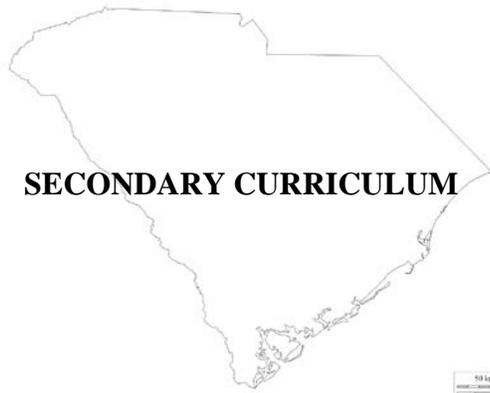


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Behavioral Sciences – emphasis on relationships, coping, problem-solving, decision-making skills.

Consumer Sciences - emphasis on decision-making and problem solving processes when purchasing and using goods.

Natural Sciences – emphasis on nutrition and textile science.

Physical Sciences – emphasis on chemical reactions, spatial planning, and environmental issues.

Social Sciences – emphasis on the well-being of families, individuals, and communities.

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Family and Consumer Sciences 1 is a comprehensive course designed to provide students with the core knowledge and skills needed to manage their lives. Project based instruction provides students with opportunities to apply higher order thinking, communication, and leadership skills that can be applied to real life situations immediately. Academic alignments are incorporated in each unit plan that covers interpersonal relationships, human development, family well-being, careers, family and consumer resources, and nutrition and wellness. Family and Consumer Sciences 1 and 2 combined with Financial Fitness 1 and 2, Child Development 1 and 2, Family Life Education 1 and 2, or Foods and Nutrition 1 and 2 will provide the course content that could adequately prepare students for the Broad Field Family and Consumer Sciences Assessment/Credential. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), concepts greatly enhance this curriculum.

Credit: 1 (120 hours)
(R43-234--Schools may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

National Certifications: ServSafe Foodhandler/Manager
<http://www.schospitality.org>

American Red Cross Certifications
<http://www.redcross.org/>

Broad Field Family and Consumer Sciences Assessment/Credential
<http://www.aafcs.org/res/Credentialing/prepac/>

Recommended Grades: 9-12

Prerequisites: none

Textbooks: <http://www.mysctextbooks.com/>

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Employment Opportunities:

High School Education: childcare assistants/workers, spa attendants, funeral attendants, shampooers, companions, sales representatives, community food service worker, community housing service worker, emergency and relief workers, barbers, cosmetologists, nail technicians, personal and home care aides, small business owner

Postsecondary Education: teachers' assistants, childcare facilities assistant director, residential advisor, personal trainers, massage therapists, certified financial planners, skin care specialists/estheticians, buyers, market researchers, funeral directors

Postgraduate Education: family and consumer sciences teacher, childcare facility director, school counselor, educators for parents, psychologists, dieticians, licensed professional counselors, mortuary scientist, social worker, consumer credit counselor, consumer affairs officer, employee benefits representative

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Key Elements in this Document

ACADEMIC STANDARDS

CORE ACADEMIC STANDARDS

Unit A in this document consists of core academic standards that are reinforced in the sample learning strategies. The standards and indicators are copied from the academics files and pasted in this document to provide a user-friendly comprehensive method of referring to the standards and indicators in addition to allowing the user to make collaborative connections with teachers from other subject areas.

The standards are listed without the indicator, initially, to provide a snapshot of core academic course skills reinforced in the curriculum. Further in the document, the academic standards are listed with the indicators based on content reinforced in the class. The listed indicators provide a venue for increased collaborative instruction.

FAMILY AND CONSUMER SCIENCES (FCS) ACADEMIC STANDARDS

Family and Consumer Sciences courses are offered in a number of different ways throughout the state. Some courses are offered in comprehensive high schools and others in career centers. The courses are offered all year every day, 4X4 block or AB block. Some classes may last for 50 minutes and others are offered for up to 90 minutes. Therefore, we have reduced the number of FCS academic standards significantly. This provides an opportunity for teachers to do a thorough job of teaching the standards and students have more of an opportunity to meet the standards despite the differences in scheduling.

Reducing the number of standards is supported by several successful whole school reform initiatives. When broad concepts are simplified and reduced, course content is limited and provides an opportunity for every student to master related technical skills and content knowledge.

“Less is more, the secret of teaching for the 21st century: Curriculum planning in the 21st century is really about going deeper, not wider...”

Retrieved from World Humanities <http://www.worldhumanities.com/less-is-more.html>

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Unit Content for Each FCS Academic Standard

Comprehensive unit plans have been developed for each standard and consist of:

FCS Academic Standard is a unit goal that requires the application of higher order thinking skills to reach a high level of performance.

FCS National Standard provides a national structure for identifying what students should know and be able to do.

Resource Alignment provides references to the Personal Skills Curriculum resources

Academic Alignment emphasizes the compatibility between academic and FCS course content. Maximizes the use of instructional time by showing students how to apply knowledge gained in other subject areas FCS content reflective of real life situations.

Key for Academic Alignment Abbreviations

ELA	English Language Arts	EA	Elementary Algebra
E	Economics	IA	Intermediate Algebra
USG	United States Government	G	Geometry
USHC	United States History and Constitution	DAP	Data Analysis and Probability
PS	Physical Science	PC	Precalculus
B	Biology	HE	Health and Safety Education
C	Chemistry	ISTE	Technology
P	Physics		

Essential Questions helps students to personalize learning and evokes a desire to dig deeper and learn more.

Indicators show the knowledge and skills necessary to successfully meet the standard.

Sample Learning Strategies are suggested and written in terms of what the students will do to place more emphasis on the student.

Formative Assessments focuses on the learning process in order to modify instruction to improve student attainment.

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FCCLA Alignments provides information (based on the national standard) to integrate co-curricular student organization concepts in instructional strategies.

Resources are a listing of websites and books that enhance the subject matter for the teacher and the students.

UNIT PLAN EXAMPLE

B. Career Paths and Employment

SC Standard B1: Analyze education, training requirements, and opportunities for early childhood career paths.

FACS Nat'l Standard:

4.1 Analyze career paths within early childhood, education, and related services.

Early Childhood Education Assessment/Credential: 1A. Explain the roles and functions of individuals engaged in early childhood, education, and services. 1B. Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services. 1C. Identify the personal qualities and abilities needed to be effective with children. 1D. Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

National Association for the Education of Young Children (NAEYC): Core Standard 6 Becoming a Professional-6a. Identifying and involving oneself with the early childhood field; 6b. Knowing about and upholding ethical standards and other professional guidelines; 6d. Integrating knowledgeable, reflective, and critical perspectives on early education; 6e. Engaging in informed advocacy for children and the profession.

ParaPro Assessment (0785): I. Understand, interpret, and analyze a wide range of text. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; E A7, A8, A9, A10; USG A11, A12, A13, A14; EA A21, IA A22, A23; G A24; DA A25, A26, A27, A28; PC A 29; HE A31, A32, A33, A34, A35, A36, A37; ISTE A38, A39, A40, A41, A42, A43

Essential Question(s):

What are personal goals for education, training and career opportunities in early childhood?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Career paths	1. Assess interest areas to determine potential career pathways including career ladders.
2. Professional character traits	2. Analyze the characteristics of professionals working with young children
3. Roles and responsibilities	3. Differentiate the roles and responsibilities in various early childhood careers.
4. Education and training requirements	4. Examine education and training requirements and opportunities for career paths in early childhood education and services.
5. Professional development	5. Identify professional development opportunities.
6. Career information resources	6. Examine career information resources based on personal and professional needs.

- **Unit topic**
- **FCS academic standard**
- **FCS National Standard alignment**
- **National Assessment/Credential Alignments**
- **National Program Standards Alignments**
- **National Assessment alignments**
- **Academic alignments based on the indicators and Sample Learning Strategies**
- **Essential Question sets focus for the unit and initiates creative and critical thinking.**

- **Indicators** written in terms of what the student should know and do to acquire the knowledge and skills to successfully meet the standard.

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Sample Learning Strategies

- 1.1 Give an oral and/or visual technology-based presentation on selected careers.
- 1.2 Categorize character traits of early childhood personnel by different careers. Explain the importance of the listed character traits to positively influence growth and development.
- 2.1 Conduct self-assessments to determine personal characteristics. Compare personal character to career options related to early childhood. Present findings to peers.
- 2.2 Analyze scenarios depicting individuals with different character traits. Decide on individuals who would be best suited for early childhood education positions. Substantiate choices based on factual information.
- 3.1 Invite local early childhood professionals to present information to the class regarding their roles and responsibilities. Pose questions to gain information. Write a short summary of the presentation and include what was known, what additional information is wanted, and what was learned (KWL).
- 4.1 List education training requirements and opportunities for career paths related to early childhood and education.
- 5.1 Identify opportunities for continuing education and training in early childhood education and related fields and explain why education is important.
- 5.2 Research opportunities for continuing education and growth. Develop a professional development workshop for peers. Conduct peer evaluations.
- 6.1 Plan and implement a career fair for the class. Invite aspiring early childhood education students to the career fair. Conduct a career fair evaluation from the perspective of the presenters and attendees. Develop an analysis of the results showing what worked well, what needs improvements, what should be added for future fairs, and what should be eliminated. Discuss results with peers.
- 6.2 Develop a brochure flyer for early childhood education resources. Cite resources appropriately and distribute to different audiences. Conduct informal surveys to determine the quality of the disseminated information.

Formative Assessments:

Presentations, student self-evaluation, peer evaluations, class discussions, performances to demonstrate learning, projects with several interval products, student conferencing to discuss student learning, growth, and needs, parent conferencing, student record keeping, teacher-student conferences

➤ **Sample Learning Strategies** are written in terms of what the student will do to acquire the knowledge and skills to successfully meet the standard.

➤ **Formative assessments** are indicated in the Sample Learning Strategies

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FACS Student Organization-Family, Community and Career Leaders of America (FCCLA) <http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life
Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders
Families First: Balancing Family and Career; Parent Practice
Leaders at Work: on-the-job entrepreneurship projects; Early Childhood, Education and Services leadership projects
Power of One: A Better You; Speak Out for FCCLA; Working on Working
STAR Events: Entrepreneurship; Job Interview

Resources:

www.bls.gov/oco (Bureau of Labor Statistics) Occupational Outlook Handbook
www.census.gov (U.S. Census Bureau) includes teaching tools
www.childstats.gov (ChildStats.gov) helpful statistics about children and families in the U.S.
www.consumer.gov/children.htm (Consumer Information for Children)
www.nccic.org (National Child Care Information Center) U.S. Department of Health and Human Services: an electronic question-answering service about childcare issues, links to childcare resource list and directories
www.naeyc.org (National Association for the Education of Young Children) a national network that work with on behalf of children from birth through age 8.

➤ **FCCLA** is the co-curricular Career and Technology Education student organization for FCS.

➤ **Resources** provide a venue for students/teachers to access information that supports classroom instruction and learning.

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Academic Standards (To be integrated in FACS Standards)

ENGLISH LANGUAGE ARTS

- A1.** The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**
- A2.** The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**
- A3.** The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**
- A4.** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**
- A5.** The student will write for a variety of purposes and audiences **(SC E1-4.5)**
- A6.** The student will access and use information from a variety of sources. **(SC E1-4.6)**

ECONOMICS

- A7.** The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, facilities, communities, and nations. **(SC ECON-1)**
- A8.** The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers. **(SC ECON-2)**
- A9.** The student will demonstrate an understanding of personal financial decisions affect an individual's present and future economic status. **(SC ECON-5)**

ELEMENTARY ALGEBRA

- A10.** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(SCEA-1)**
- A11.** The student will demonstrate through the mathematical processes an understanding of relationships and functions. **(SCEA-3)**

GEOMETRY

- A12.** The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation. **(SCG-1)**
- A13.** The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them. **(SCG.2)**

PRECALCULUS

- A14.** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(SC PC-1)**

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DATA ANALYSIS AND PROBABILITY

A15. The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(SCDA-1)**

A16. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(SCDA-2)**

A17. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(SCDA-3)**

A18. The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data. **(SCDA-3)**

PHYSICAL SCIENCE

A19. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC PS-1)**

A20. The student will demonstrate an understanding of various properties and classifications of matter. **(SC PS-3)**

A21. The student will demonstrate an understanding of chemical reactions and classifications, structures, and properties of chemical compounds. **(SC PS-4)**

A22. The student will demonstrate an understanding of the nature, conservation, and transformation of energy. **(SC PS-6)**

BIOLOGY

A23. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC B-1)**

A24. The student will demonstrate an understanding of the flow of energy within and between living systems. **(SC B-3)**

A25. The student will demonstrate an understanding of the molecular basis of heredity. **(SC B-4)**

CHEMISTRY

A26. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC C-1)**

A27. The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions. **(SC C-4)**

A28. The student will demonstrate an understanding of the structure and behavior of the different phases of matter. **(SC C-5)**

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PHYSICS

A29. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(SC P-1)**

EARTH SCIENCE

A30. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis can be used appropriately to pose questions, seek answers, and develop solutions. **(SC ES-1)**

A31. The student will demonstrate an understanding of Earth’s freshwater and ocean systems. **(SC ES-5)**

HEALTH EDUCATION

A32. The student will comprehend concepts related to health promotion to enhance health. **(SC HE-1)**

A33. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(SC HE-2)**

A34. The student will demonstrate the ability to access valid information and products and services to enhance health. **(SC HE-3)**

A35. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(SC HE-4)**

A36. The student will demonstrate the ability to use decision-making skills to enhance health. **SC HE-5).**

A37. The student will demonstrate the ability to use goal-setting skills to enhance health. **(SC HE-6)**

A38. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(SC HE-7)**

A39. The student will demonstrate the ability to advocate for personal, family, and consumer health. **(SC HE-8)**

TECHNOLOGY

A40. Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology (Creativity and Innovation). **(ISTE-1)**

A41. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (Communication and Collaboration). **(ISTE-2)**

A42. Students apply digital tools to gather, evaluate, and use information (Research and Information Fluency). **(ISTE-3)**

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A43. Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (Critical Thinking, Problem Solving, and Decision Making). **(ISTE-4)**

A44. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (Digital Citizenship). **(ISTE-5)**

A45. Students demonstrate a sound understanding of technology concepts, systems and operations (Technology Operations and Concepts) **(ISTE-6)**

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FCS ACADEMIC STANDARDS

B. INTERPERSONAL SKILLS

B1. Analyze personal character traits that impact interpersonal relationships.

C. CAREER, COMMUNITY, AND FAMILY CONNECTIONS

C1. Investigate the knowledge, skills, and attitudes of potential careers.

D. FAMILY WELL-BEING

D1. Analyze the effects of cultural and social diversities on individuals and families.

E. NUTRITION AND WELLNESS

E1. Analyze factors that affect nutrition and wellness.

F. FAMILY AND CONSUMER RESOURCES

F1. Examine resources that meet the needs and wants of consumers.

G. HUMAN DEVELOPMENT

G1. Analyze the effects heredity, parenting, and environment on human growth and development.

H. TEXTILES AND APPAREL

H1. Demonstrate basic skills for producing, repairing, and altering textile and apparel products.

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A. ACADEMICS STANDARDS WITH INDICATORS (INTEGRATED IN FACS 1 STANDARDS)

ENGLISH LANGUAGE ARTS

<http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf>

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**

- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

READING STANDARDS – PAGE 35

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**

- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASTandards.pdf

READING STANDARDS – PAGE 35

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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LANGUAGE – PAGE 51

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3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. (SC E1-4.3)

- Use context clues to determine the meaning of technical terms and other unfamiliar words.

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- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

READING STANDARDS – PAGE 35

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

WRITING STANDARDS – PAGE 41

Production and Distribution of Writing

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4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms

The student will write for a variety of purposes and audiences. (SC E1-4.5)

- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in “on demand” situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication

The student will access and use information from a variety of sources. (SC E1-4.6)

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

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Common Core Alignments – Anchor Standards:

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELASStandards.pdf

WRITING STANDARDS – PAGE 41

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ECONOMICS

SC Standard A7. Economics (SC ECON-1)

The student will demonstrate an understanding of how scarcity and choice impact the economic activity of families, businesses, communities, and nations.

Indicator(s):

- Explain that the practice of economic decision making is an evaluation process that measures additional benefits versus additional costs.

SC Standard A8. Economics (SC ECON- 2)

The student will demonstrate an understanding of how markets facilitate exchange and how market regulation costs both consumers and producers.

Indicator(s):

- Illustrate how competition among sellers lowers costs and prices.
- Illustrate how an economically efficient market allocates goods and services to the buyers who are willing to pay for them.
- Explain how **business cycles**, market conditions, government policies, and inequalities affect the living standards of individuals and other economic entities.

SC Standard A9. Economics (SC ECON- 5)

The student will demonstrate an understanding of personal financial decisions affect an individual's present and future economic status.

Indicator(s)

- Explain how individuals make personal decisions and how current spending and acquisition of debt can impact future income.
- Explain that income for most people is determined by the market value of the productive resources they sell.

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- Explain how wage rates for most workers depend upon the market value of what the workers produce for the market place.

ELEMENTARY ALGEBRA

SC Standard A10. Elementary Algebra (SCEA-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Indicator(s):

- Apply algebraic methods to solve problems in real – world context.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63**
- **Seeing Structure in Expressions**
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems
- **Arithmetic with Polynomials and Rational Expressions**
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions
- **Creating Equations**
- Create equations that describe numbers or relationships
- **Reasoning with Equations and Inequalities**
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

SC Standard A11. Elementary Algebra (SCEA-3)

The student will demonstrate through the mathematical processes an understanding of relationships and functions.

Indicator(s):

- Apply proportional reasoning to solve problems.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL –FUNCTIONS – PAGE 67**
- **Interpreting Functions**
- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context

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Course Code: 5808

- Analyze functions using different representations
- **Building Functions**
- Build a function that models a relationship between two quantities
- Build new functions from existing functions
- **Linear, Quadratic, and Exponential Models**
- Construct and compare linear, quadratic, and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model
- **Trigonometric Functions**
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

GEOMETRY

SC Standard A12. Geometry (SCG-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation.

- Communicate knowledge of geometric relationships by using mathematical terminology appropriately.
- Demonstrate an understanding of how geometry applies in real-world contexts (including architecture, construction, farming, and astronomy).

- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75**
- **Congruence**
- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- **Similarity, Right Triangles, and Trigonometry**
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- **Circles**
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- **Expressing Geometric Properties with Equations**
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- **Geometric Measurement and Dimension**

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- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects
- **Modeling with Geometry**
- Apply geometric concepts in modeling situations

SC Standard A13. Geometry (SCG.2)

The student will demonstrate through the mathematical processes an understanding of the properties of basic geometric figures and the relationships between and among them.

- Use scale factors to solve problems involving scale drawings and models.
- Use geometric probability to solve problems.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75**
- **Congruence**
- Make geometric constructions
- **Circles**
 - Understand and apply theorems about circles
- **Geometric Measurement and Dimension**
- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects
- **Modeling with Geometry**
- Apply geometric concepts in modeling situations

PRECALCULUS

SC Standard A14. Precalculus (SC PC-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematic solutions.

- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

- **MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59**
- **The Real Number System**
- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.
- **Quantities**
- Reason quantitatively and use units to solve problems
- **The Complex Number System**

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- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations
- **Vector and Matrix Quantities**
- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

DATA ANALYSIS AND PROBABILITY

SC Standard A15. Data Analysis and Probability (SCDA-1)

The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

- Execute procedures to conduct simple probability experiments and collect data by using manipulatives (including spinners, dice, cards, and coins).
- Design and conduct a statistical research project and produce a report that summarizes the finding.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Communicate a knowledge of data analysis and probability by using mathematical terminology appropriately.

- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75**
- **Congruence**
- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- **Similarity, Right Triangles, and Trigonometry**
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles
- **Circles**
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- **Expressing Geometric Properties with Equations**
- • Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- **Geometric Measurement and Dimension**

FAMILY AND CONSUMER SCIENCES 1
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- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects
- **Modeling with Geometry**
- Apply geometric concepts in modeling situations

SC Standards A16. Data Analysis and Probability (SCDA-2)

The student will demonstrate through the mathematical processes an understanding of the design of a statistical study.

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.
- Generate a research question and design a statistical study to answer a given research question.

- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**
- **Interpreting Categorical and Quantitative Data**
- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models
- **Making Inferences and Justifying Conclusions**
- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

SC Standards A17. Data Analysis and Probability (SCDA-3)

The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data.

- Use manipulatives, random number tables, and technology to collect data and conduct experiments and simulations.

- Select appropriate graphic display(s) from among pictographs, bar graphs, pie charts, dot plots, histograms, time-series plots, stem-and-leaf plots, box-and-whiskers plots, and scatterplots when given a data set or problem situation.

- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**
- **Conditional Probability and the Rules of Probability**
- Understand independence and conditional probability and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model

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- **Using Probability to Make Decisions**
- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

SC Standards A18. Data Analysis and Probability (SCDA-4)

The student will demonstrate through the mathematical processes an understanding of basic statistical methods of analyzing data.

- Use procedures and/or technology to find measures of central tendency (mean, median, and mode) for given data.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**
- **Using Probability to Make Decisions**
- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

PHYSICAL SCIENCE

SC Standard A19. Scientific Inquiry (SC PS-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Organize and interpret the data by using mathematics, graphs, models, and/or technology.
- Use appropriate safety procedures when conducting investigations.

SC Standard A20. Chemistry: Structure and Properties of Matter (SC PS-3)

The student will demonstrate an understanding of various properties and classifications of matter.

Indicator(s):

- Explain the effects of temperature on the rate at which a solid dissolves in a liquid.

SC Standard A21. Chemistry: Structures and Properties of Matter (SC PS-4)

The student will demonstrate an understanding of chemical reactions and classifications, structures, and properties of chemical compounds.

Indicator(s):

- Explain the effects of temperature, concentration, and surface area and the presence of a catalyst on reaction rates.

SC Standard A22. Physics: The interactions of Matter and Energy (SC PS-6)

The student will demonstrate an understanding of the nature, conservation, and transformation of energy.

Indicator(s):

- Explain how the law of conservation of energy applies to the transformation of various forms of energy (including mechanical energy, electrical energy, chemical energy, light energy, sound energy, and thermal energy).

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BIOLOGY

SC Standard A23. Scientific Inquiry (SC B-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.

SC Standard A24. Biology (SC B-3)

The student will demonstrate an understanding of the flow of energy within and between living systems.

Indicator(s):

- Summarize basic aerobic and anaerobic processes.
- Summarize the functions of proteins, carbohydrates, and fats in the human body.

SC Standard A25. Biology (SC B-4)

The student will demonstrate an understanding of the molecular basis of heredity.

- Summarize the relationship among DNA, genes, and chromosomes.
- Explain how DNA functions as the code of life and the blueprint for proteins.

CHEMISTRY

SC Standard A26. Scientific Inquiry (SC C-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Use appropriate laboratory techniques safely and accurately when conducting a scientific investigation.
- Use scientific instruments to record measurement data in appropriate metric units that reflect the precision and accuracy of each particular instrument.
- Evaluate a technological design or product on the basis of designated criteria.
- Use appropriate safety procedures when conducting investigations.

SC Standard A27. Scientific Inquiry (SC C-4)

The student will demonstrate an understanding of the types, the causes, and the effects of chemical reactions.

- Explain the role of activation energy and the effects of temperature, particle size, stirring, concentration, and catalysts in reaction rates.

SC Standard A28. Scientific Inquiry (SC C-5)

The student will demonstrate an understanding of the structure and behavior of the different phases of matter.

- Illustrate and interpret heating and cooling curves (including how boiling and melting points can be identified and how boiling points vary with changes in pressure).

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PHYSICS

SC Standard A29. Scientific Inquiry (SC P-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Indicator(s):

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Use appropriate safety procedures when conducting investigations.

EARTH SCIENCE

SC Standard A30. Scientific Inquiry (SC ES-1)

The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

- Use appropriate laboratory apparatuses, technology, and techniques safely and accurately when conducting a scientific investigation.
- Evaluate a technological design or product on the basis of designated criteria (including cost, time, and materials).
- Communicate and defend a scientific argument or conclusion.
- Use appropriate safety procedures when conducting investigations.

SC Standard A31. Scientific Inquiry (SC ES-5)

The student will demonstrate an understanding of Earth's freshwater and ocean systems.

- Analyze environments to determine possible sources of water pollution (including industrial waste, agriculture, domestic waste, and transportation devices).

HEALTH EDUCATION

SC Standard A32. (SC HE-1)

The student will comprehend concepts related to health promotion to enhance health.

Indicator(s):

- Discuss the characteristics of healthy relationships.
- Analyze the signs of depression and self-destructive behaviors (including potential risks of suicide).
- Identify causes of stress and other common mental health issues.
- List common **first aid** procedures for a given scenario.
- Identify the characteristics of an abusive relationship.
- Describe laws and regulations related to safety and personal injury (including bullying, **dating violence**, participating in gang activity, driving a motorized vehicle.)
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.
- Describe physical, social, and emotional changes that occur during adolescence.

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- Differentiate between risk-taking and health-promoting behaviors.
- Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.
- Explain how the federal dietary guidelines are useful in planning healthy diets.
- Evaluate the benefits of daily moderate to vigorous physical activity.
- Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.

SC Standard A33. (SC HE-2)

The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Indicator(s):

- Analyze ways that the family, peers, culture, and the media influence the mental, emotional, and social health of individuals.
- Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and **sexuality**.
- Analyze the influence of family, peers, culture, the media, technology, and other factors on health behaviors.
- Analyze ways that emotions and feelings influence the food choices, eating behavior, and physical activity of individuals.
- Examine ways that the media, advertising, and marketing practices affect the nutrition and physical activity level of individuals.
- Analyze ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease.

SC Standard A34. (SC HE-3)

The student will demonstrate the ability to access valid information and products and services to enhance health.

Indicator(s):

- Access information and local services about safety and the prevention of violence.
- Locate and analyze local opportunities for physical activity.
- Analyze local sources of **valid** information on nutrition and physical activity (for example, school policy, legislation, economics).

SC Standard A35. (SC HE-4)

The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Indicator(s):

- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.

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- Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations (for example, ATOD use, **sexual harassment**, gang activity).
- Demonstrate effective verbal and nonverbal communication skills in peer and dating relationships.
- Demonstrate refusal and **negotiation skills** to promote **abstinence** and to reduce health-risk behaviors.
- Evaluate ways to communicate with parents, family members, peers, and other trustworthy adults (for example, health care providers, law enforcement officers) about sexual health and responsibilities.
- Demonstrate ways to ask for assistance to enhance his or her own health (for example, ask for a diet plan) and ways to offer assistance to enhance the health of others (for example, exercise with a friend).

SC Standard A36. (SC HE-5)

The student will demonstrate the ability to use decision-making skills to enhance health.

Indicator(s):

- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.
- Examine barriers to healthy decision making.
- Justify when individual or collaborative decision making is appropriate.*
- Utilize knowledge of body structure and function to make sound decisions related to personal health (for example, disease prevention, injury prevention, oral health).
- Distinguish healthy from unhealthy foods on a variety of restaurant menus.

SC Standard A37. (SC HE-6)

The student will demonstrate the ability to use goal-setting skills to enhance health.

Indicator(s):

- Develop and implement a personal stress management plan.
- Develop a plan to avoid unsafe situations and gang involvement.
- Set a personal goal to maintain the health of his or her reproductive system.
- Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors.
- Set a goal to maintain a healthy diet (for example, limiting sugar, fat, and salt consumption).
- Set a goal to attain the federally recommended levels of physical activity and physical fitness for Americans.

SC Standard A38. (SC HE-7)

The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

Indicator(s):

- Design and implement a plan to increase his or her **resiliency**.
- Develop strategies for maintaining a positive self-concept.

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- Perform appropriate **first aid** and other emergency procedures for a given scenario.
- Develop injury prevention and treatment strategies for personal and family health.
- Demonstrate strategies for solving interpersonal conflicts without harming him- or herself or others.
- Discuss protective measures and warning signs of violence in dating and relationship situations.
- Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of him- or herself and others.
- Develop and implement a wellness plan that meets the federal dietary guidelines and the federal physical activity guidelines for Americans.

SC Standard A39. (SC HE-8)

The student will demonstrate the ability to advocate for personal, family, and consumer health.

Indicator(s):

- Advocate for disaster preparedness in the home, school, and community.
- Advocate for the promotion and protection of a healthy environment.
- Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

TECHNOLOGY - ISTE.NETS-S

Standard A40. Creativity and Innovation (ISTE-1)

Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.

Indicators:

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.

Standard A41. Communication and Collaboration (ISTE-2)

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Indicators:

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

Standard A42. Research and Information Fluency (ISTE-3)

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Students apply digital tools to gather, evaluate, and use information.

Indicators:

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

Standard A43. Critical Thinking, Problem Solving, and Decision Making (ISTE-4)

Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Indicators:

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Standard A44. Digital Citizenship (ISTE-5)

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Indicators:

- Advocate and practice safe, legal, and responsible use of information and technology
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

Standard A45. Technology Operations and Concepts (ISTE-6)

Students demonstrate a sound understanding of technology concepts, systems and operations.

Indicators:

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

NETS for Students:

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COURSE STANDARD UNIT PLANS

B. INTERPERSONAL RELATIONSHIPS

SC Standard: B1. Analyze personal character traits that impact interpersonal relationships.

FACS Nat'l Standard: 13.0 Demonstrate respectful and caring relationships in the family, workplace and community.

Broad Field Family and Consumer Sciences Assessment/Credential: 1A Analyze functions and expectations of various types of relationships. 1B Analyze personal needs and characteristics and their effects on interpersonal relationships. 1C Demonstrate communication skills that contribute to positive relationships. 3D Evaluate and promote parenting practices that maximize human growth and development. 4B Demonstrate transferable and employability skills in school, community and workplace settings.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; G A12; DA A15, A16, A17, A18; B A24; HE A33, A35, A38; ISTE A40, A41, A42, A43, A44, A45

Essential Question(s):

1. How do personal character traits impact interpersonal relationships?

Indicators:

What Students Should Know:

1. Self-esteem
2. Emotions
3. Types and functions of interpersonal relationships
4. Personal character traits
5. Communication styles
6. Communication skills
7. Relationship building skills
8. Role expectations and conflicts
9. Adjustment patterns/styles

What Students Should Be Able to Do:

1. Analyze qualities that promote positive self-esteem.
2. Identify different emotions.
3. Describe types of interpersonal relationships and their functions.
4. Compare and contrast positive and negative character traits.
5. Describe various communication styles.
6. Explain the importance of effective communication skills.
7. Distinguish between factors that contribute to healthy and unhealthy relationships.
8. Identify various personal role expectations and conflicts.
9. Differentiate the various patterns/styles of adjustment (e.g., accommodation, compromise, concession, hostility).

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Sample Learning Strategies:

- 1.1 Create and complete a self-esteem assessment.
- 1.2 Develop a positive and negative message chart and explain how each affects self-esteem.
- 1.3 Clip magazine articles of individuals and identify the self-image that appears to be portrayed.
- 2.1 Act out various emotions associated with relationships in small groups. Identify the emotions and discuss various types of situations that evoke different emotions. Discuss ways of managing emotions that are beneficial. Share personal experiences when different emotions were felt and describe how situations were handled. Conduct a personal assessment and write a reflection on better ways of handling different situations.
- 2.2 Write an essay on “Is Love an Emotion?” Include in the essay the definitions of different types of love and provide a specific example of each. Give a clear explanation of why love is an emotion or why it is not based on factual information.
- 2.3 Create a commercial representing the different types of interpersonal relationships.
- 2.4 Develop a “Circle of Relationships” graph representing various types of relationships.
- 2.5 Select a favorite dessert from the “Your Sweet Traits” Web site to analyze interpersonal traits.
- 3.1 Create a friendship mirror by listing positive qualities of friendships; place a (+) by your strong qualities and a (-) sign by the qualities you think you need to work on. List some ways you could improve your weak qualities.
- 4.1 Create a movie using Microsoft Movie Maker displaying the advantages of positive dating behavior and the disadvantages of negative dating behavior.
- 4.2 Construct a “Want Ad” representing a desire to be engaged. Include the definition of engagement, various mate selection techniques, and important matters to resolve during the engagement (how long the engagement will be, number of children, financial matters, religion, etc.).
- 4.3 Prepare and conduct a marriage survey; include questions regarding marriage preparation, South Carolina marriage laws, how much you should spend on a wedding, etc. Graph the results.
- 4.4 Identify the leading causes of divorce. Determine the current U.S. divorce rate.
- 4.5 Analyze personality traits by using a paper plate to create a personality pie. Each wedge of the pie should represent a different personality trait.
- 4.6 Represent “Your Personality Color” by selecting various colors. Create a mood board of images with various styles, colors, and textures. Include illustrations explaining each choice.
- 4.7 Select and read a book about interpersonal skills/relationships. Compare various personality traits of characters in the book. Discuss which of the characters is closest to personal characteristics and explain why.
- 5.1 Role-play various communication styles i.e. verbal, non-verbal, etc. Discuss messages sent and messages received. Identify personal communication style strengths and different ways to improve communication styles.
- 5.2 Compare and contrast various communication styles by using a Venn diagram.
- 6.1 Conduct an informal communication skills survey by reading various statements about communication skills. Make a human graph by lining up in a coordinating area to identify personal communication skills. For example: A. I don’t really like to talk much; B. I like to talk just enough to get my point across; C. I enjoy talking about any and everything. Read several statements and

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graph the results of the survey. Discuss results and whether or not new information is discovered about yourself or peers.

- 6.2 Discuss the importance of effective communication skills.
- 7.1 Identify relationship blockers. Discuss ways to remove the blockers to develop better relationships. Maintain a personal checklist for a week and conduct self-evaluations. Share experiences with peers in small groups.
- 8.1 Create a chart listing different types of relationships, their functions, and expectations.
- 9.1 Divide a sheet of paper into four columns. Place the various patterns/styles of adjustment at the top of each column (accommodation, compromise, concession, and hostility) then list the related behavior under each topic. Respond to scenarios to identify various occurrences of each pattern/style of adjustment. Include a brief statement explaining the choices made.
- 9.2 Identify a particular TV show episode; share the general circumstances of the episode with the class and explain any patterns/styles of adjustment practiced in the episode and what was accomplished by the adjustment.

Formative Assessments:

Rubrics, checklists, hands-on activities, peer conferencing, record keeping and self-evaluation, student reflections and learning logs, problem-solving strategies

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA)

<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

Dynamic Leadership: master the six essentials of leadership

Families First: You-Me-Us –strengthen family relationships; Meet the Challenge-overcome obstacles together, Parent Practice – learn to nurture children

FCCLA FACTS: Speak Up – promote the empowerment of teens to speak up for their safety.

Power of One: A Better You-improve personal traits; Family Ties-get along better with family members

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Illustrated Talk; Interpersonal Communications

STOP the Violence: empower youth with attitudes, skills, and resources in order to recognize, report and reduce youth violence.

Student Body: Make Healthy Choices – choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress; building self-esteem; and practicing good character

Resources:

<http://www.empower-yourself-with-color-psychology.com/personality-color.html> - (Your Personality Color) resource for personality traits assessment, <http://www.mrfood.com/Misc-Desserts/Dessert-Personality-Quiz#> - (Your Sweet Traits) resource for interpersonal traits www.aacap.org/web/aacap (American Academy of Child and Adolescent Psychiatry) topics and resources

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www.acresolution.org (**Association for Conflict Resolution**) links to article summaries and other conflict resolution topics

www.aecf.org (**Annie E. Casey Foundation**) information on disadvantaged children

www.BuildingRelationshipSkills.org (**The Dibble Institute for Marriage Education**) resources for teaching relationship skills to teens

www.learningseed.com/catalog/inter.html (**Learning Seed**) **description of videos related to interpersonal skills**

<http://ourworld.compuserve.com/homepages/Strawn/sites.htm> (**Our World**) **links to genealogy, surname origins and heraldry**

<http://talkaboutmarriage.com> (**Talk About Marriage**) **an open forum on marriage and relationships**

www.wholefamily.com (**Whole Family.com**) **real life dramas on issues related to marriage, parenting and teen life and expert advice**

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C. CAREER, COMMUNITY, AND FAMILY CONNECTIONS

SC Standard E1: Investigate knowledge, skills, and attitudes associated with potential careers.

FACS Nat'l Standard 1.2. Demonstrate transferable and employability skills in school, community, and workplace settings.

Broad Field Family and Consumer Sciences Assessment/Credential: 1C: Demonstrate communication skills that contribute to positive relationships: 4A: Analyze strategies to manage multiple roles and responsibilities. 4B: Demonstrate transferable and employability skills in school, community and workplace settings. 4C: Evaluate the reciprocal effects of individual and family participation in community activities.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; EA A10, A11; ISTE A40, A41, A42, A43, A44, A45

Essential Question(s):

How are knowledge, skills, and attitudes associated with potential careers?

Indicators:

What Students Should Know:

1. Jobs versus careers
2. Career selection strategies
3. Employment requirements
4. Paychecks
5. Goals setting
6. Personal priorities
7. Problem solving
8. Communication skills
9. Interviewing skills
10. Basic skills
11. FCCLA

What Students Should Be Able to Do:

1. Distinguish between jobs and careers.
2. Develop strategies for selecting a career.
3. Analyze employment requirements.
4. Analyze components of a paycheck (e.g., net vs. gross pay, take-home pay, bonus, deductions, taxes).
5. Create short- and long-term goals.
6. Identify personal priorities.
7. Execute the steps in problem-solving.
8. Demonstrate effective communication skills.
9. Identify interviewing skills.
10. Apply basic technical and academic skills.
11. Investigate FCCLA membership and involvement.

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Sample Learning Strategies:

- 1.1 Create a chart that shows the similarities and differences between jobs and careers.
- 1.2 Complete a career interest inventory and create a PowerPoint presentation on a desired career.
- 2.1 Participate in virtual job shadowing. Write a reflection of the experience and include personal
- 2.2 Explore FACS careers and create a PowerPoint to share with the class.
- 2.3 Divide students into groups and have them create posters depicting the career clusters.
- 2.4 Invite guest speakers/panels to talk about different careers and employer expectations.
- 2.5 Collaborate with guidance counselors to incorporate career development.
- 2.6 Research careers in the following Family and Consumer Sciences programs: Interior Design, Fashion Design, Early Childhood Education, Introduction to Teaching, Culinary Arts, Hospitality Management and Operations, Family and Consumer Sciences, and Food Science and Dietetics. Use the research to produce an electronic portfolio.
- 3.1 Survey five to eight people with various jobs to learn about their employment requirements.
- 4.1 Complete an activity sheet on paycheck stubs that requires calculating the gross pay, total deductions, bonuses, and net pay.
- 4.2 Survey school faculty and staff about their knowledge of various payroll options including a paycheck, direct deposit and payroll card along with payroll deductions and present the findings.
- 5.1 Draft a personal Career Step Plan of Action outlining the career steps required to achieve a goal.
- 6.1 Generate a list of abilities and talents, rank them by priority, and locate a career that would be aligned with their priorities.
- 7.1 Work in collaborative groups to come up with solutions to hypothetical problems by using the steps in problem-solving.
- 8.1 Identify the various types of communication using different scenarios.
- 8.2 Role-play different types of communication skills.
- 9.1 Conduct mock interviews.
- 10.1 Complete an exam that industry recognizes, such as work keys, ServSafe, First Aid CPR, AED, etc. to have tangible evidence of basic skills for increased marketability.
- 11.1 Organize and participate in FCCLA to develop transferable leadership and interpersonal skills.

Formative Assessments:

Rubrics, Observation, student self- evaluation, student reflections, performance to demonstrate learning, peer conferencing, teacher-student conferences

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: leadership and planning in career-related projects; PLUG IN to Careers; SIGN ON to the Career Connection; INTEGRATE Work and Life; LINK UP to Jobs; ACCESS SKILLS for Career Success

Community Service: leadership and planning in service projects

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Dynamic Leadership: Character for Leaders; Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Families First: leadership and planning in family-related projects; Balancing Family and Career; You-Me-Us

FCCLA FACTS: leadership and planning in traffic safety projects

Financial Fitness: leadership and planning in money management projects; Consumer Clout; Making Money

Fundraising: demonstration of work ethics and professionalism

Leaders at Work: planning and self-direction of on-the-job leadership projects

Power of One: Take the Lead; Working on Working

STAR Events: Applied Technology; Career Investigation, Chapter Service Project, Early Childhood, Focus on Children, Hospitality, Job Interview, National Programs in Action, Parliamentary Procedures, Promote and Publicize FCCLA!, Recycle and Redesign, Teach and Train

STOP the Violence: projects to promote youth violence prevention in work and community environments

Student Body: leadership and planning in nutrition, fitness and self-esteem projects

Resources:

www.act.org/workkey (**WorkKeys**) a job skills assessment system measuring real-world skills;

www.mappingyourfuture.org (**Explore Careers**) resources for students and families, including career selection, early awareness, college planning, and money management tools; “The Be Real Game,”

www.adm.uwaterloo.ca/infocecs/CRC/manual-home.html (**Career Services of University of Waterloo**) Steps to Career/Life Planning Success;

www.ci.phoenix.az.us/POLICE/babysi1.html (**City of Phoenix, Arizona**) Babysitting Resource guide;

www.icouldbe.org (**I Could Be**) connects teens with adult mentors for career information;

www.jobprofiles.org (**Job Profiles**) career information, exploration and inspiration from experienced workers;

www.alljobsearch.com (**All Job Search**) a search engine in newspapers for jobs;

www.careerplanning.about.com (**Career Planning**) career planning and career products for sale;

www.familyinfoserv.com (**Family Information Service**) resources for families.

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D. FAMILY WELL-BEING

SC Standard D1. Analyze the effects of diverse perspectives, needs, and characteristics on individuals and families.

FACS Nat’l Standard 6.0 Evaluate the significance of family and its effects on the well-being of individuals in society.

Broad Field Family and Consumer Sciences Assessment/Credential: 1A. Analyze functions and expectations of various types of relationships. 1B. Analyze personal needs and characteristics and their effects on interpersonal relationships. 1D. Demonstrate standards that guide behavior in interpersonal relationships. 2A. Analyze principles of human growth and development across the life span. 2B. Analyze conditions that influence human growth and development. 2C. Analyze strategies that promote growth and development across the life span. 3A. Analyze the effects of family as a system on individuals and society. 3B. Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

Academic Alignment(s):

ELA A1, A2, A3, A4, A5, A6; ECON A7; B A25; HE A33, A36, ISTE A40, A41, A42, A43, A44, A45

Essential Question(s):

How do diverse perspectives, needs, and characteristics affect individuals and families?

Indicators

What students should know:

1. Family life cycle
2. Caring and nurturing environments
3. Work and family
4. Parenting strategies
5. Cultural diversity
6. Stereotyping and opportunity limitation
7. Family structures
8. Ethical decision making

What students should be able to do:

1. Identify phases of the family life cycle.
2. Analyze caring and nurturing environments.
3. Assess the relationship between work and the family.
4. Differentiate various parenting strategies.
5. Compare culturally diverse societies.
6. Identify the impact of stereotyping and opportunity limitations.
7. Differentiate various family structures.
8. Demonstrate ethical decision-making.

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Sample Learning Strategies

- 1.1 Create a chart depicting the phases of the family life cycle.
- 2.1 Design and develop a collage illustrating caring and nurturing environments.
- 3.1 Identify working families portrayed on television and discuss relationship between work and family. Write a short reflection.
- 4.1 Research and role play various parenting strategies in different cultures.
- 5.1 Choose a culture to research and prepare a PowerPoint presentation on that culture and the traditions.
- 5.2 Invite guest speakers to represent various cultures. Participate in follow-up class discussion. Write responsive letters to speakers acknowledging information gained.
- 5.3 Collect artifacts representing different cultures and present information to class.
- 5.4 Invite parents/teachers, community persons of various ethnicities to share their experiences with the class.
- 5.5 Plan cultural fair in collaboration with academic subjects.
- 5.6 Conduct a survey on cultures in your community.
- 6.1 Role play examples of stereotyping and opportunity limitations.
- 6.1 List various stereotypes and discuss the impact on individuals and society.
- 7.1 Compare and contrast family structures.
- 7.2 Create a family tree including the roles and functions of each family member.
- 8.1 Create scenarios requiring ethical decision-making.
- 8.2 Read a book about diverse individuals and families and discuss perspectives, needs, and characteristics.

FACS Student Organization- Family, Career, and Community Leaders of America (FCCLA):

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: INTEGRATE Work and Family

Dynamic Leadership: Team Building for Leaders

Families First: Families Today; Meet the Challenge; You-Me-Us; Parent Practice; Balancing Family and Career

Financial Fitness: Financing Your Future

Power of One: Family Ties

STAR Events: Applied Technology; Illustrated Talk; Interpersonal Communications

STOP the Violence: exploration of family role in transmitting societal expectations related to violence; exploration of the impact of change and transitions on youth violence

Resources:

<http://familyeducation.com/home> (**Family Education**) a family reference web site, www.family-friendly-fun.com (**Family Fun**) resources for families with special needs, www.myprimetime.com/family (**My Prime Time Family**) articles dealing with marriage and family issues, www.smartmarriages.com (**Smart Marriage**) coalition for marriage, family and couples education, L.L.C.; s include articles and other resources

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www.cdc.gov/nchs.nsf.htm (**National Survey of Family Growth**) Centers for Disease Control; data and publication from survey

www.census.gov/population/www/socdemo/hh-fam.html (**U.S. Census Bureau**) families and livings arrangements from U.S. Census

www.childstats.gov (**Federal Interagency Forum on Child and Family Statistics**) statistics on children and families

www.ed.gov/offices/OM/fpco (**Family Policy Compliance Office**) from U.S. Department of Education; resources include relevant court cases, hot topics and others related to family policy

www.relate.gov.au (**Relate**) resources, tips, links for relationship skills for love, family and life from Australia

www.umsl.edu/~wpockets/ (**Wise Pockets**) parent, teacher and student resources from University of Missouri-St.Louis Center for Entrepreneurship and Economic Education

www.coolsavings.com (CoolSavings) **on line shopping resources**

www.pricescan.com (**Pricescan.com**) comparison of various products with form for ordering

www.cg.superpages.com (Super Pages) **searchable product guide and product reviews; by Verizon**

www.costhelper.com (**CostHelper**) consumer advice and cost information

www.adage.com (**Advertising Age**) advertising issues

www.consumerlawpage.com (**The Consumer Law Page**) resources on consumer legal issues

www.the-dma.org. (**Direct Marketing Association**) information about direct marketing

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E. NUTRITION AND WELLNESS

SC Standard: E1. Analyze factors that affect nutrition and wellness.

FACS Nat'l Standard: 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Broad Field Family and Consumer Sciences Assessment/Credential: 3B. Evaluate the effects of diverse perspectives, needs, and characteristics on individuals and families. 3D. Evaluate and promote parenting practices that maximize human growth and development. 6A. Analyze factors that influence nutrition and wellness across the life span, and be able to educate others to implement this information. 6B. Evaluate various dietary guidelines when planning to meet nutrition and wellness needs, and be able to educate others to implement this information. 6C. Evaluate factors that affect food safety from selection through consumption. 6D. Evaluate the influence of science and technology on food consumption, safety, and other issues.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; EA A10; PS A19, A20, A21, A22; B A23; C A26, A27, A28; HE A32, A33, A34, A35, A36, A37, A38, A39; ISTE A27, A40, A41, A42, A43, A44, A45

Essential Question(s):

Why is it important to analyze factors that influence nutrition and wellness?

Indicators:

What Students Should Know:

1. Nutritional guidelines
2. Energy nutrients
3. Nutrition Facts Labels
4. Safe food handling and preparation
5. Food preparation techniques

What Students Should Be Able to Do:

1. Identify nutritional guidelines for serving healthy and appealing snacks and meals.
2. Evaluate sources of energy nutrients.
3. Analyze foods using Nutrition Facts Labels.
4. Evaluate safe food handling practices.
5. Demonstrate food preparation techniques.

Sample Learning Strategies:

- 1.1 Research nutritional guidelines based on USDA guidelines. Create a chart to demonstrate the nutritional requirements for different age groups.
- 1.2 Develop a pamphlet promoting ways for children to make healthy snacks and meals.
- 1.3 Survey neighbors to detect influences of food customs on food selection and preparation.
- 1.4 Find articles in the media that indicate societal influences on nutrition and wellness.
- 1.5 Discuss practices that contribute to an obese and overweight society. Research and develop ideas to reduce unhealthy practices.
- 1.6 Identify personal needs and goals as given in the USDA Nutritional Guidelines (<https://www.choosemyplate.gov/supertracker/>).

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- 1.7 Calculate personal Body Mass Index or implement the BMI Calculator (<http://www.choosemyplate.gov/supertracker-tools/resources/bmi-calculator.html>) and adjust portion sizes accordingly.
- 2.1 Create posters identifying the three major energy nutrient groups. Below each identify portions and/or dangers of excess.
- 2.2 Explain portions, benefits, and promotional tips for the nutrients found in various food sources (<http://www.choosemyplate.gov/food-groups/>).
- 3.1 Bring a Nutrition Fact Label to class. Write the name of the food on the back of the label. Tape the label on an 8 ½ x 11” sheet of paper. Exchange papers and analyze the food’s nutritional value and see if each can correctly identify the food that correlates to the label. Once discovery of the food has been established, separate into food groups and discuss which food within that group is the most nutritious.
- 4.1 Identify and list preventive measures for microbiological contaminants, food intoxication, and bacterial toxins.
- 4.2 Discuss the importance of sanitation procedures and how HACCP helps to reduce foodborne illness.
- 4.3 Prepare various recipes implementing food safety and sanitation techniques.
- 4.4 Choose a potentially hazardous food item and list the safe-food handling practices and the critical control points.
- 4.4 Research a current food market issue on safety and sanitation. Debate pros and cons.
- 4.6 Invite a health inspector, physician/veterinarian, or extension agent to talk to the class about safety and sanitation.
- 4.7 Assign students as safety and sanitation patrols to assess peer meal preparation techniques.
- 4.8 Practice knife safety in groups of four. Practice different cutting techniques using potatoes. Boil to make mashed potatoes. Bring in toppings to add to the potatoes.
- 5.1 Classify kitchen equipment by the following groups: mixing, baking, cutting, temperature, and other preparation tools. After equipment has been classified, explain how it can be used for food preparation.
- 5.2 Determine appropriate preparation methods and techniques based on a given recipe
- 5.3 Bring in a family/favorite recipe and adjust it to feed more or less people.
- 5.4 Shop for and create a meal from a different region or culture. May communicate with students of the same age in another community, region, or culture for ideas.
- 5.5 Prepare various recipes implementing food safety and sanitation techniques.
- 5.6 Demonstrate basic food preparation techniques implementing appropriate tools and methods on different types of foods.
- 5.7 Demonstrate basic food preparation techniques implementing appropriate tools and methods on different types of foods.
- 5.8 Make cupcake recipes and adjust them for size, color, flavor, decoration, etc.
- 5.9 Read and discuss literary examples of food preparation, food presentation, and etiquette techniques and the origin.
- 5.10 Demonstrate table setting and etiquette. Discuss opportunities with parents and promote communication between parents and teacher.

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Formative Assessments: learning logs, student self-evaluation, student records/reflections, questionnaires, performances to demonstrate learning, peer conferencing, projects, student conferencing, parent conferencing, community involvement

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Families First: Meet the Challenge – overcome obstacles together; Parent Practice – learn to nurture children

Power of One: A Better You – improve personal traits

STAR Events: Culinary Arts, Entrepreneurship, Focus on the Children, Food Innovations, Illustrated Talk, Life Event Planning

Student Body: Eat Right – explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, and more; Be Fit – Take action related to lifelong exercise habits, obesity, sports training, and other topics; Make Healthy Choices – choose a positive lifestyle by avoiding drugs, alcohol, and tobacco; managing stress; self esteem; and practicing good character

Resources:

USDA Nutritional Guidelines: www.choosemyplate.gov

US Department of Health and Human Services/ National Heart, Lung, Blood Institute: Eating right, label links, nutrition, and portion distortion,

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/eat-right/distortion.htm>

Portion distortion: <http://hp2010.nhlbihin.net/portion/portion2.cgi?action=question&number=1>

We Can®! (Ways to Enhance Children’s Activities and Nutrition): Strategies for healthy weight initiatives and partnerships in the community

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/>

Let’s Move: Michelle Obama’s healthy living initiative with links, information, and partnerships available <http://www.letsmove.gov/>

FDA (Food and Drug Administration) : Links to Nutrition Fact Label, Portions, Daily Values, Resources, foodfacts, etc.

<http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm>

FDA (Food and Drug Administration) : Links to Nutrition Fact Label, Portions, Daily Values, Resources, foodfacts, etc.

<http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm>

Academy of Nutrition and Dietetics (AND): Valid nutrition updates, position papers, and research findings in food safety, nutrition, etc. under Public www.eatright.org

Food Safety: resources for food safety practices www.foodsafety.gov,

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(United States Department of Agriculture) www.fsis.usda.gov/OA/pubs/cfg/cfg.htm
NSF (National Sanitation Federation) information, quizzes, and media on food safety:
http://www.nsf.org/consumer/newsroom/kit_food_safety.asp
http://www.nsf.org/consumer/just_for_kids/food_safety_test.asp
CDC (Centers for Disease Control and Prevention): statistics, information, and quick links on a variety of food safety, pathogens, etc. <http://www.cdc.gov/foodsafety/>, and obesity
<http://www.cdc.gov/obesity/>
AAFCS Obesity Initiative: Links and information <http://aafcs.org/Advocacy/obesity.asp>
SAY (Shaping America's Youth): <http://www.shapingamericasyouth.com/Default.aspx>
Food by Country: Information, location maps, and recipes around the world
<http://www.foodbycountry.com/>
Global Destinations: <http://www.globalgourmet.com/destinations/#axzz20CKP8LF3>
National Restaurant Association Educational Foundation: articles, news releases, and links to state restaurant associations <http://www.edfound.org/>
Cooks Illustrated: Cooking videos, recipes, equipment reviews, information, and food science updates
www.cooksillustrated.com
Oregon State: Lesson plans, objectives, content, visuals, and glossary of food science and food preparation
<http://food.oregonstate.edu/learn/starch.html>
Recipes: Allrecipes www.allrecipes.com; Free Gourmet Recipes provides healthy and gourmet recipes www.free-gourmet-recipes.com; Food network has recipes from food television shows <http://www.foodnetwork.com/>; Cooks provides recipes, conversions, and nutrition facts at www.cooks.com

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F. FAMILY AND CONSUMER RESOURCES

SC Standard: F1. Examine resources that meet the needs and wants of consumers.

FACS Nat'l Standard: 2.1. Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money.

Broad Field Family and Consumer Sciences Assessment/Credential: 5A. Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money. 5B. Analyze the relationship of the environment to family and consumer resources. 5C. Analyze policies that affect consumer rights and responsibilities. 5D. Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions. 5E. Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ECON A7, A8, A9; EA A10, A11; PC A14; P A29; HE A32, A33, A34, A35, A36, A37; ISTE A40, A41, A42, A43, A44, A45

Essential Question(s):

Why is the difference between needs and wants important?

How do individuals benefit from knowing the availability of resources?

Indicators:

What Students Should Know:

1. Wants and needs
2. Consumer skills
3. Community Resources
4. Money management
5. Time management
6. Housing cost
7. Advertising
8. On-line shopping
9. Food and clothing costs
10. Cost cutting strategies
11. Government agencies

What Students Should Be Able to Do:

1. Differentiate between needs and wants.
2. Identify and demonstrate consumer skills.
3. Identify community resources available.
4. Demonstrate money management skills.
5. Identify and implement time management skills.
6. Analyze various housing expenses.
7. Identify types of advertisements.
8. Explore on-line shopping resources.
9. Identify the factors that lead to food and clothing costing methods.
10. Analyze cost cutting strategies.
11. Identify government agencies.

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Sample Learning Strategies:

- 1.1 Identify needs and wants that influence selection of resources.
- 1.2 Create charts of needs and wants and justify your choices.
- 2.1 Discuss the decision making process as it relates to satisfying needs and wants. Apply the decision making process to major purchases (e.g., car, house).
- 2.2 Analyze consumer skills needed for making major purchases. Design a flyer entitled, “Before You Buy.”
- 2.3 Identify three goals related to consumer skills. For each goal, tell how you are going to reach the goal and identify resources needed.
- 3.1 Research and develop a list of community resources. Create a community directory. Develop a rubric for evaluation.
- 3.2 Invite guest speakers from the community to discuss resources available to consumers.
- 4.1 Analyze the cost and benefits of borrowing money to meet individual and family goals.
- 4.2 Create a budget following guidelines established by the class. Exchange budgets and conduct peer evaluations. Provide constructive feedback by identifying what was done well and what needs improvements.
- 4.3 Budget a specific amount of money on needs and wants. Categorize spending in a chart stipulating amounts and percentages spent. Create a pie chart.
- 5.1 Create a daily time line chart for a week. Conduct a self-evaluation to determine changes that will lead to better management of time. Write a 100+ word reflection.
- 6.1 Identify advantages and disadvantages of renting versus owning your home.
- 6.2 Calculate the cost of suitable housing for given case studies.
- 6.3 Design and construct a housing project that illustrates a personal dream house. Present information to various audiences. Include detailed description of the house, estimated costs, salary that accommodates the costs, etc.
- 7.1 Create an advertisement flyer for a real or fictitious product or service and present to class. Conduct peer evaluations based on a student-made checklist.
- 8.1 Research and read articles regarding online shopping. Identify the advantages and disadvantages of online versus in-store shopping.
- 8.2 List precautions for online shopping. Create an online shopping brochure, flyer, PSA, etc.
- 9.1 Research costing practices for foods and clothing. Identify regulations and occurrences that affect the prices. Provide specific examples to explain costing practices for foods and clothing in a presentation/visual.
- 9.2 Evaluate vendors for available food and clothing purchases.
- 10.1 Brainstorm cost cutting strategies and present in forms of coupons.
- 11.1 Research various government agencies that assist consumers.

Formative Assessments: criterion-referenced grading, open ended questions, critical thinking questions, rubrics, performance to demonstrate learning, open response questions, student conferencing, projects with several interval products, peer evaluations, self-evaluations

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FACS Student Organization-Family, Community and Career Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: resource management education; consumer experience while obtaining project materials
Dynamic Leadership: Problem Solving for Leaders
Families First: Parent Practice
Financial Fitness: Consumer Clout
Fundraising: consumer experience while obtaining materials; observation of customers' consumer decisions
Leadership roles: experience with time management; experience designing a plan of work
Power of One: A Better You; Take the Lead
STAR Events: Applied Technology; Career Investigation, Chapter Service Project, National Programs in Action, Promote and Publicize FCCLA!, Recycle and Redesign
STOP the Violence: projects to educate peers about individual and family choices

Resources:

www.chicagofed.org (Chicago Federal Reserve Board) publications and teacher resources
www.federalreserve.gov/publications.htm (The Federal Reserve Bank) publications and resources
www.frbsf.org (Federal Reserve Bank of San Francisco) curriculum materials, publications and other resources
www.treas.gov/kids (U.S. Treasury) site designed for children
www.publicdebt.treas.gov (U.S. Treasury Securities) information about savings bonds and other U.S. treasury savings
www.nice.emich.edu (National Institute for Consumer Education) includes mini-lesson plans on how to complain and comparison shop as well as full-text resources
www.northsaalem.k12.ny.us/projects/sicheri/webquest.html (North Salem Family and Consumer Sciences Department) A lesson plan for "Spending Habits-Money in Motion"; assumes student is a financial planner from a family and consumer sciences teacher
www.wdfi.org/links/fe.htm (Wisconsin Department of Financial Institutions) links to financial education resources

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G. HUMAN DEVELOPMENT

SC Standard: G1. Analyze the effects heredity, parenting, and environment on human growth and development.

FACS Nat'l Standard: 12.0 Analyze factors that influence human growth & development.

Broad Field Family and Consumer Sciences Assessment/Credential: 2A. Analyze principles of human growth and development across the life span. 2B. Analyze conditions that influence human growth and development. 3C. Analyze and promote roles and responsibilities of parenting. 3D. Evaluate and promote parenting practices that maximize human growth and development.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ECON A8; EA A10; G A12; PC A14; DA&P A15, A17, A18; B A23, A24, A25; C A28; ES A30, A31; HE A33, A34, A35, A36, A38, A39; T A40, A41, A42, A43, A44

Essential Question(s):

How do heredity, parenting, and environment affect human growth and development?

Indicators:

What Students Should Know:

1. Personality development
2. Life Course Development Theory
3. Stages of the life span
4. Parenthood
5. Nurturing practices
6. Heredity
7. Special Needs
8. Physical environment

What Students Should Be Able to Do:

1. Identify forces that impact personality development.
2. Define the theory of Life Course Development.
3. Explain the stages of the life span.
4. Evaluate parenting practices on human development.
5. Describe the importance of nurturing practices.
6. Explain the process of heredity.
7. Identify the various types of Special Needs.
8. Discuss ways the physical environment affects human growth and development.

Sample Learning Strategies:

- 1.1 Create a pie graph that depicts personal and environmental influences on personality development.
- 1.2 Complete a personality inventory and create a presentation on findings.
<http://www.personalityonline.com/tests/engine.html?testid=3>
- 1.3 Research personality developments surveys (e.g., Hogans) and write a paragraph describing the pros and cons of employers using the surveys to hire employees.

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- 2.1 Create a portfolio of the Life Course Development Theory. Explain appropriate methods of handling issues that arise during different ages and developmental changes.
- 2.2 Design a tri-fold pamphlet representing the Life Course Development Theory.
- 3.1 Create a poster or a collage using your personal artwork or pictures from magazines or newspaper ads which depicts stages of the life span (infant, toddler, childhood, adolescence, and adulthood).
- 3.2 Create quotes for each stage of life representing personal philosophical views (Life Span Philosophy Quotes).
- 4.1 Read case studies about real life parenting situations and resolve problems using decision making process.
- 4.2 Create and develop a dramatization depicting effective parenting techniques. Write explanations on the different situations.
- 5.1 Develop a comparison Venn diagram showing correct and incorrect nurturing practices.
- 5.2 Think of questions to ask about the responsibilities of caring for a child and write the questions down. Invite a parent with a baby or toddler to visit the class and interact with the child while students observe. Have a question and answer session between parent and students. Discuss students' feelings and suggestions about the observation. Submit a reflective report about the caring of a child and the responsibilities of being a parent.
- 6.2 Write a short essay on "My Jeans...Oops, My Genes." Include the definition of genes, their location and the process of heredity. Explain why genes are important to heredity and give personal examples of types of genes inherited from parents, grandparents, aunts, uncles, etc.
- 7.1 Research, in pairs, Special Needs topics. Create and visit stations representing Special Needs. Present findings along with an explanation of the challenges a person has with the assigned Special Need (e.g., limited motor skills, sensory impairments). *Special Needs Activity*
- 7.2 Research different types of developmental delays. Select a developmental delay (e.g., motor skills, social, speech and language, sensory, learning and reasoning). Design a model of a toy/game/activity that will stimulate the learning of an individual with a developmental delay. Make the actual toy/game/activity to be tested and evaluated by peers. *Toy/Game/Activity*
- 7.3 Research ways the environment affects the growth and development of individuals. Develop a checklist and evaluate the school, community, or home environment. Compare results with peers.
- 8.1 Develop presentations to illustrate the conditions of various physical environments. Determine strategies to correct minor problems.

Formative Assessments:

Rubrics, checklists, hands-on activities, peer conferencing, record keeping and self-evaluation, student reflections and learning logs, problem-solving strategies.

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

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FCCLA FACTS: Speak Up – promote the empowerment of teens to speak up for their safety.
Families First: Families Today- understand and celebrate families, You-Me-Us – strengthen family relationships, Meet the Challenge – overcome obstacles together, Balancing Family and Career – manage multiple responsibilities, Parent Practice – learn to nurture children

Power of One: A Better You-improve personal traits; Family Ties-get along better with family members

STAR Events: Applied Technology, Chapter Service Project, Focus on Children, Illustrated Talk; Interpersonal Communications

STOP the Violence: empower youth with attitudes, skills, and resources in order to recognize, report and reduce youth violence.

Student Body: Eat right – explore good nutrition, eating disorders, healthy snacks, supplements, vegetarianism, etc.; Be fit – take action related to lifelong exercise habits, obesity, sports training; Make healthy Choices- choose a positive lifestyle by avoiding drugs, alcohol, and tobacco, managing stress, building self esteem, and practicing good character.

Resources:

www.nncc.org/Families/families.page.html (**National Network for Child Care**) Resources for parenting education,
www.positiveparenting.com (**Positive Parenting**) resources and links for parenting,
www.kidshealth.org (**Kids Health**) resource directory for information on children's health before birth through adolescence,
www.realityworksinc.com (**Realityworks**) manufacturer of Baby Think it Over, infant simulator,
www.parentingtoolbox.com (**Parenting Toolbox**) resource articles for parenting
www.cdc.gov/safeusa (**Centers for Disease Control-Safe USA**) resources for reducing injury and deaths from accidents for youth in various settings,
www.childstats.gov (**Child and Family Statistics from Federal Interagency Forum**) statistics on children and families,
www.cdc.gov/safeusa/move/childpassenger.htm (**Consumer Product Safety Commission**) Child Passenger Safety Information,
www.cpsc.gov/cpscpub/pubs/chldcare.html (**Consumer Product Safety Commission-Child Care**) Child Care Safety Checklist for Child Care Settings
<http://www.human.cornell.edu/hd/outreach-extension/upload/evans.pdf> The Effects of the Physical Environment on Children's Development
<http://www.ncrel.org/sdrs/areas/issues/students/earlycld/ea1lk4-5.htm> Physical Environment

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H. TEXTILES AND APPAREL

SC Standard: H1. Demonstrate basic skills for producing, repairing, and altering textile and apparel products.

FACS Nat'l Standard: 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel and textile products.

Broad Field Family and Consumer Sciences Assessment/Credential: 5A: Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, human capital, and money. 5B: Analyze the relationship of the environment to family and consumer resources. 5C: Analyze policies that affect consumer rights and responsibilities. 5D: Evaluate the effects of technology on individual and family resources and be able to take the appropriate actions. 5E: Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; ECON A8, A9; EA A10, A11; G A12, A13; PC A14; DA&P A15, A17, A18; B A23, A24, A25; C A28; ES A30, A31; HE A33, A34, A35, A36, A38, A39; ISTE A40, A41, A42, A43, A44, A45

Essential Question(s):

How can basic altering and construction skills be beneficial?

Indicators:

What Students Should Know:

1. Terminology
2. Safety
3. Equipment, tools, supplies
4. Fabrics and fibers
5. Technical skills

What Students Should Be Able to Do:

1. Integrate apparel and textiles terminology in discussions, writings, and presentations.
2. Describe safe and unsafe technical practices.
3. Explain the functions of equipment, tools, and supplies.
4. Evaluate types and care of fabrics and fibers.
5. Demonstrate technical skills.

Sample Learning Strategies:

- 1.1 Create an apparel and textile wordle. Develop a presentation and explain what each word means. Give examples.
- 1.2 Create a glossary of useful terms. Develop an ongoing Wiki to show how the terms can be used in different context and what they mean in each.

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- 2.1 Develop a class safety checklist. Conduct periodic safety patrols to determine if peers are adhering to safe practices. Provide safety commendations or citations. Work in teams to achieve “The Safest Workers Brigade” status.
- 2.2 Conduct a survey to ascertain the number of students, teachers, administrators, community members and others who are familiar with safe and unsafe practices associated with apparel and textiles. Tally the results and display in graph form. Provide a synopsis of the results and how one group compared to the other and some possible reasons the disparities or similarities existed.
- 3.1 Divide equipment, tools, and supplies among peers. Research the function and how to safely use each. Develop presentations, visuals, and demonstrations. Set up an equipment, tools, and supplies mini convention that will last for one or more class periods to showcase presentations, visuals, and demonstrations. Include in the information safe methods to apply and unsafe methods to avoid. Give examples whenever possible.
- 4.1 Research different types of fabrics . Distinguish between natural and manmade fibers. Identify advantages and disadvantages, function, and care of each type of fabric. Create a care label for different fabrics. Develop a rubric to grade the label. Display the labels with a sample of the fabric in different areas of the class/school. Conduct peer evaluations.
- 5.1 Create a fabric construction chart that describes the blends, yarns, threads and fabrics. Develop a portfolio of work samples that include basic construction techniques (i.e. seam finishes, back stitching, pivoting, casing, buttonholes, and hand stitches), techniques to alter a garment or textile, and steps in adding embellishments for special effects.
- 5.2 Construct a garment or textile product. Refer to a pre developed rubric to make sure all requirements are met. Create a presentation to illustrate the steps taken to complete the project. Display completed project and present the information for class/school/visitors.

Formative Assessments: Teacher-student conferences, student records/reflections on their work, performances to demonstrate learning, projects with several interval products, peer evaluations,

FACS Student Organization – Family, Careers, and Community Leaders of America (FCCLA)
<http://www.fcclainc.org/>

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: PLUG IN to Careers – understand works and the Career Connection process;
SIGN ON to the Career Connection – link personal interests, skills and goals to career clusters;
ACCESS SKILLS for Career Success - practice being productive and promotable,

Dynamic Leadership: master the six essentials of leaderships - Model good character, Solve problems, Foster positive relationships, Manage conflict, Build teams, Educate peers

Financial Fitness: Consumer Clout – become a savvy spender; Financing Your Future – apply financial skill to real life; Making Money – sharpen On-the-job financial fitness

Power of One: Working on Working - explore work options, prepare for a career, or sharpen skills useful in business

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STAR Events: Entrepreneurship; Fashion Construction, Fashion Design, Interpersonal Communications; Job Interview, Recycle and Redesign

Resources:

<http://www.cleaninginstitute.org> (**American Cleaning Institute**) fabric care information and sustainability updates

[www.oznet.ksu.edu/extrapidresponse/apparel and textiles.htm](http://www.oznet.ksu.edu/extrapidresponse/apparel_and_textiles.htm) (**Kansas State Textile Care**) stain removal information

www.public.iastate.edu/~tc-ext (**Iowa State Extension Service**) information on textiles and clothing

<http://waynesword.palomar.edu/traug99.htm> (**Waynesword: Plant Fiber**) has information and images of plant fiber and textiles made from plant fiber including bibliography

<http://virtual.clemson.edu/groups/FieldOps/Cgs/cloth.htm> (**Clemson University Cooperative Extension Service**) links to dry cleaning problems, quilting, stain removal and others

www.extension.iastate.edu/pubs/cl.htm (**Extension Service: Iowa State University**) clothing publications

<http://fcs.tamu.edu/clothing/clothing.htm> (**Family and Consumer Sciences Texas Cooperative Extension**) clothing and textile resources

www.aatcc.org (**American Association of Textile Chemists and Colorists**) articles and news about textiles

www.sheepusa.org (**American Sheep Industry Association**) links to sheep industry information in USA

www.americanwool.org (**American Wool Council**) information about wool in USA

www.clothesline.com (**Clothesline from Tide Fabric Care**) gives information about laundering of various textiles and other resources

www.cottoninc.com (**Cotton, Inc.**) information about cotton

www.fabriclink.com/University.html (**Fabric Link**) education resources on fabric and textiles

www.tide.com/staindetective (**TIDE Fabric Care**) resources for stain removal information

www.bhg.com (**Better Homes and Garden Magazine**) includes stain solver

www.sewing.org (**The Home Sewing Association**) educational resources

www.sewnews.com (**The Sew News Magazine**) information for subscribing and other information

www.sharewareplace.com/101/101sew.shtml (**101 sewing links**)