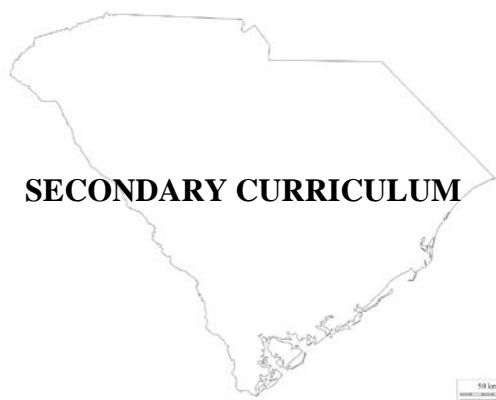


# FAMILY AND CONSUMER SCIENCES 2

## ACADEMIC STANDARDS AND CURRICULUM RESOURCES

Course Code: 5809



**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.



**FAMILY AND CONSUMER SCIENCES 2**  
**ACADEMIC STANDARDS AND CURRICULUM RESOURCES**

**Course Code: 5809**

**Family and Consumer Sciences 2** is a comprehensive course designed to build upon concepts learned in Family and Consumer Sciences 1. Units covered in this course Interpersonal Relationships, Human Development, Family Well-being, Career Connections, 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:** Family and Consumer Sciences 1

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

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**Employment Opportunities:**

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

**FAMILY AND CONSUMER SCIENCES 2  
ACADEMIC STANDARDS AND CURRICULUM RESOURCES**

**Course Code: 5809**

**Standards Revision Committee**

**Secondary/Postsecondary/Business Industry Representatives**

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**FAMILY AND CONSUMER SCIENCES 2**  
**ACADEMIC STANDARDS AND CURRICULUM RESOURCES**

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## FAMILY AND CONSUMER SCIENCES 2 ACADEMIC STANDARDS AND CURRICULUM RESOURCES

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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 21<sup>st</sup> century: Curriculum planning in the 21<sup>st</sup> century is really about going deeper, not wider...”*

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

## FAMILY AND CONSUMER SCIENCES 2 ACADEMIC STANDARDS AND CURRICULUM RESOURCES

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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.

**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.



# FAMILY AND CONSUMER SCIENCES 2

## ACADEMIC STANDARDS AND CURRICULUM RESOURCES

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### 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; 6c. Integrating knowledgeable reflective, and critical perspectives on early education; 6e. Engaging in informed advocacy for children and the profession.

**ParaPro Assessment (0755):** 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; EA 7, 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 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.

## FAMILY AND CONSUMER SCIENCES 2

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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

## FAMILY AND CONSUMER SCIENCES 2

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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](http://www.bls.gov/oco) (Bureau of Labor Statistics) Occupational Outlook Handbook  
[www.census.gov](http://www.census.gov) (U.S. Census Bureau) includes teaching tools  
[www.childstats.gov](http://www.childstats.gov) (ChildStats.gov) helpful statistics about children and families in the U.S.  
[www.consumer.gov/children.htm](http://www.consumer.gov/children.htm) (Consumer Information for Children)  
[www.nccic.org](http://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](http://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 Outline (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.

**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)**

## FAMILY AND CONSUMER SCIENCES 2

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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)**

**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)**

## **FAMILY AND CONSUMER SCIENCES 2**

### **ACADEMIC STANDARDS AND CURRICULUM RESOURCES**

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**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)**

## **FCS 2 ACADEMIC STANDARDS**

### **B. INTERPERSONAL RELATIONSHIPS**

**B1. Analyze factors that contribute to functional and dysfunctional relationships.**

### **C. HUMAN DEVELOPMENT**

**C1. Analyze principles of human growth and development.**

### **D. FAMILY WELL-BEING**

**D1. Analyze various factors that lead to strengthening and improving family systems.**

### **E. FAMILY AND CONSUMER RESOURCES**

**E1. Explore the management of resources that meet the needs of individuals and families.**

### **F. NUTRITION AND WELLNESS**

**F1. Analyze factors that influence nutrition and wellness across the life span.**

### **G. CAREER CONNECTIONS**

**G1: Demonstrate transferable and employability skills in school, community, and workplace settings.**



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**A. ACADEMICS (TO BE INTEGRATED IN FACS 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\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.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.



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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**

**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](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.\*

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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.

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**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\\_ELAStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.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.

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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.

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**Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELAStandards.pdf](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.

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**Course Code: 5809**

**Common Core Alignments – Anchor Standards:**

[http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_ELAStandards.pdf](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.

## FAMILY AND CONSUMER SCIENCES 2

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- 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](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.

##### **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.

## FAMILY AND CONSUMER SCIENCES 2 ACADEMIC STANDARDS AND CURRICULUM RESOURCES

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### **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**

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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.

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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.

### **SOCIAL STUDIES ACADEMIC STANDARDS**

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>

### **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.



## FAMILY AND CONSUMER SCIENCES 2 ACADEMIC STANDARDS AND CURRICULUM RESOURCES

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

### **MATHEMATICS ACADEMIC STANDARDS**

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf>

### **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](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



**FAMILY AND CONSUMER SCIENCES 2**  
**ACADEMIC STANDARDS AND CURRICULUM RESOURCES**

**Course Code: 5809**

- 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](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
- • 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.

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**ACADEMIC STANDARDS AND CURRICULUM RESOURCES**

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- 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](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
- 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

**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](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
- 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**

## FAMILY AND CONSUMER SCIENCES 2 ACADEMIC STANDARDS AND CURRICULUM RESOURCES

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- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities

### 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](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

- 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.

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**ACADEMIC STANDARDS AND CURRICULUM RESOURCES**

**Course Code: 5809**

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- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- [http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](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
- **Using Probability to Make Decisions**
- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

**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](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-4)**

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.

## FAMILY AND CONSUMER SCIENCES 2 ACADEMIC STANDARDS AND CURRICULUM RESOURCES

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### **SC Standards A18. Data Analysis and Probability (SCDA-3)**

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](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf)
- **MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80**
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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

### **SCIENCE ACADEMIC STANDARDS**

[http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005\\_001.pdf](http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf)

### **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 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):**

## FAMILY AND CONSUMER SCIENCES 2 ACADEMIC STANDARDS AND CURRICULUM RESOURCES

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- 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).

### 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.
- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- [http://ed.sc.gov/agency/programs-services/190/documents/CCSSI\\_MathStandards.pdf](http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf)
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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 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

## FAMILY AND CONSUMER SCIENCES 2

### ACADEMIC STANDARDS AND CURRICULUM RESOURCES

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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).

### **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).



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**ACADEMIC STANDARDS AND CURRICULUM RESOURCES**

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**ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION**

<http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf>

**HEALTH AND SAFETY 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.
- 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.



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- 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.
- 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 A38. (SC HE-7)**

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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.
- 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.

#### **NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS.S):**

<http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2>

#### **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.

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- 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)**

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:

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

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**ACADEMIC STANDARDS AND CURRICULUM RESOURCES**

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**FACS ACADEMIC STANDARDS UNIT PLANS**

**B. INTERPERSONAL RELATIONSHIPS**

- 1. SC Standard: B1. Analyze factors that contribute to functional and dysfunctional 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:** 1B Analyze personal needs and characteristics and their effects on interpersonal relationships.1C. Demonstrate communication skills that contribute to positive relationships; 1D. Demonstrate standards that guide behavior in interpersonal relationships.

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; EA A10; DA A15, A18; B A24; C A28; HE A33, A35, A38; ISTE A40, A41, A42, A43, A44, A45

**Essential Question(s):**

1. How do personal relationships affect the family, workplace and community?

**Indicators:**

**What Students Should Know:**

1. Functional and dysfunctional relationships
2. Quality relationship standards
3. Communication
4. Group dynamics and theories
5. Problem-solving and decision-making
6. Accountability and balance in relationships
7. Newlywed adjustments

**What Students Should Be Able to Do:**

1. Define functional and dysfunctional relationships.
2. Recognize required standards for quality relationships.
3. Identify importance of communication for building relationships.
4. Analyze the principles of group dynamics and theories (teamwork and leadership skills).
5. Identify various problem-solving and decision-making procedures.
6. Explain the importance of maintaining accountability and balance in relationships.
7. Explain common adjustments required for newlyweds.

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#### **Sample Learning Strategies:**

- 1.1 Research functional and dysfunctional relationships and identify specific examples of each. Create various relationship scenarios and depicting functional and dysfunctional relationships. Role-play different responses to the scenarios and peers will critique the responses.
- 1.2 Develop a comparison chart showing functional and dysfunctional relationships. Identify similarities and differences. Describe warning signs that identifies characteristics of dysfunctional relationships. Discuss specific characteristics that makes a relationship functional or dysfunctional.
- 1.3 Create a Venn diagram. Select two television couples and explain how their relationship is functional and/or dysfunctional.
- 2.1 Create a list of qualities you require for your relationships (friends, dating, family, workplace, etc.). Write a short essay explaining why these qualities are important to you and which qualities you would be willing to compromise.
- 2.2 Interview your classmates and document their required standards for quality relationships.
- 3.1 Play *Charades* to demonstrate nonverbal communication and games similar to *Simon Says* to demonstrate verbal communication.
- 3.2 Role-play using *I, We vs. You messages* by replacing “You” with “I” or “We” to represent positive communication. Discuss each message and how the meaning may change or remain the same when the different pronouns are used.
- 4.1 Form two lines facing each other. Each line will observe each other. After 30 seconds, each line will turn away from the other and make positive or negative changes to their appearance. The lines will be asked to face each other again and describe any changes made by each student. Discuss how the changes are perceived. *Change-Change*
- 4.2 Research and create team-building activities. Develop a presentation that actively engages the class. Conduct self and peer evaluations.
- 4.3 Generate a group dynamics related topic. Present topic to the class using any appropriate manner.
- 5.1 Read 6 different problems. Decide if the problem is a simple, low impact, or high impact problem and place the corresponding letter by each number: (S- simple, L- low impact or H- high impact by each number). Class will discuss how simple, low impact and high impact problems affect people’s life and relationships long-term.
- 5.2 List the conflict resolution steps; create a problem; develop a skit resolving the problem using the conflict resolution steps.
- 5.3 Design and construct a pamphlet or brochure highlighting conflict resolution techniques.
- 5.4 Identify a personal decision to make; create a graphic organizer, apply the decision-making process to identify your decision alternatives and finalize your decision.
- 6.1 Divide into 2 groups. One group will represent the blamers and the other group will represent the scapegoats. Create 3 scenarios. Role play, allowing the blamers to place the scapegoats in a compromising position. Discuss the effects the scenario placed on their relationship and how the blamers and scapegoats felt in their positions.

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- 6.2 Write a short story, in groups of two, about not being held accountable in a work, personal, dating, and school relationship. Share your stories and let the other student complete the story outcome with positive or negative results.
- 7.1 List adjustments you think newlyweds are required to make and discuss the list as a class. Identify and explain common adjustments required for newlyweds.
- 7.2 Create and play a “Newlywed” game. Google Newlywed-Game-Questions. Follow student-made rules.

#### **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

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:**

<http://www.scribd.com/doc/12097662/Newlywed-Game-Questions>

[www.extension.iastate.edu/sfp](http://www.extension.iastate.edu/sfp) (Iowa State University Extension Strengthening Family Relationships) describes curriculum for strengthening families

<http://fyd.clemson.edu/building.htm> (Building Family Strengths) a curriculum and other resources from Clemson University Extension

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[www.hec.ohio-state.edu/famlife](http://www.hec.ohio-state.edu/famlife) (Human Development and Family Science Extension)  
resources for families

[www.vanderbilt.edu/kennedy](http://www.vanderbilt.edu/kennedy) (John F. Kennedy Center for Research on Human Development)  
**emphasis on research in mental retardation**

[www.drugfreeamerica.org](http://www.drugfreeamerica.org) (Drug Free America) **This web site includes information for  
parents and kids with related links**

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

[www.writingstrands.com/communication.htm](http://www.writingstrands.com/communication.htm) (Writing Strands) sample and instructions for  
purchasing manual for communicating and interpersonal relationships

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**C. HUMAN DEVELOPMENT**

**SC Standard: C1. Analyze principles of 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:** 1C. Demonstrate communication skills that contribute to positive 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. 3C. Analyze and promote roles and responsibilities of parenting.

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; DA A15, A16, A17, A18; B A23, A25; ES A30, A31; HE A32, A33, A34, A35, A36, A37, A38, A39; ISTE A40, A41, A42, A43, A44, A45

**Essential Question(s):**

Why is it important to know about principles of human growth and development?

**Indicators:**

**What Students Should Know:**

1. Ecosystems
2. Self-efficacy
3. Family/Parenting life cycle
4. Historical and societal issues
5. Aging process

**What Students Should Be Able to Do:**

1. Describe ways ecosystems affect human growth and development.
2. Explain the benefits of self-efficacy.
3. Identify the various stages of the family/parenting life cycle.
4. Describe ways historical and societal issues affect human growth and development.
5. Analyze the physical and emotional changes that occur during the aging process.

**Learning Strategies:**

- 1.1 Define and provide examples of ecosystems. Prepare a class display of examples.
- 1.2 Develop a presentation showing the relationship between ecosystems and human growth and development. Videotape presentation and conduct a self-evaluation. Revise presentation as needed. Present information to different audiences.
- 2.1 Role play positive and negative self-efficacy practices. Observe role-plays and discuss factors that lead to positive and negative self-efficacy.



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- 2.2 Watch self-efficacy videos. Select one quote. Write a short essay about the quote and why it was selected.
- 3.1 Create a personal timeline that shows physical, emotional, social, and intellectual development for different stages of life: infancy, toddler, preschooler, kindergartener, elementary, middle school, high school, young adult, middle adult, later adult. Brainstorm various historical and societal issues that affect growth and development. Select one issue and complete a multimedia project that includes the name of the issue, a brief history, how issue affects growth and development, statistics to show the impact of the issue on society, etc.
- 4.1 Divide into groups of four. Assume the role and act out each stage of life beginning with infancy so that each group member represents a selected stage of life. Explain the significance of the role and how other group members responded.
- 5.1 Analyze the emotional, physical, and financial aspects of aging. Identify the challenges and responsibilities for each stage of the aging cycle.
- 5.2 Explain what it means to accept dying as a stage of life personally and for close relatives or friends.
- 5.3 Interview a probate judge, lawyer, social worker or some other representative who is knowledgeable about the legal aspects of death. Collect information and compile a guidebook for distribution.

**Formative Assessments:** learning logs, student self-evaluation, student reflections on their work, performances to demonstrate learning, projects with several interval products, checklists, rubrics

**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.

*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.

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*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:**

<http://www.greenfacts.org/en/ecosystems/millennium-assessment-3/3-human-wellbeing-poverty.htm> Scientific Facts on Ecosystem Change

<http://www.gerrymarten.com/human-ecology/chapter01.html> Human ecology

<http://www.youtube.com/watch?v=olRVFAVAX0Y> Goals, Expectations, Self Efficacy and Outcome Expectation video.

<http://www.youtube.com/watch?feature=fvwrel&NR=1&v=BWo7F5zcObM> SELF-EFFICACY Albert Bandura

[www.aacap.org](http://www.aacap.org) (American Academy of Child and Adolescent Psychiatry) topics and resources

[www.aecf.org](http://www.aecf.org) (Annie E. Casey Foundation) information on disadvantaged children

[www.benefitscheckup.org](http://www.benefitscheckup.org) (National Council on Aging) a questionnaire designed to assist older Americans find helpful resources

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**D. FAMILY WELL-BEING**

**SC Standard D1. Analyze various factors that lead to strengthening and improving family systems.**

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

**Broad Field Family and Consumer Sciences Assessment:** 3A. Analyze the effects of family as a system on individuals and society. 3D. Evaluate and promote parenting practices that maximize human growth and development. 3E. Evaluate and promote support systems that provide services for parents/families.

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; DA A15, A16, A17, A18; HE A32, A33, A34, A35, A36, A37, A38, A39; A40, A41, A42, A43, A44, A45

**Essential Question(s):** How can family systems be strengthened and improved?

**Indicators:**

**What students should know:**

1. Family systems
2. Factors that impact family systems
3. Complementary roles of parents
4. Effect of crisis
5. Coping mechanisms
6. Family resiliency
7. Reciprocal effects
8. Reorganization strategies
9. Support systems

**What students should be able to do:**

1. Distinguish between open and closed family systems.
2. Identify various factors that impact family systems.
3. Explain the complementary roles of parents.
4. Predict the effect of different crisis situations on the family.
5. Analyze various coping mechanisms.
6. Explain various factors that lead to family resiliency.
7. Describe reciprocal effects of family and society.
8. Identify reorganization strategies applied to various situations.
9. Identify support systems that provide services for families.

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#### **Learning Strategies:**

- 1.1 Define open and closed family systems and create a visual to further describe the meaning.
- 2.1 Role play situations that represent opened and closed family systems. Categorize the role play situation under the appropriate heading. Explain why the category is selected based on factual information about open and closed family systems.
- 3.1 Conduct a simple 5-10 item survey to get information regarding the complementary roles of parents. Compile data and show results on a graph. Discuss the results and what the indications are.
- 4.1 Brainstorm and write various crisis situations that affect the family. Predict possible positive and negative outcomes from the crises. Discuss the predictions and the foundations that lead to each type of outcome.
- 5.1 Apply coping mechanisms when responding to various scenarios. Share various experiences when coping mechanisms were applied and discuss how the decisions were made.
- 6.1 Describe and provide examples of family resiliency. Identify characteristics of families that resiliency and the importance of resiliency to children of different age groups (preschool, elementary, middle/junior high, senior high) and adults.
- 7.1 Define and provide real life examples of reciprocation. Write a report detailing specific information about reciprocal acts in various situations. Conduct peer evaluations using a student/teacher made rubric.
- 7.2 Participate in a class debate on reciprocation versus retaliation. Reflect on the debate and outline main points learned from the debate. Identify key words associated with each term and post in the classroom.
- 8.1 Identify reasons for applying reorganization strategies. Discuss the reorganization strategies and how they could apply in different situations.
- 8.2 Read a book/article/essay, etc. about situations that lead to reorganization strategies. Write a book report and include in the report how these strategies can be applied to everyday life.
- 9.1 Research and develop a visual of various support systems available in the community. Present information to the class and display/disseminate information in high traffic areas and to different audiences.

**Formative Assessments:** Role play, cooperative/collaborative activities, rubrics, peer evaluations, performances to demonstrate learning, journals, projects with several interval products, student involvement in record-keeping and evaluating their own work

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**FACS Student Organization—Family, Career, & 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://web.pdx.edu/~cbcm/CFS410U/FamilySystemsTheory.pdf> Family Systems Theory- Consists of components of the family system Theory.

[http://www.dss.mo.gov/cd/info/cwmanual/section7/ch1\\_33/sec7ch1.htm](http://www.dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch1.htm) **Family system theory from the child welfare manual.**

[www.extension.iastate.edu/Publications/EDC53.pdf](http://www.extension.iastate.edu/Publications/EDC53.pdf) **family resiliency**

<http://resiliency.cas.psu.edu/> Family and Youth Resiliency – provides links for families, potential funding sources, links for youth

<http://www.divorceabc.com/> National Family Resiliency Center, Inc.

<http://www.clemson.edu/fyd/resiliency.htm> Families are critical in the physical, emotional, spiritual, and social development of children. Research indicates that families are unique and individual, yet share common strengths.

[http://www.clemson.edu/fyd/family\\_life.htm](http://www.clemson.edu/fyd/family_life.htm) Family Life information that provides resources for caregivers, strengthening family and youth, family coping strategies, and other family life resources.

## FAMILY AND CONSUMER SCIENCES 2 ACADEMIC STANDARDS AND CURRICULUM RESOURCES

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### E. FAMILY AND CONSUMER RESOURCES

**SC Standard: E1. Explore the management of resources that meet the needs of individuals and families.**

**FACS Nat'l Standard: 2.0** Evaluate management practices related to the human, economic, and environmental resources.

**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.

**Academic Alignment:** ELA A1, A2, A3, A4, A5, A6; ECON A7, A8, A9; EA A10, A11; G A12, A13; PC A14; Health A32, A33, A34, A35, A36, A37, A38, A39; ISTE A40, A41, A42, A43, A44, A45

**Essential Question(s):**

1. Why is the management of resources important?

**Indicators:**

**What Students Should Know:**

1. Money management technology
2. Credit
3. Budgeting
4. Insurance
5. Estate planning and wills
6. State and local expenditures, including public welfare, education, and highways
7. Environmental resources
8. Government agencies and consumer protection laws

**What Students Should Be Able to Do:**

1. Evaluate money management technology.
2. Identify ways credit is used efficiently and inefficiently.
3. Develop a budget for effective money management.
4. Analyze types, policies, and purposes of insurance.
5. Analyze the benefits of estate and will planning.
6. Analyze state and local expenditures.
7. Justify the management of environmental resources.
8. Examine the purpose of government agencies and consumer protection laws.

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#### **Learning Strategies:**

- 1.1 Compare and identify the performance of various money management technology applications. Rate the applications based on a student/teacher made rubric.
- 2.1 Conduct an interview of an adult family member, neighbor, and/or friend concerning credit card use. Record findings in a brief report.
- 2.2 Contrast types of credit. Create a class poster.
- 3.1 Participate in an on-going simulated life situation game: Select a career, based on education/training determine the salary, decide on housing, transportation, etc. Develop a budget. Write a challenging situation and exchange with other students. Apply problem solving steps and make adjustment in the budget. Make the game as close to real life as possible.
- 3.2 Determine the similarities and difference between loans and credit. Research collateral and whether it is associated with loans or credit. Write a blog to start or continue conversations about loans and credit.
- 4.1 Analyze the components of an insurance policy.
- 4.2 Research various types of insurance policies. Create a visual to differentiate the types.
- 5.1 Analyze the components of wills and write a simple will.
- 5.2 Research the various types of wills. Discuss the necessity of having a Living Will.
- 5.3 Write a public service announcement for planning an Estate.
- 6.1 Research state and local expenditures. Explain the effect on families. Provide a specific example with the explanation.
- 7.1 Define sustainable living. Select a sustainable living individual or group project. Create a class rubric to include the critical components of sustainability. Present the projects and conduct peer evaluations.
- 7.2 Create and play various interactive energy games to learn more about the different forms of energy <http://www.what2learn.com/games/play/11027/>
- 7.3 Differentiate between renewable and nonrenewable resources by engaging in technology based activities. Develop a short presentation and present information to different audiences.
- 7.4 Select one nonrenewable resource. Develop a plan to replace the nonrenewable resource. Present the information to different audiences.
- 8.1 Research consumer protection laws. Create a chart providing branches and roles.
- 8.2 Create a semantic map of the consumer protection agencies and identify their specific laws.

**Formative Assessments:** Criterion-reference test, open ended questions, critical thinking questions, rubrics

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

#### APPLICATION/ASSESSMENT THROUGH FCCLA

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*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.northsaalem.k12.ny.us/projects/sicheri/webquest.html](http://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.wdft.org/links/fe.htm](http://www.wdft.org/links/fe.htm) (Wisconsin Department of Financial Institutions) links to financial education resources

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

[www.cpsc.gov](http://www.cpsc.gov) (Consumer Product Safety Commission)

[www.pueblo.gsa.gov](http://www.pueblo.gsa.gov) (Federal Citizen Information Center) information on many consumer issues

[www.ftc.gov/YouAreHere](http://www.ftc.gov/YouAreHere) (Federal Trade Commission) interactive games and activities to teach kids to be smarter consumers by demonstrating the effects of advertising and the benefits of business competition

[www.natlconsumersleague.org/](http://www.natlconsumersleague.org/) (National Consumer's League) resources for consumer issues

[www.ntrbonline.org](http://www.ntrbonline.org) (National Endowment for Financial Education) Teen Resources Bureau÷with musical introduction

[www.pbs.org/wgbh/nova/moolah](http://www.pbs.org/wgbh/nova/moolah) (NOVA) Online Secrets of Making Money

[www.ici.org/aboutfunds/addl\\_resources\\_young.html](http://www.ici.org/aboutfunds/addl_resources_young.html) On Line Resources for Young Investors) resources for investment and savings for teens

[www.pbs.org/newshour/on2/budget.html](http://www.pbs.org/newshour/on2/budget.html) (PBS) site for "Managing Your Money"

<http://www.fs.usda.gov/main/conservationeducation/about> Conservation education enables people to realize how natural resources and ecosystems affect each other and how resources can be used wisely.



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<http://www.planetfriendly.net/living.html> This guide is all about *sustainable living* – activities and choices that can help sustain your health, your spirit, and the planet. The focus is on positive, constructive things you can do in your home, at work, at school, and at play.

<http://www.what2learn.com/games/play/11027/> Interactive energy games

<http://www.nrel.gov/docs/gen/fy01/30927.pdf> Activities in this booklet have been selected for its renewable energy content and hands-on approach to motivating students.

<http://www.educational-freeware.com/news/kinetic-energy.aspx> Six Website Activities on Kinetic Energy for Kids

[www.nhtsa.dot.gov](http://www.nhtsa.dot.gov) (National Highway Traffic Safety Administration)

[www.usda.gov/](http://www.usda.gov/)(United States Department of Agriculture)

[http://www.ehow.com/list\\_7419122\\_renewable-resource-activities.html](http://www.ehow.com/list_7419122_renewable-resource-activities.html) Activities on renewable resources should help students build a clear cause-and-effect relationship between actions and the chain of real-world consequences.

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#### F. NUTRITION AND WELLNESS

**SC Standard: F1. Analyze factors that influence nutrition and wellness across the life span.**

**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:** 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; ECON A7, A8, A9; EA A11; DA A15, A16; PS A19, A21, A22; B A23, A24, A25; C A26, A27, A28; P A29; HE A32, A33, A32, A33, A34, A35, A36, A37, A38, A39; ISTE A40, A41, A42, A44, A45

**Essential Question(s):**

Why is it important to analyze factors influencing nutrition and wellness across the life span?

**Indicators:**

**What Students Should Know:**

1. Food choices through the life span
2. Special dietary needs
3. Nutritional menu planning
4. Pathogens and foodborne illnesses
5. Safety and sanitation
6. Efficiency in food preparation
7. Food science applications

**What Students Should Be Able to Do:**

1. Assess influences affecting food choices through the life span.
2. Develop a modified diet based on nutritional needs and health conditions.
3. Evaluate a selection of foods that promote a healthy lifestyle.
4. Recommend ways to prevent foodborne illnesses.
5. Demonstrate safe food handling, packaging, and preparation techniques.
6. Develop a work plan for preparing a meal.
7. Identify basic food science terminology and information used in food preparation applications.

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#### **Learning Strategies:**

- 1.1 Categorize three dietary age groups (e.g., infants, adolescents, adults, elderly, lactation), identify special needs for each group, and plan dietary approaches to meet those needs.
- 1.2 Outline a nutritional plan for health maintenance and disease prevention through the lifespan.
- 1.2 Interview three people about family food habits: eating patterns, favorite foods, family traditions, and where the family eats. Write a report on how family values influence food choices.
- 2.1 Discuss factors that impact a family's budget, nutrition, and/or health. Make a pie-chart indicating major purchases per month for various incomes (\* see Resource links), diet quality for various ages, food security, or healthy lifestyle data.
- 2.2 Analyze locations of food deserts in your area (\* see Resource links). Develop a proactive plan to meet the needs of individuals and families in food deserts. Determine other nutrition assistance partners that may be approached for help (Feeding America, WIC, SNAP, etc.).
- 2.3 Plan a week's menu guide for various families, such as a pregnant woman, family of four with two toddlers, or a single-senior man. Develop a scoring rubric to evaluate each menu.
- 3.1 Plan a three-day menu with a healthy caloric intake of proteins, fats, and carbohydrates for yourself. Use the USDA Nutritional Guidelines ([www.choosemyplate.gov](http://www.choosemyplate.gov); create profile; Track Food and Activity [Food Tracker, Physical Activity Tracker]) to identify personal requirements, recommended intake, and suggested activities. Evaluate (by using MyReports /date /Food Groups and Calories of the Supertracker). Write a summary of findings, the benefits and problems in using the USDA program, and new personal goals.
- 4.1 Select a disease such as diabetes, GERD, or hypertension to groups of four. Have each group develop a multimedia presentation that describes the disease, preventive methods, common symptoms and ailments, foods usually consumed, and foods to avoid. Then prepare a main dish appropriate for a person with the assigned disease.
- 4.2 Research techniques to cope with and minimize stress; role-play scenarios of stressful situations resolved or lessened with techniques identified.
- 4.1 Create a chart or visual that shows heme and non-heme sources of iron; discuss causes and effects of anemia/low iron levels in the body (pica: geophagia, amylophagia, pagophagia).
- 5.1 Model effective and safe food handling procedures that will prevent cross contamination.
- 5.2 Assess various settings and collaborate with science class to determine the likelihood of bacteria, mold, or yeast developing. Recommend ways to prevent food borne illnesses from developing in the home, at school, and in the workplace.
- 5.3 Research how governmental agencies protect the food supply.
- 5.4 Test food lab environments for airborne microorganisms by cutting a slice of bread and placing each half on a small plate. Cover one plate tightly with plastic wrap and leave the other uncovered. Place both plates in the same area. Observe the pieces of bread after two, four, and six days. Record your observations.

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- 5.5 Collect samples with swabs from common areas and items in the food lab (door handles, textbook covers, tables, chairs, etc.). Make cultures by applying swabs to agar in petri dishes. Examine results and discuss ways to improve sanitation.
- 5.6 Visit a local grocery store to observe sanitation and handling procedures to ensure food safety.
- 5.7 Bring in two different food packages and explain to the class the importance of the food packaging used for that particular food item. Develop ideas to improve the packaging.
- 6.1 Prepare a work plan for preparing a meal. Implement the plan and make the needed adjustments. Conduct peer evaluations using teacher-/student-made checklist.
- 7.1 Document the temperature and time variances at which water boils when started from ice, cold water (40°F), tap water (measure to determine temperature), and mineral water. Chart your findings on the class visual; discuss differences or similarities of results.
- 7.2 List the steps used to genetically engineer/modify foods. Document research and source dates to indicate current and valid sources.
- 7.3 Research and compile a list of the effects that antioxidants, sulfites, monosaccharides, and disaccharides have in daily diets and in the body. Discuss findings with the class.
- 7.4 Create a brief experiment that shows the positive and negative effects that ascorbic acid and oxidative browning have on certain foods. Discuss findings with the class.
- 7.5 Role-play the following scenario: You are a registered dietitian applying for a new job. Create a brief autobiography of your skill set (your role and expertise). The class is your new employer. Dress for the part and sell your skill-set to the class for the new job. Afterwards critique your performance.
- 7.6 Develop a visual indicating which fruits and vegetables emit ethylene gas and which plants' maturation rates are affected by ethylene.

**Formative Assessments:** formative evaluations/assessments, evaluated descriptive or narrative information, learning logs, student self-evaluation, student records/reflections on their work, questionnaires, performances to demonstrate learning, peer conferencing, projects with several interval products, student conferencing, parent conferencing, community involvement.ment

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#### 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



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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/>

SC Hospitality Association: <http://schospitality.org/>

Cooks Illustrated: Cooking videos, recipes, equipment reviews, information, and food science updates [www.cooksillustrated.com](http://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](http://www.allrecipes.com); Free Gourmet Recipes provides healthy and gourmet recipes [www.free-gourmet-recipes.com](http://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](http://www.cooks.com)

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#### G. CAREER CONNECTIONS

**SC Standard G1: Demonstrate transferable and employability skills in school, community, and workplace settings.**

**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:** 1A: Analyze functions and expectations of various relationships. 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; ECON A7, A8, A9; EA A10, A11; G A12, A13; PC A14; DAP A15, A16, A17, A18; B A23, A24, A25; HSE A32, A33, A34, A35, A36, A37, A38, A39; ISTE A40, A41, A42, A43, A44, A45

**Essential Question(s):**

How can transferable and employability skills be used in the school, community, and workplace?

**Indicators:**

**What Students Should Know:**

1. Time management
2. Work protocol
3. Family and Medical Leave Act
4. Title VII of the Civil Rights Act
5. Discrimination
6. Safety
7. OSHA
8. Basic skills
9. Human services agencies
10. Economic systems
11. Teamwork
12. Leadership
13. Parliamentary procedure
14. FCCLA

**What Students Should Be Able To Do:**

1. Identify time management skills.
2. Explain proper work protocol.
3. Analyze the components of the Family and Medical Leave Act.
4. Analyze Title VII of the Civil Rights Act.
5. Explain discrimination and legal consequences.
6. Illustrate safety considerations in the workplace.
7. Explain basic OSHA guidelines.
8. Demonstrate basic math, reading, and writing skills.
9. Differentiate human service agencies and

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- groups and the services they provide.
- 10. Analyze economics systems (i.e., free enterprise, socialism, market economy, and capitalism).
- 11. Demonstrate teamwork skills.
- 12. Summarize the characteristics of leaders.
- 13. Conduct meetings following *Robert's Rules of Order*.
- 14. Organize an FCCLA chapter.

#### **Learning Strategies:**

- 1.1 Participate in a scavenger hunt to demonstrate of time management skills.
- 1.2 Identify various tasks. Complete the tasks with and develop time efficient methods for completion.
- 2.1 Research work protocol and use the information gained to create a “Business Etiquette” brochure.
- 3.1 Research the Family and Medical Leave Act and write a synopsis.
- 4.1 Research Title VII of the Civil Rights Act of 1964 and create a PowerPoint presentation.
- 4.2 Examine sexual harassment court cases and the consequences. Discuss findings with the class.
- 5.1 Role-play different types of discrimination and identify consequences and solutions.
- 6.1 Identify hazards in the workplace from visual illustrations.
- 7.1 Develop a checklist based on OSHA guidelines and conduct regularly scheduled OSHA inspections in the classroom and other areas with permission. Discuss the results of the assessment and write a letter to the leaders of the area informing them of the inspection results and identify areas of improvement.
- 7.2 Work in collaborative groups to identify possible safety hazards in 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.
- 7.3 Create cartoon posters that teach important OSHA principles using humor.
- 8.1 Complete a series of career related activity sheets that involve basic math, reading, and writing skills that are commonly used in the workplace.
- 9.1 Create a chart listing human service agencies and groups and the services that are provided.



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- 10.1 Create a poster comparing the various economic systems (i.e., free enterprise, socialism, market economy, and capitalism).
- 11.1 Construct a tooth pick tower by working collaboratively with teammates to see which group constructs the most successful tower.
- 11.2 Participate in team building activities such as the human knot, stranded on an island, and trust walk. Instructions for the activities above can be found at [www.group-games.com](http://www.group-games.com).
- 12.1 Create a poster depicting individuals demonstrating leadership skills and citizenship. Present to the class.
- 13.1 Develop a *Robert's Rules of Order* checklist and include a motions chart. Practice conducting class meetings according to the most recent edition of Robert's Rules of Order. Conduct peer-evaluations.
- 14.1 Organize an affiliated FCCLA chapter. Identify on chapter projects and individual or group STAR events. Schedule meetings to reinforce course content throughout the duration of the class (semester or year).
- 14.2 Identify a community need and complete a service-learning project. Write an article for the local newspaper and the school website to highlight the projects and the outcomes.

### Formative Assessments:

Rubrics, Observation, Student self- evaluation, Student reflections, Performance to demonstrate learning, Peer conferencing, Teacher-student conferences

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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

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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.nfsmi.org/documentlibraryfiles/PDF/20100217045632.pdf> (**Identifying Kitchen Area Work Hazards**) lesson covers working safely in a school nutrition environment; <http://www.dol.gov/whd/fmla/> (**U.S. Dept. of Labor**) overview of the Family and Medical Leave Act; <http://www.robertsrules.org/> (**Robert's Rules of Order**) a quick reference website; [www.group-games.com](http://www.group-games.com) (**Index of Games**) instructions for icebreakers, games, and team-building activities; and <http://www.eeoc.gov/laws/statutes/titlevii.cfm> (**U.S. Equal Employment Opportunity Commission**) official government website that explains the Title VII of the Civil Rights Act of 1964. [www.careerexplorer.net/](http://www.careerexplorer.net/) (**Career Explorer**) technical career training and Trade school information [www.familiesandworkinst.org](http://www.familiesandworkinst.org) (**Families and Work Institute**) articles and other resources about this institute [www.fcclainc.org](http://www.fcclainc.org) (**Family Community and Careers Leaders of America**) resources for classroom teachers including an on-line store to purchase information [www.icouldbe.org](http://www.icouldbe.org) (**I Could Be**) connects teens with adult mentors for career information