipment and utensils     | Adequate personal hygiene and appearance, moderately clean and sanitary workspace, most equipment and utensils clean | Poor hygiene and appearance, needed prompting to clean and sanitize workspace, equipment, and utensils | Improper hygiene and appearance, had to correct before beginning, workspace not clean and sanitary, possible cross-contamination, no cleaning of equipment and utensils |              |
| <b>Equipment</b>                 | Very cautious with tools and equipment  | Demonstrated respect for tools and equipment   | Provided adequate care of tools and equipment  | Careless with tools and equipment  | Improper use of tools and equipment   |              |
| <b>Grand Total</b>               |   |  |  |  |   |              |

Prepared Food Assessment Rubric

|   | <b>Possible Points</b> | <b>Points Earned</b> | <b>Comments</b> |
|---|------------------------|----------------------|-----------------|
| <b>Appropriate Preparation Techniques</b> | <b>25</b>              |                      |                 |
| <b>Presentation and Creativity</b>        | <b>10</b>              |                      |                 |
| <b>Serving Temperature</b>                | <b>10</b>              |                      |                 |
| <b>Taste, Texture, and Flavor</b>         | <b>25</b>              |                      |                 |
| <b>Garnish</b>                            | <b>10</b>              |                      |                 |
| <b>Followed the Recipe</b>                | <b>20</b>              |                      |                 |
| <b>Total</b>                              |                        |                      |                 |



### Interview Assessment Rubric

|  | <b>Excellent<br/>4 Points</b> | <b>Good<br/>3 Points</b> | <b>Needs<br/>Improvement<br/>2 Points</b> | <b>Unacceptable<br/>1 Point</b> | <b>Total</b> |
|--|-------------------------------|--------------------------|---|---------------------------------|--------------|
| <b>Body language</b><br>displays confidence  |                               |                          |   |                                 |              |
| <b>Eye contact</b><br>maintains good eye<br>contact with<br>interviewer                              |                               |                          |   |                                 |              |
| <b>Introduction</b><br>provides a self-<br>introduction  |                               |                          |   |                                 |              |
| <b>Handshakes</b><br>extends hand and<br>shakes firmly   |                               |                          |   |                                 |              |
| <b>Dress</b><br>appropriate for an<br>interview, business<br>attire                                  |                               |                          |   |                                 |              |
| <b>Language</b><br>concise and<br>grammatically correct  |                               |                          |   |                                 |              |
| <b>Questions</b><br>asks appropriate<br>questions,<br>demonstrates a<br>knowledge of the<br>business |                               |                          |   |                                 |              |
| <b>Closure</b><br>responds appropriately   |                               |                          |   |                                 |              |

Group Participation Assessment Rubric

|                          | <b>Beginning</b>                               | <b>Developing</b>                                   | <b>Accomplished</b>                                  | <b>Exemplary</b>   | <b>Score</b> |
|--------------------------|--|---|--|--|--------------|
|                          | 1 point  | 2 points  | 3 points   | 4 points   |              |
| <b>Group Discussions</b> | Rarely contributed to discussions of the group | Contributed good effort to discussions of the group | Contributed great effort to discussions of the group | Contributed exceptional effort to discussions of the group |              |
| <b>On-task Behavior</b>  | Exhibited on-task behavior inconsistently      | Exhibited on-task behavior some of the time         | Exhibited on-task behavior most of the time          | Exhibited on-task behavior consistently                    |              |
| <b>Helping Others</b>    | Did not assist other group members             | Seldom assisted other group members                 | Occasionally assisted other group members            | Assisted other group members                               |              |
| <b>Listening</b>         | Ignored ideas of group members                 | Seldom listened to ideas of group members           | Occasionally listened to ideas of group members      | Always listened to ideas of group members                  |              |

## Bulletin Board/Visual Display Assessment Rubric

| <u>Category</u>   | <u>Possible Points</u> | <u>Points Earned</u> |
|---|------------------------|----------------------|
| <u>Title:</u><br>Eye-catching, states a purpose,<br>and conveys a message         | 10                     | _____                |
| <u>Appropriate Use of Space:</u><br>Layout and design is creative and easily read | 10                     | _____                |
| <u>Accuracy of Information:</u><br>Major points are clearly defined               | 20                     | _____                |
| Correct use of grammar and spelling   | 10                     | _____                |
| <u>Artistic Appeal:</u><br>Border applied   | 10                     | _____                |
| Attractive color scheme   | 20                     | _____                |
| Neatly presented artwork, drawings,<br>cut-outs, and lettering neatly presented   | 20                     | _____                |
| <hr style="border-top: 1px dashed black;"/>                                       |                        |                      |
|   | <b>100</b>             | _____                |

### Student Notebook Rubric

| <b>CATEGORY</b>                  | <b>Excellent<br/>4</b>   | <b>Very Good<br/>3</b>   | <b>Satisfactory<br/>2</b>  | <b>Needs Work<br/>1</b>  | <b>SCORE</b> |
|----------------------------------|--|--|--|--|--------------|
| <b>Content</b>                   | Clear and complete description of the activity is recorded. All major points are documented.                                       | Very good description of the activity is recorded. Most major points are documented.       | Good description of the activity is recorded. Some major points have been omitted. | Limited description of the activity is recorded. Very few major points are documented. |              |
| <b>Insight and understanding</b> | Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present. | Some insight into the issue or situation is recorded. Some sense of complexity is present. | Insight is present from a more simplistic standpoint.                              | Only limited insight is recorded.  |              |
| <b>Application</b>               | Content of the activity is connected to the student's goals.   | Content of the activity is connected to the field of design.                               | Content of the activity is related to design in general.                           | Only limited connections are made between the content of the activity and design.      |              |
|                                  |  |  |  |  |              |
| <b>Total Score:</b>              |  |  |  |  |              |

## Written Report Checklist

- \_\_\_\_/16 Preparation
- \_\_\_\_/28 Organization
- \_\_\_\_/24 Thoroughness
- \_\_\_\_/19 Extra Materials
- \_\_\_\_/13 Final Report

### Preparation:

1. \_\_\_\_/2 Information written (neatly)
2. \_\_\_\_/2 Sources used listed
3. \_\_\_\_/5 Worked every day (did not waste time)
4. \_\_\_\_/5 Has all materials ready for use
5. \_\_\_\_/2 Cooperative

### Organization

1. \_\_\_\_/2 Report in a logical order
2. \_\_\_\_/2 Interesting manner
3. \_\_\_\_/20 Notebook check
4. \_\_\_\_/2 Understanding of topic
5. \_\_\_\_/2 Spelling and sentence structure (do not copy from books)

### Thoroughness

1. \_\_\_\_/5 Main points given
2. \_\_\_\_/5 Details to explain given
3. \_\_\_\_/5 Information presented clearly
4. \_\_\_\_/4 More than one source used
5. \_\_\_\_/5 Extra materials are appropriate

### Extra Materials

1. \_\_\_\_/2 Neatness
2. \_\_\_\_/7 Creativity
3. \_\_\_\_/2 Dramatic value
4. \_\_\_\_/3 Useful
5. \_\_\_\_/5 Correctness

### Final Report

1. \_\_\_\_/3 Written clearly
2. \_\_\_\_/2 Organized
3. \_\_\_\_/2 Sources documented correctly
4. \_\_\_\_/2 Spelling
5. \_\_\_\_/2 Grammar
6. \_\_\_\_/2 Neatness

\_\_\_\_/100      Total points earned

## Student Journal Rubric

| CATEGORY                  | Excellent<br><b>4</b>   | Very Good<br><b>3</b>   | Satisfactory<br><b>2</b>   | Needs Work<br><b>1</b>   | SCORE |
|---------------------------|---|---|--|--|-------|
| Writing Quality           | There is a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, and so forth. | There is a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, and so forth. | There is a writing style that conveys meaning adequately. Some minor grammatical, syntax, and spelling errors. | There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes. |       |
| Content                   | Clear and complete description of the activity is recorded. All major points are documented.  | Very good description of the activity is recorded. Most major points are documented.                                      | Good description of the activity is recorded. Some major points have been omitted.                             | Limited description of the activity is recorded. Very few major points are documented.                                       |       |
| Insight and Understanding | Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.    | Some insight into the issue or situation is recorded. Some sense of complexity is present.                                | Insight is present from a more simplistic standpoint.  | Only limited insight into the issue or situation is recorded.  |       |
| Application               | Content of the activity is connected to the student's personal life and goals.  | Content of the activity is connected to the field of agriculture.   | Content of the activity is related to life in general.   | Only limited connections are made between the content of the activity and the surrounding world.                             |       |
|                           |   |   |  |  |       |
| <b>Total Score</b>        |   |   |  |  |       |



## Guest Speaker Evaluation

Student name: \_\_\_\_\_

Guest Speaker's Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please evaluate the following statements with a check mark in the appropriate space:

Key: SA – Strongly Agree, A – Agree, N – Neutral, D – Disagree, SD, Strongly Disagree

|  | SA  | A   | N   | D   | SD  |
|--|-----|-----|-----|-----|-----|
| The presentation stimulated my interest. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Content was clearly presented.           | ( ) | ( ) | ( ) | ( ) | ( ) |
| Content was challenging.                 | ( ) | ( ) | ( ) | ( ) | ( ) |
| Handouts and materials were helpful.     | ( ) | ( ) | ( ) | ( ) |     |

2. Please rate the guest speaker:

\_\_\_\_\_ Extraordinary      \_\_\_\_\_ Excellent      \_\_\_\_\_ Good      \_\_\_\_\_ Fair      \_\_\_\_\_ Poor

Additional Comments:

3. What was your favorite element of the presentation?

4. What career or lifestyle knowledge did you take from the presentation?

5. What was your favorite part of the presentation?

6. How would you improve or change the presentation?

7. What do you still need or want to know?