



Introduction to Family and Consumer Sciences 1 empowers students by equipping them with skills that lead to improvements in the following areas: relationships, resources, home safety and security, childcare responsibilities, personal image, basic food preparation techniques, career, and entrepreneurship opportunities. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Credit: NA

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

Recommended Grade: 7th

Prerequisite: NA

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

Curriculum Guides Available for Introduction to Family and Consumer Sciences 1 and 2:

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Employment Opportunities:

Secondary Education: child day care provider, baker helper, product packager
banquet set-up employee, fashion design assistant,
entrepreneurship

Two-Year Postsecondary Education: child day care supervisor, leisure activities coordinator,
packaging manager, chef, resort supervisor, fashion buyer,
entrepreneurship

Four-Year Postgraduate Education: Agriculture, Food & Natural Resources career, Architecture and construction career, Arts, A/V technology, and communications career, Business, management, and administration career, Education and training career, Entrepreneurship, Family and consumer sciences career, Hospitality and tourism career, Health sciences career, Human services career, Information technology career, Manufacturing career, Marketing, sales, and service career Science, Technology, Engineering and Mathematics

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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.

Exploring Family and Consumer Sciences Academic Standards

Middle school courses are offered in a variety of ways across the state. Some schools offer the courses for six weeks, nine weeks, 18 weeks or 36 weeks with class periods that vary from 45 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 a number of 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>

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	DAP	Data Analysis and Probability
M	Mathematics	S	Science
A	Algebra	HE	Health Education
G	Geometry	ISTE	Technology
ME	Measurement		

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

Indicators are objectives that 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 focus on the learning process in order to modify instruction to improve student attainment.

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

Resources are a listing of websites, books, and other resources that support learning for the teacher and the students.

Unit Plan Example

B. INTERPERSONAL RELATIONSHIPS (Teen Success Strategies)

SC Standard: B1. Implement strategies to build positive, nurturing, caring, and respectful relationships.

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

Personal Skills for Young Teens: Teen Success Strategies

Academic Alignment: ELA A1, A2, A3, A4, A5; DAP A11; H A16, A17, A18, A19, A20, A21, A22; ISTE A23, A24, A25, A26, A27, A28 A29

Essential Question(s): What can be done about increasing an understanding of self and others?

Indicators:

What Students Should Know:

1. Personal characteristics
2. Relationships improvement strategies
3. Characteristics of quality relationships

What Students Should Be Able to Do:

1. Generate a list of personal characteristics that lead to successful relationships.
2. Describe effective strategies that lead to improved relationships.
3. Identify characteristics of quality relationships.

Learning Strategies:

- 1.1 Create a wordle of personality characteristics (www.wordle.net). Build a word wall and keep a tally of the numbers of times various characteristics are demonstrated or discussed. Plot the information in a graph and discuss the results at the end of the six weeks/nine weeks/semester/year.
- 1.2 Design a collage showing desirable characteristics of a close relationship. On the back of the collage write the traits as they are depicted on the front side. Some students may prefer to do a collage of the undesirable traits for comparison.
- 1.3 Write a list of words to describe inner and outer controlled people. Identify the message. Mold play dough into many different shapes to illustrate inner and outer controlled people. Be yourself! Mold yourself into the person you want to be. Be an inner-controlled person. Share your creation with peers and explain the characteristics of inner and outer controlled people.
- 2.1 Discuss the importance and benefits of support systems made up of people who genuinely care about one another. Think about closest friends, relatives, neighbors, or others that make up one's close relationships. Answer the following questions:

- **Unit topic**
- **FCS academic standard**
- **FCS National Standard alignment**
- **Personal Skills for Young Teens Curriculum Guide alignment**
- **Academic alignments based on the indicators and 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.
- **Learning strategies** are written in terms of what the student will do to acquire the knowledge and skills to successfully meet the standard.

Assessments: Rubrics, Lab plans, Lab evaluations, Verbal quizzing, Peer-tutoring, Actual measuring, Problem solving, Group evaluations, Personal evaluations, Teacher-facilitated student investigation, Hands-on activities

FACS Student Organization

Family, Careers, and Community Leaders of America (FCCLA) <http://www.fccla.org/>
APPLICATION/ASSESSMENT THROUGH FCCLA

Power of One: Family Ties – get along better with family members

STAR Events: Applied Technology; Chapter Service Display or Manual, Culinary Arts, Food Innovations; Illustrated Talk, Interpersonal Skills

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:

www.choosemyplate.gov US Department of Agriculture website that contains useful information about proper diet and activity to promote optimal living.

www.cdc.gov Center for Disease Control and Prevention website provides a plethora of health and safety information

<http://www.cooksillustrated.com/equipment/> provides recipes and information regarding equipment, cook connections, cooking schools, etc

<http://www.epicurious.com/tools/fooddictionary/strategy> offers an extensive food dictionary, recipes and menus, articles and guides, videos, etc.

Formative **assessments** are indicated in the learning strategies and are used to assess student progress throughout the unit.

- **FCCLA** is the co-curricular Career and Technology Education student organization for FCS. This information provides the alignment for the FCS academic standard in this unit.

- **Resources** provide a venue for students/teachers to access information that supports classroom instructi

A. ACADEMICS (Integrated in Introduction to FACS 1 Standards)

English Language Arts

- A1. The student will read and comprehend a variety of informational texts in print and nonprint formats.
- A2. The student will use word analysis and vocabulary strategies to read fluently.
- A3. 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**.
- A4. The student will write for a variety of purposes and audiences.
- A5. The student will access and use information from a variety of sources.

Mathematics

- A6. The student will understand and utilize the mathematical process of problem solving, communication, connections, and representation.
- A7. The student will demonstrate through the mathematical processes an understanding of the representation of rational numbers, percentages, and square roots of perfect squares; the application of ratios, rates, and proportions to solve problems; accurate, efficient, and generalizable methods for operations with integers; the multiplication and division of fractions and decimals; and the inverse relationship between squaring and finding the square roots of perfect squares.

Algebra

- A8. The student will demonstrate through the mathematical processes an understanding of proportional relationships.

Science

- A6. Demonstrate and understanding of technical design and scientific inquiry including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.
- A7. Demonstrate and understanding of the classification and properties of matter and the changes that matter undergoes. (physical science)

Health

- A8. Comprehend health promotion and disease prevention concepts.
- A9. Analyze the influence of personal beliefs, culture, mass media, technology, and other factors in health.
- A10. Use goal-setting and decision-making skills to enhance health.
- A11. Comprehend health promotion and disease prevention concepts.
- A12. Demonstrate the ability to practice behaviors that enhance health and reduce risks.
- A13. Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.
- A14. Use goal setting and decision making skills to enhance health.

A15. Demonstrate the ability to practice behaviors that enhance health and reduce risks.

A16. Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

A17. Use interpersonal skills to enhance health.

A18. Demonstrate the ability to practice behaviors that enhance health and reduce risks.

A19. Use interpersonal communication skills to enhance health.

Technology

A20. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

A21. 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.

A22. Apply digital tools to gather, evaluate, and use information.

A23. Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

A24. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

A25. Students demonstrate a sound understanding of technology concepts, systems and operations.

Introduction to FCS 1 Academic Standards

B. Interpersonal Relationships (Teen Success Strategies)

B1. Investigate strategies to promote positive and healthy character traits.

C. Consumer and Family Resources (Management Magic)

C1. Analyze the impact of financial literacy on consumer issues.

D. Housing and Interior Design (Creating Environments)

D1. Evaluate methods to maintain and enhance living spaces.

E. Education and Early Childhood (Challenging Children)

E1. Examine typical characteristics, needs, and activities of young children.

F. Textiles, Fashion and Apparel (Winning Images)

F1. Demonstrate methods for proper care of clothing.

G. Nutrition and Wellness (Kitchen Connection)

G1. Evaluate methods used to promote health and wellness.

H. Career, Community and Family Connections (Cash and Consumer)

H1. Investigate skills required to locate and maintain employment.

A. Academic Standards and Indicators (Integrated in Intro to FCS 1 Standards)

English Language Arts

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

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_ELASStandards.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.

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.

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 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.
- 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

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Vocabulary Acquisition and Use

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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_ELAStandards.pdf

WRITING STANDARDS – PAGE 41

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.
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.
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.

Common Core Alignments – Anchor Standards:

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

WRITING STANDARDS – PAGE 41

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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.
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.

Mathematics

Mathematics: Mathematical Processes

Standard A6. The student will understand and utilize the mathematical process of problem solving, ...communication, connections, and representation.(7-1)

Indicators:

- Use correct and clearly written or spoken words, variables, and notations to communicate about significant mathematical tasks.
- Generalize connections among a variety of representational forms and real-world situations.
- Use standard and nonstandard representations to convey and support mathematical relationships.

http://ed.sc.gov/agency/programsservices/190/documents/CCSSI_MathStandards.pf

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Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Standard A7. Number and Operations

The student will demonstrate through the mathematical processes the addition and subtraction of fractions, generalizable methods of multiplying and dividing fractions. (7-2)

Indicators:

- Generate strategies to add, subtract, multiply, and divide integers.
- Apply an algorithm to multiply and divide fractions and decimals.

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- **Common Core Alignments – MATHEMATICS 7th GRADE**

http://ed.sc.gov/agency/programsservices/190/documents/CCSSI_MathStandards.pf

Grade 7 Overview PAGE 47

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Algebra

Standard A8. The student will demonstrate through the mathematical processes an understanding of proportional relationships. (7-3)

- Analyze geometric patterns and pattern relationships.
- Analyze tables and graphs to describe the rate of change between and among quantities.
- Represent proportional relationships with graphs, tables, and equations.

- **Common Core Alignments – MATHEMATICS**

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

- **MATHEMATICS—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

Geometry

Standard A9. The student will demonstrate through the mathematical processes an understanding of proportional reasoning, tessellations, the use of geometric properties to make deductive arguments. the results of the intersection of geometric shapes in a plane, and the relationships among angles formed when a transversal intersects two parallel lines. (7-4)

Indicator:

- Analyze geometric properties and the relationships among the properties of triangles, congruence, similarity, and transformations to make deductive arguments.

http://ed.sc.gov/agency/programsservices/190/documents/CCSSI_MathStandards.pdf

Grade 7 Overview PAGE 47

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Measurement

Standard A10. The student will demonstrate through the mathematical processes an understanding of how to use ratio and proportion to solve problems involving scale factors and rates and how to use one-step unit analysis to convert between and within the U.S. Customary System and the metric system. (7-5)

Indicators:

- Recall equivalencies associated with length, mass and weight, and liquid volume:
1 square yard = 9 square feet, 1 cubic meter = 1 million cubic centimeters,
1 kilometer = mile, 1 inch = 2.54 centimeters; 1 kilogram = 2.2 pounds; and 85
1.06 quarts = 1 liter.
- Use one-step unit analysis to convert between and within the U.S. Customary System and the metric system.

http://ed.sc.gov/agency/programsservices/190/documents/CCSSI_MathStandards.pf

Grade 7 Overview PAGE 47

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Data Analysis and Probability

Standard A11. The student will demonstrate through the mathematical processes an understanding of the relationships between two populations or samples.

Indicators:

- Predict the characteristics of two populations based on the analysis of sample data.
- Organize data in box plots or circle graphs as appropriate.
- Use the fundamental counting principle to determine the number of possible outcomes for a multistage event.

http://ed.sc.gov/agency/programsservices/190/documents/CCSSI_MathStandards.pf

Grade 7 Overview PAGE 47

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Science

Standard A12. Scientific Inquiry (SC7-1)

Demonstrate and understanding of technical design and scientific inquiry including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.

Indicators:

- Use appropriate tools and instruments, safely and accurately.
- Generate questions that can be answered through scientific investigation.
- Use appropriate safety procedures.

Standard A13. The Chemical Nature of Matter (SC7-5)

Demonstrate and understanding of the classification and properties of matter and the changes that matter undergoes. (physical science)

Indicators:

- Compare physical changes to chemical changes that are the result of chemical reactions.

Health

Standard A14. The student will comprehend concepts related to health promotion to enhance health. (SCHealth 1)

Indicators:

- Discuss the consequences of gangs and bullying, including cyberbullying.
- Identify emergency situations (for example, choking, drowning, poisoning) and safe methods of responding to them (CPR [cardiopulmonary resuscitation] and universal precautions).
- Compare and contrast drug misuse, drug abuse, and drug dependence.
- Describe risks associated with ATOD use, dependence, and addiction.
- Discuss the impact of ATOD use and abuse on the individual, his or her peers, and family members.
- Define the term “social norms” and explain how these norms pertain to ATOD use.
- Describe positive alternatives to ATOD use.
- Describe the short- and long-term effects and consequences of ATOD use (including the impact on fetal development).
- Explain the structures and functions of the male and female reproductive systems.
- Describe the advantages of abstinence.
- Describe signs and symptoms of STIs/STDs, HIV, and AIDS.
- Identify effective treatments for STIs/STDs, HIV, and AIDS.
- Explain effective methods for the prevention of STIs/STDs and HIV.
- Explain effective methods for the prevention of unintended pregnancy.
- Define the terms “dating violence,” “sexual harassment,” and “sexual abuse.”
- Identify ways to prevent or lessen common adolescent health issues (for example, acne, disordered eating, inactivity).
- Explain how oral health problems can affect overall health.

- Analyze ways that hereditary and environmental factors affect personal health.
- Explain why a person should follow the federal dietary guidelines.
- Analyze the benefits of healthy eating in relation to disease prevention.
- Identify signs and symptoms of disordered eating.
- Define the term “hydration” and explain the benefits of hydration during physical activity.
- Explain the benefits of engaging in moderate to vigorous physical activity daily.
- Analyze the relationship between food, calories, and physical activity.
- Explain safe food handling and preparation.

Standard A15.

Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **(SCHealth2)**

Indicators:

- Discuss the influence of others on an individual’s views and behaviors regarding his or her own **sexuality** including physical appearance.
- Explain ways that personal perceptions of **social norms** influence healthy and unhealthy behaviors.
- Analyze ways that environmental conditions affect personal and community health.
- Analyze ways that culture and the media influence an individual’s food choices and physical activity.
- Examine the influence of **screen time** on the physical activity levels of adolescents.

Standard A16.

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

Indicators:

- Demonstrate the ability to utilize resources at home and in the school and community that provide **valid** safety information and services.
- Access **valid** resources for **ATOD**-related problems.
- Demonstrate the ability to access **valid** information and resources related to reproductive health and **STIs/STDs**.
- Locate **valid** information and resources related to dating violence, sexual harassment, and sexual abuse.

Standard A17.

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

Indicators:

- Explain how talking about feelings and emotions promotes mental health.
- Demonstrate effective conflict management or resolution strategies.*
- Demonstrate communication and refusal skills to promote abstinence

and to avoid risk behaviors.

- Demonstrate how to ask for assistance to enhance the health of self and others.*

Standard A18.

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

(SCHealth 5)

Indicators:

- Apply a decision-making process to **ATOD** issues.
- Explain ways that a person's decisions about **ATOD** affect relationships with his or her family members and peers.
- Apply a decision-making process to promote **abstinence** and to avoid risk behaviors.
- Use the federal dietary guidelines to compare and contrast food choices from a variety of restaurants.

Standard A19.

The student will demonstrate the ability to use goal-setting skills to enhance health. (SCHealth 6)

Indicators:

- Analyze ways that health goals can vary with changing abilities, priorities, and responsibilities.
- Develop a goal to adopt, maintain, or improve a personal health practice (for example, avoid ATOD, promote safety, brush and floss teeth).
- Set a goal to achieve a balanced diet.
- Set a goal to increase his or her physical activity, monitor the progress of that goal, and make the necessary adjustments to reach it.

Standard A20.

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

Indicators:

- Discuss healthy strategies for managing stress, anger, and other feelings (including depression).
- Develop injury prevention and treatment strategies for personal and family health.
- Discuss guidelines for using prescription and OTC (over-the-counter) drugs properly.
- Discuss strategies for dealing with harmful behaviors in relationships, including dating violence.
- Describe strategies to detect and treat common health problems.
- Explain the relationship between food selection and oral health.

Standard A21.

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

(SCHealth 8)

Indicators:

- Demonstrate ways to advocate remaining drug-free.

- Advocate for a healthy school, community, and natural environment.
- Demonstrate ways to advocate the benefits of choosing healthy foods and increasing one's physical activity.

Technology (ISTE)

Standard A22. Creativity and Innovation

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 A23. Communication and Collaboration

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 A24. Research and Information Fluency

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 A25. Critical Thinking, Problem Solving, and Decision Making

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 A26. Digital Citizenship

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 life long learning.
- Exhibit leadership for digital citizenship.

Standard A27. Technology Operations and Concepts

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:

National Educational Technology Standards for Students, Second Edition, ©2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

Unit Plans Based on Course Standards

B. INTERPERSONAL RELATIONSHIPS (Teen Success Strategies)

SC Standard: B1. Investigate strategies to promote positive and healthy character traits.

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

Personal Skills for Young Teens: Teen Success Strategies

Academic Alignment: ELA A1, A2, A3, A4, A5; H A14, A15, A17, A18, A19; ISTE A22, A23, A24, A25, A26, A27

Essential Question(s): Why are respectful and caring relationships important?

Indicators:

What Students Should Know:

1. Personal characteristics
2. Self-esteem
3. Interpersonal relationships
4. Characteristics of quality relationships.

What Students Should Be Able to Do:

1. Generate a list of personal characteristics that lead to successful relationships.
2. Identify importance of good self-esteem in achieving one's potential.
3. Describe types of interpersonal relationships
4. Analyze the characteristics of quality relationships.

Sample Learning Strategies:

- 1.1 Conduct a peer and self-evaluation of personal characteristics. Compare results of peer evaluation with personal evaluation. Write a reflection about the similarities and differences in the evaluations. Explain how it makes you feel to receive opinions of others that are different from personal opinions. Describe ways of dealing with the differences of opinions.
- 1.2 Write a one-page autobiography. Include examples of how your heredity, environment, and your cultural heritage effects your personality. Explain the relationship between your personality and interpersonal relationships.
- 1.3 Create a two-to-three minute television commercial. Emphasize your positive characteristics and capabilities. Develop an advertisement or commercial to "sell oneself." It may be a radio, television ad, billboard, sweepstakes, etc.
- 2.1 Listen to passages read from the book "You Are Special" by Max Lucado. As passages are read dots are placed on peers to identify with the character in the story.

- 2.2 Create a dream image for yourself. Find and cut out magazine pictures of what you think are the perfect lips, eyes, nose, hair, ears, cheekbones, and other features in close proportions to each other. Paste the face parts on balloons. Discuss ideas and display balloons.
- 2.3 Write a short descriptive paragraph about personal self-esteem and how it will lead to future achievements.
- 2.4 Write the initials of people you often criticize. Raise your hand when the number of names you have written down is stated. Answer the following questions and discuss:
 - Generally, how frequently do you criticize others? Once a day? Twice a day?
 - Frequently during the day? Never? What is accomplished by criticizing others?
 - How do you feel when you criticize others/Better or worse? Energized or depleted of energy?
 - Does criticizing oneself or others build good self-esteem?
 - Is this a habit in which you can “beat up” on yourself for what you see as weaknesses?
- 3.1 Create a chart listing the different types of relationships, their functions, and expectations.
- 3.2 Discuss the importance and benefits of support systems made up of people who genuinely care about one another. Think about closest friends, relatives, neighbors, or others that make up one’s close relationships. Answer the following questions in writing or orally recorded: Name the closest people to you. Why are these people so special? What can turn a close or good friend into an acquaintance or enemy? In what ways are you different? Name five ways to make an acquaintance a good friend.
- 3.3 Write thank you notes to friends or family members thanking them for intangible gifts that are given freely, such as, being a good listener, supporting others through rough times, or always doing things for others without being asked. Be descriptive, personal, and cite actual situations. Read the notes to the class without disclosing the person for whom it is written and then mail/deliver notes.
- 4.1 Make a collage showing desirable characteristics of a close relationship. On the back of the collage write the traits as they are depicted on the front side. Create a collage of the undesirable traits for comparison.
- 4.2 Listen carefully to the words of the song, “That’s What Friends Are For,” by Dionne Warwick, Stevie Wonder, and Elton John. How are friends defined in this song? What are some characteristics of close relationships? Write a descriptive paragraph that illustrates personal thoughts about friends and what they are for.

Assessments: Checklists, rubrics, hands-on activities, portfolio, journal writings, class projects, presentations, peer evaluations, self-evaluations, goal setting

FACS Student Organization – Family, Careers, and Community 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

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

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

Leaders at Work: on-the-job interpersonal skills projects

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.

Resources:

www.educationworld.com Education World includes lesson plans, practical information for educators, information on how to integrate technology in the classroom, and articles written by education experts; Web site reviews; special features and columns; and employment listings.

<http://www.uen.org/Lessonplan/LPview.cgi?core=20> Utah Family and Consumer Sciences FACS Exploration provides curriculum resources such as lesson plans

<http://www.ksde.org/Default.aspx?tabid=433#TLS> Kansas Family and Consumer Sciences Targeting Life Skills provides curriculum resources

www.prometheanplanet.com **Promethean Planet Teacher Resources** Created by teachers, for teachers, Promethean Planet is a unique teaching, sharing and support community—your place to connect, create, and change the classroom!

<http://www.brighthubeducation.com/high-school-english-lessons/7018-you-are-special-think-aloud-lesson-plan/> **“You are Special” Think Aloud Lesson Plan** In a think aloud, the teacher thinks about what he or she is reading aloud for students to hear; therefore, modeling comprehension and having a discussion with the students about their thinking.

Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print. Offers a way of seeing order and pattern in situations where it does not seem to exist.

Lucado, Max. *You Are Special*. Worthing West Sussex, UK : Candle Books, 2002. Print.

Summary *You Are Special* is a book for students of all ages. Teaches us our value and helps us to understand that even though we make mistakes and have flaws our value is not diminished.

C. CONSUMER AND FAMILY RESOURCES (Management Magic)

SC Standard: C1. Analyze the impact of financial literacy on consumer decisions.

FACS Nat'l Standard: 2.6 Demonstrate the management of financial resources to meet the goals of individuals and families across the life span.

Personal Skills for Young Teens: Management Magic

Academic Alignment: ELA A1, A2, A3, A4, A5; M A6, A7, A8; H A16, A17, A18, A19; ISTE A22, A23, A24, A25, A26, A27

Essential Question(s): How does financial literacy impact consumers?

Indicators:

What Students Should Know:

1. Consumer problems and issues
2. Consumer rights and responsibilities
3. Financial literacy
4. Financial planning
5. Factors that influence decisions

What Students Should Be Able to Do:

1. Determine current consumer problems and issues.
2. Investigate consumer rights and responsibilities.
3. Analyze aspects of financial literacy.
4. Evaluate the need for financial planning.
5. Analyze a problem, identify options, and make a decision.

Sample Learning Strategies:

- 1.1 Brainstorm as a class some consumer problems and issues. Discuss various scenarios and how the problems and issues were resolved. If the outcomes were less than favorable, discuss steps that can be taken to alleviate not so pleasant outcomes in the future.
 - What have you or someone you know returned to the store? What was the merchandise and why was it returned? Discuss the store policy.
 - Have you ever written a letter of complaint? Would you?
 - What would you do if you did not receive satisfaction from the store or from a letter?
 - Define redress.
- 2.1 Research consumer rights and responsibilities. Create and role-play scenarios depicting various consumer activities (purchasing merchandise, exchanging merchandise, reporting fraudulent activities such as black market sales, etc). Discuss each scenario and identify responses as consumer rights, responsibilities, or other. Plot responses on a graph using different colors to identify male and female responses and display in class. Discuss the graph results by comparing responses.

- 3.1 Define financial literacy and discuss what happens when someone is financially literate versus someone who is financially illiterate. Write scenarios in small groups depicting one financially literate situation and one financially illiterate situation. Exchange scenarios with other groups. Categorize the scenario as financially literate or illiterate and justify responses. Make recommendations to help the financially illiterate become literate.

- 4.1 Create a budget to shop for a special occasion.
- 4.2 Show how you would provide for a child who is in need of basic life essentials, when given a specific amount of money.
- 4.3 Interview an adult role model: “Where Does the Money Go?”
- 4.4 Keep a record of everything you spend during a 1-month period. Evaluate your patterns of spending habits.
- 4.5 Invite a consumer credit counselor to speak to class. Ask prepared questions and write a short report.
- 4.6 Open a simulated branch of a credit union or bank for your to manage personal savings accounts.
- 4.7 Complete a needs and wants assessment. Write a explanatory paragraph that shows the difference between a need and a want. Provide examples to substantiate the explanations.
- 4.8 Research various virtual businesses. Create a simulated virtual business where students manage income and expenses. Discuss credit, checks, and income.

- 5.1 Work in groups to research and present findings on topics such as impulse buying, how to decide what to purchase, what factors might influence purchasing decisions.

Assessments: Rubrics, checklists, hands-on activities, peer conferencing, record keeping and self-evaluation, student reflections and learning logs, problem-solving strategies, projects with several interval products

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: financial management education

Families First: Balancing Family and Career

Financial Fitness: Banking Basics; Cash Control

Power of One: A Better You

STAR Events: Applied Technology; Chapter Service Project, Culinary Arts, Entrepreneurship, Illustrated Talk, Interior Design, Life Event Planning,

Resources:

www.usa.gov/Topics/Teens.shtml

Find resources on driving, managing money, recycling, working, protecting your identity, and more.

<http://pbs.org>

An interactive website that provides educational opportunities to learn more about the environment, garbage and recycling, air & water, plants and animals, the future, etc.

www.practicalmoneyskills.com Practical Money Skills for Life: Financial literacy for everyone. Features personal finance information, information for educators, games, calculators, videos, and resources.

www.themint.org It makes perfectCents™ Launched in 1997 to provide tools for parents and educators to teach children to manage money wisely and develop good financial habits. Provided by Northwestern Mutual Foundation and the National Council on Economic Education.

www.mymoney.gov Your trusted source for financial information. U. S. government's website dedicated to teaching all Americans the basics about financial education.

www.usmint.gov/kids/ Provides the following: games, toons, information about coins and medals, coin news, collectors' club, mint history and additional information for educators.

<http://bizkid.com> Information to show how to “easily” start a company.

www.richkidsmartkid.com Interactive site that teaches about profit, debt, and money management.

www.orangekids.com Interactive site that helps students learn about earning, spending, saving, and investing.

D. HOUSING AND INTERIOR DESIGN (Creating Environments)

SC Standard: D1. Evaluate methods to maintain and enhance living spaces.

FACS Nat'l Standard: 11.2: Evaluate housing design concepts in relation to available resources and options.

Personal Skills for Young Teens: Creating Environments

Academic Alignment: ELA A1, A2, A3, A4, A5; MA6, A7; A A8; G A9; ME A10; S A12; H A14, A15, A16, A17, A18, A19, A20; ISTE A21, A22, A23, A24, A25, A26, A27

Essential Question(s): Why is important to maintain and enhance living spaces?

Indicators:

What Students Should Know:

1. Ways to reduce waste by recycling
2. How to conserve energy
3. Furniture arrangement and functional space

What Students Should Be Able to Do:

1. Identify recycling methods.
2. Recommend energy saving strategies.
3. Arrange furniture to create a pleasing and functional space.

Sample Learning Strategies:

- 1.1 Create a recycling method for the classroom. Separate paper items from other classroom disposables for one week. Place them into suitable collection containers. Label one collection container "Recyclable Paper." Discuss ways in which the collected paper might be re-used in the classroom. Are there other uses for the paper in the school?
- 2.1 List thirteen items in your home that require energy to operate. Pretend an edict has been issued to cut electrical and other energy used by 3/4ths. Make a big X through five items you can most easily do without. Circle the top three items that would be most difficult to give up. Rank order these #1(the ultimate in importance), #2 (the second most important) #3 (the third most important). Answer the following questions. How did you make the decisions? Why did you decide to do without the five items? Did you consider some of the energy users in the home that are taken the granted such as lights, refrigerator, freezer, range, and hot water heater? How important is a curling iron or stereo if one doesn't have lights?
- 2.2 Design a new product that will aid in energy conservation in the home. Draw a sketch of the invention. Name the product. What is the function of the product? How does the product aid in conserving energy?
- 3.1 Evaluate various room designs by using a class-made checklist. Discuss personal preferences and ways of improving the design.

3.2 Select and create a room by using at least online virtual room designers. Describe the room why furniture is arranged in a certain way; include information about functional space and what functional space is. Compare the features of the applications and explain which is the personal preference and why.

Assessments: Checklists, rubrics, problem solving strategies, justifying answers and solution process, projects with several interval products

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

APPLICATION/ASSESSMENT THROUGH FCCLA STAR Events: Applied Technology, Career Investigation, Entrepreneurship, Illustrated Talk, Job Interview, Life Event Planning, National Programs in Action, Promote and Publicize FCCLA, Recycle and Redesign

Resources:

www.educationworld.com Education World includes lesson plans, practical information for educators, information on how to integrate technology in the classroom, and articles written by education experts; Web site reviews; special features and columns; and employment listings.

<http://www.uen.org/Lessonplan/LPview.cgi?core=20> Utah Family and Consumer Sciences FACS Exploration Curriculum resources for Family and Consumer Sciences topics. Includes life skills reference, time frame, group size, PowerPoints, videos, etc.

<http://www.ksde.org/Default.aspx?tabid=433#TLS> Kansas Family and Consumer Sciences Targeting Life Skills – Kansas developed curriculum for Family and Consumer Sciences courses.

www.prometheanplanet.com Promethean Planet Teacher Resources - Resources created by teachers for teachers. Include forums, blogs, teachers' lounge, technical support, user groups, and a planet guide.

<http://www.bhg.com/decorating/lessons/basics/arranging-furniture/> Better Homes and Gardens offers three common scenarios that will teach the basics of arranging furniture. Flip flop furniture video shows flow, function, and focal points.

www.architectstudio3d.org Frank Lloyd Wright – Interactive website to create and design a home

www.ecokids.ca Interactive website to show how energy efficient you are and how to reduce energy

www.Energyhog.org Interactive website to show how to use energy wisely in your home.

E. EDUCATION AND EARLY CHILDHOOD (Challenging Children)

SC Standard: E1. Examine typical characteristics, needs, and activities of young children.

FACS Nat'l Standard: 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

Academic Alignment: ELA A1, A2, A3, A4, A5; M A6, A7; A A8; G A9; ME A10; DAP A11; H A14, A15, A16, A17, A18, A19, A20; ISTE A 22, A23, A24, A25, A26, A27

Essential Question(s): Why is it important to understand how young children develop?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
<ol style="list-style-type: none">1. Typical development2. Basic needs3. Developmentally appropriate activities4. Child guidance	<ol style="list-style-type: none">1. Describe characteristics of children at different ages.2. Explain the basic needs of children.3. Describe how children learn through play.4. Evaluate practices for guiding young children.

Learning Strategies:

- 1.1 Investigate developmental milestones (rollover, sit, crawl, walk, talk).
Research and select a toy appropriate for each stage of development.
- 1.2 Choose a toy, evaluate and describe what skills a child would develop from playing with the toy.
- 1.3 Interview a pediatric nurse or early childhood teacher/provider and discuss needs of young children.
- 2.1 Research and prepare a healthy and developmentally appropriate snack in small groups.
- 3.1 Design and create a toy or game appropriate for young children using recycled materials.
- 3.2 Create shoebox stories or dioramas. (Place items in shoebox that illustrate a children's story. www.education.com/www.ehow.com/way_5750734_shoebox-projects-school.html)
- 4.1 Invite a guest speaker to discuss signs and symptoms of child maltreatment. Research consequences of maltreatment and develop a graph to illustrate the different types of maltreatment and the number of occurrences in your geographic area. Write a reflection about how discussing maltreatment makes you feel and possible ways of addressing the maltreatment for the offender and the victim.
- 4.3 Research appropriate methods of redirecting children.
- 4.3 Role-play scenarios of problem-solving with young children.
- 4.4 Create a resource notebook with sections for Families, Emergencies, and Entertainment (appropriate activities, games, snacks, etc.) to use when providing child care.

Assessments: Rubrics, checklists, hands-on activities, peer conferencing, record keeping and self-evaluation, student reflections and learning logs, problem-solving strategies, projects with several interval products

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success

Community Service: age-appropriate projects with children; babysitter training; volunteer child care; projects with exceptional children

Families First: Parent Practice

Leaders at Work: Early Childhood, Education and Services leadership projects

STAR Events: Early Childhood, Focus on Children; Illustrated Talk

Student Body: nutrition and fitness projects with children

Resources:

www.enchantedlearning.com/crafts/diorama/ Provides instruction and illustrations of craft projects designed for preschool, kindergarten, and elementary school children.

<http://lancaster.unl.edu/family/> University of Nebraska –Lincoln provides family and parenting resources.

<http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx> Provides national, state to state, county information about the well-being of children in the United States.

www.keepkidshealthy.com is provided by a pediatrician to keep children healthy and safe from newborn to adolescence.

www.learningthoroughgames.com provides fun and creative ways to teach different concepts.

Quality games are offered for two players or a whole group. Includes active games, active stories, board games, card games, matching, paper ball games, paper dice games, puzzles, stackables, treasure, and hunt games.

F. TEXTILES, FASHION AND APPAREL (Winning Images)

SC Standard F1: Demonstrate methods of proper care for clothing.

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

Personal Skills for Young Teens: Winning Images

Academic Alignment: ELA A1, A2, A3, A4, A5; M A6, A7; G A9; ME A10; DAP A11; S A12, A13; HE A14, A15, A16, A17, A18, A19, A20; ISTE A22, A23, A24, A25, A26 A27

Essential Question(s): What are methods for proper care of clothing?

Indicators:

What Students Should Know:

1. Clothing care
2. Laundry products
3. Sort clothing
4. Care labels
5. Redesign

What Students Should Be Able to Do:

1. Analyze various methods for clothing care.
2. Evaluate laundry products.
3. Examine how to sort clothing.
4. Analyze care labels.
5. Redesign garments.

Learning Strategies:

- 1.1 Construct a bulletin board to illustrate methods used to clean clothes, including washing machine, laundromat, dry cleaners, hand washing, etc.
- 2.1 Cut out pictures of laundry products from magazines to display. Students may bring empty containers to class to utilize in laundry practice experiences. Compare the contents of the products and illustrate the results in a bar graph. Predict what will happen on various type fabrics when different types of laundry products are used. Test the predictions on fabric swatches or samples and document the results. Discuss the reasons for the results.
- 3.1 Demonstrate methods for identifying clean and dirty clothing. (Check collar of shirts/blouses/dresses. Check garments for spots, particularly the front of items. Check cuffs, elbows, knees and hems of garments for soil. Check to determine if clothing smells fresh.)
- 3.2 Demonstrate how to sort clothing. Bring a basket of clothes to class; try to include a variety of colors, fabrics and textures. Challenge the students to sort the clothes, or use laundry that is generated in classroom activities. (This is a good time to practice neatly folding clothes.)
- 4.1 Draw samples of different washer and dryer dials and their corresponding instruction panels. Laminate and insert a brad to hold the dial in place. Instruct the students to turn their “dials” to the appropriate settings according to label instructions for various fabric types.
- 4.2 Check the outfits worn for care labels. Discuss label care information. Refer to a list of common care labels and discuss the corresponding procedures for each one. The list should include: hand wash, no bleach, damp wipe, drip dry, dry clean only, do not iron, no wring-no twist, dry flat, tumble dry, wash separately, cold water only.

5.1 Select an old clothing item or one that is seldom worn and redesign. Write out step-by-step direction for others to be able to redesign an article of clothing by following the written directions.

Assessments: questionnaires, learning logs, student self-evaluation, performance to demonstrate learning, parent conferencing, open response questions

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APPLICATION/ASSESSMENT THROUGH FCCLA

Financial Fitness: Consumer Clout – become a savvy spender; Financing Your Future – apply financial skills to real life

STAR Events: Applied Technology, Fashion Construction, Fashion Design, Recycle and Redesign

Resources:

<http://www.esc2.net/centers/instructional/ADTech/FACES-Science/Clothes.pdf> (lesson plans for care of clothing)

http://www.ehow.com/how-does_4739924_laundry-detergents-compare-each-other.html An article entitled “How Do Different Laundry Detergents Compare With Each Other?” by Sabrina Ashley

<http://shopping.yahoo.com/laundry-detergent--shop/> Yahoo! Shopping lists different laundry detergent products and prices.

www.nc-net.info/.../lessonplanreadclothinglabels.doc Read Clothing Labels - Welcome to NC-NET This lesson plan includes: Read Clothing Labels Vocabulary. Read Clothing Labels Vocabulary Matching. Read Clothing Labels Reading Comprehension.

<http://www.lessonplanet.com/search?keywords=clothing+labels> Clothing Labels Teacher Resource Lesson planet is a search engine for teachers that provides lesson plans, worksheets, articles and standards.

<http://www.bing.com/images/search?q=garment+redesign&qvvt=garment+redesign&FORM=IGRE#> Images of redesigned garments.

http://www.fcclainc.org/assets/files/star/recycle_and_redesign.pdf FCCLA Recycle and Redesign competition information

<http://www.mycoupons.com/store/the-art-of-sewing-master-it/> "The Art of Sewing - Master It!"

www.ehow.com/how_2303704_sort-clothes.html How to **Sort Clothes** | eHow.com

Doing laundry correctly starts with **sorting** the **clothing** into appropriate groups. This will help you avoid color fading and shrinkage and will add to the overall ...

housekeeping.about.com/cs/laundry/a/Indry101sorting.htm [Laundry 101- Sorting Clothing Steps 1-4 - Housekeeping and ...](#) **Sorting** is the easiest part of washing **clothes**, right? Wrong.

Sorting is the most difficult and time consuming part of laundry. If done incorrectly **sorting** ruins ...

G. NUTRITION AND WELLNESS

SC Standard G1: Evaluate methods used to promote health and wellness.

FACS Nat'l Standard 14.1 Analyze factors that influence nutrition and wellness practices across the life span.

Personal Skills for Young Teens: Kitchen Connection

Academic Alignment: ELA A1, A2, A3, A4, A5; M A6, A7; A A8; G A9; ME A10; DAP A11; S A12, A13; H A14, A15, A16, A17, A18, A19, A20; ISTE A22, A23, A24, A25, A26, A27

Essential Question(s):

What do personal decisions contribute to health?

How do eating and activity habits affect overall health?

Indicators:

What Students Should Know:

1. Food groups
2. Safety and sanitation
3. Healthy snacks
4. Physical activity for wellness
5. Food budgeting
6. Table settings
7. Meal etiquette

What Students Should Be Able to Do:

1. Determine basic nutrients in the USDA food groups.
2. Demonstrate safe and sanitary kitchen and food handling practices.
3. Prepare healthy snacks.
4. Correlate the importance of energy intake and energy expenditure balance.
5. Demonstrate table settings for different styles of meal service.
6. Create a food budget for financial health.
7. Demonstrate meal etiquette.

Learning Strategies:

- 1.1 Create media differentiating nutrients found in the various food groups of the USDA.
- 1.2 Chart lunch intakes (use school lunch menu) for one week. Determine breakfast and dinner options needed to meet www.choosemyplate.gov requirements.
- 2.1 Conduct kitchen and food handling inspections using a student/teacher made checklist. Identify potential hazards and recommend methods of correcting the hazards
- 2.2 Invite a professional to demonstrate safe and sanitary kitchen and foodhandling methods.
- 2.3 Establish an accident prevention kitchen laboratory experience. Write scenarios that indicate various safety hazards in groups. Exchange scenarios and categorize the hazards based on

the following categories: falls, burns, fires, cuts, electric shocks. Develop and display accident prevention posters.

- 3.1 Create a two-day menu for a weight-loss plan according to www.choosemyplate.gov when given an individual's profile (height, weight, and activity level). Identify calories, fat, protein, fiber, and sodium amounts. Explore exercise options necessary to promote wellness.
 - 3.2 Take a class poll and identify the most and least liked restaurants. Compare the results and discuss why the restaurant is liked or disliked. Discuss personal preferences.
 - 3.3 Identify nutritious options when given menus from fast-food and other restaurants. Compare the options and discuss what makes the options more or less nutritious.
 - 3.4 Bring in and taste favorite healthy snacks. Evaluate calories, fats, sodium, and fiber found in each. Determine the type and length of different physical activities to burn the number of calories in one serving of the snack.
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- 4.1 Identify energy nutrients. List the nutrients and the available nutrient sources. Demonstrate activities and explain how the energy nutrients contribute to better performance.
 - 4.2 Debate why calories should be considered "good" or "bad."
 - 4.3 Compare how much exercise (type, amount of time, and exertion levels) is needed to use up calories accumulated when eating favorite desserts, snacks, or foods.
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- 5.1 Discuss how financial health can be maintained by following a food budget.
 - 5.2 Plan a meal for a family of four on a given budget.
 - 5.3 Determine savings available for planned menu using current sales, circulars, coupons, etc. Collect coupons for future labs (savings can be used for more labs). Share extra coupons. Create a method of displaying collected coupons for use for students, staff members or others.
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- 6.1 Set a table with basic table setting. Conduct peer evaluations of the table settings.
 - 6.2 Design various settings for different styles of meal service.
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- 7.1 Model appropriate table conversations and manners to promote social health.
 - 7.2 Role play etiquette practices when given a variety of scenarios.
 - 7.3 Prepare a handbook for a children's course of Miss and Master Manners.
 - 7.4 Practice invitation communications, introductions, table setting, and basic meal etiquette by inviting faculty members or others to a small reception or tea.

Assessments: Rubrics, Lab plans, Lab evaluations, Verbal quizzing, Peer-tutoring, Actual measuring, Problem solving, Group evaluations, Personal evaluations, Teacher-facilitated student investigation, Hands-on activities

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APPLICATION/ASSESSMENT THROUGH FCCLA

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Power of One: Family Ties – get along better with family members

STAR Events: Applied Technology; Chapter Service Display or Manual, Culinary Arts, Food Innovations; Illustrated Talk, Interpersonal Skills,

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:

www.choosemyplate.gov United States Department of Agriculture provides videos, healthy eating on a budget, super tracker, 10 tips nutrition education series, sample menus and recipes, daily food plans, and partnership opportunities.

<http://www.fitkidsok.org/resources> Oklahoma Fit Kids Coalition by the American Heart association – A resource to help communities, parents, teachers, school administrator, and health advocates interested in reducing the childhood obesity epidemic.

www.fruitsandveggiesmorematters.org provides quick, healthy recipes, money saving tips, fruit and vegetable research and other information that supports healthy living habits.

<http://www.letsmove.gov/> - America's initiative to raise a healthier generation of kids. Consists of facts about fitness, food and nutrition, physical activities, 5 steps to success, and opportunities to become actively involved.

<http://www.bestbonesforever.gov/parents/activities/links.cfm> Recommendations to build strong healthy bones beginning at age nine. Free tools and resources provided that include list of foods with calcium and vitamin D, recipes, grocery lists, activities to build strong bones, and Best for Bones Web Badges.

<http://www.cdc.gov/healthyyouth/physicalactivity/facts.htm> Center for Disease Control and Prevention offers information regarding adolescent health, physical activity facts, risky behaviors, school health, health topics, data and statistics, multimedia tools, success stories, etc.

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/matte21.pdf> - tips to make eating out healthy and delicious.

http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/tip_choices.pdf - a program that offers resources for parents, caregivers, and communities to help children 8-13 stay at a healthy weight through eating right, increasing physical activity, and reducing screen time.

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/urwhateat.pdf> visuals that show the amounts of foods recommended per food group based on a 2,000 calorie diet.

www.fightbac.org/ Partners for food Safety education provides safe food handling tips, foodborne illness information, curriculum for children, campaign information, store to order information, site for downloading, etc

www.foodsafety.gov/ - federal food safety information, includes videos, podcasts, e-cards, educational materials

<http://homefoodsafety.org/> - Interactive site that addresses home food safety – food poisoning, safety tips, Spanish section, frequently asked questions, educators section, videos, and a section for children.

H. CAREER, COMMUNITY AND FAMILY CONNECTIONS (Cash and Consumer)

SC Standard: H1. Investigate skills required to locate and maintain employment.

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

Personal Skills for Young Teens: Cash and Consumer

Academic Alignment: ELA A1, A2, A3, A4, A5; H A14, A15, A16, A17, A18, A19, A20, A21; ISTE A22, A23, A24, A25, A26, A27

Essential Question(s): What are skills required to locate and maintain employment?

Indicators:

What Students Should Know:

1. Skills for employment
2. Steps to locate employment
3. Traits for employment
4. Employers' expectations

What Students Should Be Able to Do:

1. Analyze skills for employment.
2. Identify steps to locate employment.
3. Identify traits for employment success.
4. Evaluate employers' expectations.

Learning Strategies:

- 1.1 Organize in small teams to brainstorm needed workplace skills and attitudes associated with each letter of the alphabet, A-Z. Each team will associate one skill or attitude for getting a job and one skill or attitude for keeping a job with their assigned letters. After the associations are completed, each team will share their assigned ABCs with the class.
- 1.2 Compare the relationship between in school and on-the-job success. Write a paper to show how skills demonstrated in class can lead to success in the future.
- 1.3 Develop a checklist of personal qualifications for employment.
- 1.4 Create a poster showing personal characteristics for employment.

- 2.1 Design a PPT presentation showing steps for locating employment.

- 3.1 Create and present a commercial that highlights personal qualities, skills, and experiences.
- 3.2 Role play ways of emphasizing strengths and abilities in a job interview.

- 4.1 List personal and professional responsibilities of an employee.
- 4.2 Team interview one employer from school, community, or workplace setting on the topic of "Employability Skills Used Daily" specific to the employer's job.
- 4.3 Research the Americans with Disabilities Act and debate its role in employment practices.
- 4.4 **TAKE A STAND** – Read the following statements and ask peers to agree or disagree. Students should be prepared to defend their stand on each protection issue. Develop a human graph based on their responses and plot the results on graph paper.

- It is more the employer's responsibility (rather than the employee's) to know the state's child labor laws.
- An employer who hires a minor without a work permit may be equally willing to break other important laws, such as safety.
- Skipping school to work is acceptable.
- Child labor laws were designed to protect employers.
- When state laws and federal laws disagree, the stricter rules apply.
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1-4 Assemble Life Skills Project materials into career portfolio. (See pp. 178-9 in Discovering Life Skills text)

1-4 BUSINESS IS BUSINESS! – Divide into eight groups. Brainstorm age appropriate jobs for young teens on a large piece of butcher paper or poster board in the following categories: Indoor, Outdoor, Pets, Repair, Entertainment, Elderly and Adult Services, Child Care, and Food and Clothing. Hang lists on the wall. Name two or three jobs in each category and discuss how to get the business started as a teen. Award a prize to the group with the longest list of original job ideas.

Assessments: questionnaires, learning logs, student self-evaluation, performance to demonstrate learning, parent conferencing, open response questions, career portfolio

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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

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

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:

<http://www.nycareerzone.org> New York Department of Labor website that provides options to explore six career paths, a simple assessment to target interests, budget planning for the future, science, technology, engineering and math careers, sign in for guests

<http://www.bls.gov/oco> Occupational Outlook Handbook contains profiles that cover hundreds of occupations and describe What They Do, Work Environment, How to Become One, Pay, and more. Each profile also includes BLS employment projections for the 2010–20 decade

<http://www.careernavigator.com.au/> An Australian online tools to help and support practitioners, career seekers, students, and parents. Offers a self guided exploration for suitable career options, tools to develop personal career plans, a means to clarify job related interests, etc Find out how your individual job interests connect to the world of work.

<http://www.kuder.com/> Provide career interest assessments, skills confident assessments, and work values assessments for educators, students and parents, and adults who are interested in advancing, changing, or finding a new career.

<http://careerkey.org/> offers a Career key test that leads to better decisions when choosing a career/college major.

http://www.careerkey.org/asp/career_development/foundation_skills.html Lists 17 foundation skills required of all workers in the high-performance workplace of the 21st century.

<http://www.mappingyourfuture.org/MiddleHighSchool/> resource on career, college, financial, and money management

<http://www.scois.net> South Carolina Occupational Information System on-line system that requires a password to enter for access several Career Assessments, College Information, Occupational Information, College Major Information, Career Clusters, School Subjects matched to careers, Financial Aid Information, Private Trade Schools, Career Videos, Building and Posting Resumes, Career Electronic Portfolios, Salary and Outlook information on Careers, Lesson Plans for Teachers, Career Guidance Tools for Parents, Accountability Reports for Administrators and much more.

<http://www.doleta.gov/jobseekers/> Employment and Training Administration (ETA) programs, resources, and online tools to help workers in all stages of the job and career development.

Consists of the following topics to explore: Assess Yourself, Explore Career Options, Gain Experience and Credentials, Find a Job, Youth, Deal with a Job Loss, and Know Your Rights as a Worker