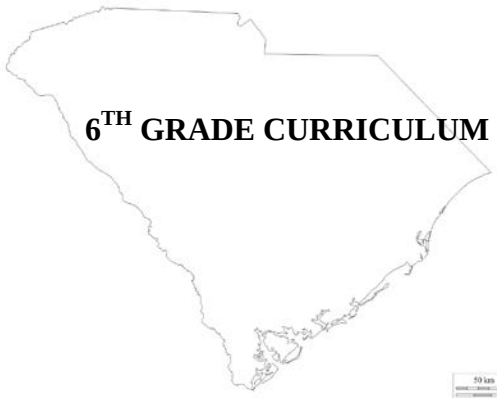
Exploring Family and Consumer Sciences (FCS)
Course Code - 1858



6TH GRADE CURRICULUM



Exploring Family and Consumer Sciences (FCS)
Course Code - 1858

Exploring Family and Consumer Sciences introduces students to relationships, resources, home safety and security, childcare responsibilities, personal image, basic food preparation techniques, career, and entrepreneurship opportunities. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), greatly enhances this curriculum.

Credit: NA

National Certification: NA

Recommended grades: 6TH

Prerequisite: none

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

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

Contact - Beth E. Zitko-Peters
Personal Skills Consultant
P.O. Box 2670
Cornelius, NC 28031
(704) 896-9046
personalskills@mindspring.com

Exploring Family and Consumer Sciences (FCS)
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Employment Opportunities:

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

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

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

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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 and pasted in this document to provide a user-friendly comprehensive method of referring to the standards and indicators in addition to allowing the user to make collaborative connections with teachers from other subject areas.

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

Exploring Family and Consumer Sciences Academic Standards

Middle school courses are offered in a variety of ways across the state. Some schools offer the courses for six weeks, nine weeks, 18 weeks, or 36 weeks with class periods that vary from 45 to 90 minutes. Therefore, we have reduced the number of FCS academic standards significantly. This provides an opportunity for teachers to do a thorough job of teaching the standards and students have more of an opportunity to meet the standards despite the differences in scheduling.

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

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

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

Unit Content for Each FCS Academic Standard

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

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

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

Resource Alignment provides references to the Personal Skills Curriculum resources

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

Key for Academic Alignment Abbreviations

ELA	English Language Arts	DAP	Data Analysis and Probability
M	Mathematics	S	Science
A	Algebra	SS	Social Studies
G	Geometry	HE	Health Education
ME	Measurement	ISTE	Technology

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

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

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

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

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

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

Unit Plan Example

B. INTERPERSONAL RELATIONSHIPS (Teen Success Strategies)

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

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

Personal Skills for Young Teens: Teen Success Strategies

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

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

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Personal characteristics 2. Relationships improvement strategies 3. Characteristics of quality relationships	1. Generate a list of personal characteristics that lead to successful relationships. 2. Describe effective strategies that lead to improved relationships. 3. Identify characteristics of quality relationships.

Learning Strategies:

1.1 Create a wordle of personality characteristics (www.wordle.net). Build a word wall and keep a tally of the numbers of times various characteristics are demonstrated or discussed. Plot the information in a graph and discuss the results at the end of the six weeks/nine weeks/semester/year.

1.2 Design a collage showing desirable characteristics of a close relationship. On the back of the collage write the traits as they are depicted on the front side. Some students may prefer to do a collage of the undesirable traits for comparison.

1.3 Write a list of words to describe inner and outer controlled people. Identify the message. Mold play dough into many different shapes to illustrate inner and outer controlled people. Be yourself! Mold yourself into the person you want to be. Be an inner-controlled person. Share your creation with peers and explain the characteristics of inner and outer controlled people.

2.1 Discuss the importance and benefits of support systems made up of people who genuinely care about one another. Think about closest friends, relatives, neighbors, or others that make up one's close relationships. Answer the following questions:

- **Unit topic**
- **FCS academic standard**
- **FCS National Standard** alignment
- **Personal Skills for Young Teens** Curriculum Guide alignment
- **Academic alignments** based on the indicators and learning strategies
- **Essential Question** sets focus for the unit and initiates creative and critical thinking.
- **Indicators** written in terms of what the student should know and do to acquire the knowledge and skills to successfully meet the standard.
- **Sample Learning Strategies** are written in terms of what the student will do to acquire the knowledge and skills to successfully meet the standard.

Exploring Family and Consumer Sciences (FCS)
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Assessments: Rubrics, Lab plans, Lab evaluations, Verbal quizzing, Peer-tutoring, Actual measuring, Problem solving, Group evaluations, Personal evaluations, Teacher-facilitated student investigation, Hands-on activities

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

FACS Student Organization

Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

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

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

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

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

Resources:

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

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

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

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

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

A. ACADEMICS (Integrated in Exploring FCS Standards)

English Language Arts

A1. The student will read and comprehend a variety of informational texts in print and nonprint formats.
A2. The student will use word analysis and vocabulary strategies to read fluently.
A3. The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standards American English.
A4. The student will write for a variety of purposes and audiences.
A5. The student will access and use information from a variety of sources.

Mathematics

A6. The student will understand and utilize the mathematical process of problem solving, reasoning and proof, communication, connections, and representation.
A7. The student will demonstrate through the mathematical processes an understanding of the concepts of whole-number percentages, integers, and ratio and rate; the addition and subtraction of fractions; accurate, efficient, and generalizable methods of multiplying and dividing fractions and decimals; and the use of exponential notation to represent whole numbers.

Algebra

A8. The student will demonstrate through the mathematical processes an understanding of writing, interpreting, and using mathematical expressions, equations, and inequalities.

Geometry

A9. The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry.

Measurement

A10. The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry.

Data Analysis and Probability

A11. The student will demonstrate through the mathematical processes an understanding of the relationships within one population or sample.

Science

A12. The student will demonstrate an understanding of technological design and scientific inquiry.
A13. The students will demonstrate an understanding of the law of conservation of energy and the properties of energy and work (Physical Science).

Social Studies

A14. The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.
A15. The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.

Health

A16. Comprehend concepts related to health promotion to enhance health.
A17. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
A18. The student will demonstrate the ability to access valid information and products and services to enhance health.
A19. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
A20. The student will demonstrate the ability to use decision-making skills to enhance health.
A21. The student will demonstrate the ability to use goal-setting skills to enhance health.
A22. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

Technology

A23. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
A24. 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.
A25. Students apply digital tools to gather, evaluate, and use information.
A26. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
A27. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
A28. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
A29. Students demonstrate a sound understanding of technology concepts, systems, and operations.

Exploring FCS Academic Standards

B. Interpersonal Relationships (Teen Success Strategies)

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

C. Consumer and Family Resources (Management Magic)

C1. Critique different methods of managing personal resources**.**

D. Housing and Interior Design (Creating Environments)

D1. Examine strategies to create or enhance personal space.

E. Education and Early Childhood (Challenging Children)

E1. Analyze the responsibilities of caring for young children related to child development, safety, and health.

F. Textiles, Fashion and Apparel (Winning Images)

F1. Analyze factors that influence grooming habits, clothing selection, and clothing repairs.

G. Nutrition and Wellness (Kitchen Connections)

G1. Evaluate factors that affect dietary needs and wellness.

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

H1. Explore entrepreneurship and employment opportunities available to young people.

A. Academic Standards with Indicators (Integrated in Exploring FCS Standards)

ENGLISH LANGUAGE ARTS
http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf

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

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

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
READING STANDARDS – PAGE 35
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.
WRITING STANDARDS
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Presentation of Knowledge and Ideas

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

LANGUAGE – PAGE 51

Knowledge of Language

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

Vocabulary Acquisition and Use

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

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

- Use context clues to determine the meaning of technical terms and other unfamiliar words.
- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_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.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LANGUAGE – PAGE 51
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms
The student will write for a variety of purposes and audiences. **(SC E1-4.5)**

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

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
LANGUAGE – PAGE 51
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication
The student will access and use information from a variety of sources. **(SC E1-4.6)**

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.

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

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
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3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

LANGUAGE – PAGE 51

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

Mathematics

Standard A6. Mathematics: Mathematical Processes (SC6-1)

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

Indicators:

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

Common Core Alignments – MATHEMATICS 6th GRADE
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
Grade 6 Overview PAGE 41
The Number System
• Apply and extend previous understandings of multiplication and division to divide fractions.
• Compute fluently with multi-digit numbers and find common factors and multiples.
• Apply and extend previous understandings of numbers to the system of rational numbers.
Expressions and Equations
• Apply and extend previous understandings of arithmetic to algebraic expressions.
• Reason about and solve one-variable equations and inequalities.
• Represent and analyze quantitative relationships between dependent and independent variables.

Standard A7. Number and Operations (SC6-2)
The student will demonstrate through the mathematical processes an understanding of the concepts of whole-number percentages, integers, and ratio and rate; the addition and subtraction of fractions; accurate, efficient, and generalizable methods of multiplying and dividing fractions and decimals; and the use of exponential notation to represent whole numbers.

Indicators:

- Generate strategies to multiply and divide fractions and decimals.
- Understand whole-number percentages through 100.
- Understand integers.

Common Core Alignments – MATHEMATICS 6th GRADE
http://ed.sc.gov/agency/programsservices/190/documents/CCSSI_MathStandards.pf
Grade 6 Overview PAGE 41

- **The Number System**
- Apply and extend previous understandings of multiplication and division to divide fractions by
- Compute fluently with multi-digit numbers and find common factors and multiples.

- Apply and extend previous understandings of numbers to the system of rational numbers.
- **Expressions and Equations**
- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Algebra

Standard A8. The student will demonstrate through the mathematical processes an understanding of writing, interpreting, and using mathematical expressions, equations, and inequalities. (SC 6-3)

Indicators:

- Analyze numeric and algebraic patterns and pattern relationships.
- Apply order of operations to simplify whole-number expressions.
- Represent algebraic relationships with variables in expressions, simple equations, and simple inequalities.
- Use the commutative, associative, and distributive properties to show that two expressions are equivalent.

Common Core Alignments – MATHEMATICS
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS —ALGEBRA – PAGE 63
Seeing Structure in Expressions

• Interpret the structure of expressions
• Write expressions in equivalent forms to solve problems
Arithmetic with Polynomials and Rational Expressions
• Perform arithmetic operations on polynomials
• Understand the relationship between zeros and factors of polynomials
• Use polynomial identities to solve problems
• Rewrite rational expressions
Creating Equations
• Create equations that describe numbers or relationships
Reasoning with Equations and Inequalities
• Understand solving equations as a process of reasoning and explain the reasoning
• Solve equations and inequalities in one variable
• Solve systems of equations
• Represent and solve equations and inequalities graphically

Geometry

Standard A9. The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry. (SC 6-4)

Indicators:

- Represent with ordered pairs of integers the location of points in a coordinate grid.
- Apply strategies and procedures to find the coordinates of the missing vertex of a square, rectangle, or right triangle when given the coordinates of the polygon's other vertices.
- Generalize the relationship between line symmetry and rotational symmetry for two-dimensional shapes.
- Construct two-dimensional shapes with line or rotational symmetry.

Common Core Alignments – MATHEMATICS 6th GRADE
http://ed.sc.gov/agency/programsservices/190/documents/CCSSI_MathStandards.pf
Grade 6 Overview PAGE 41

• Solve real-world and mathematical problems involving area, surface area, and volume.

Measurement

Standard A10. The student will demonstrate through the mathematical processes an understanding of shape, location, and movement within a coordinate system; similarity, complementary, and supplementary angles; and the relationship between line and rotational symmetry. (SC 6-5)

Indicators:

- Generate strategies to determine the surface area of a rectangular prism and a cylinder.
- Apply strategies and procedures to estimate the perimeters and areas of irregular shapes.
- Apply strategies and procedures of combining and subdividing to find the perimeters and areas of irregular shapes.

Common Core Alignments – MATHEMATICS 6th GRADE
http://ed.sc.gov/agency/programsservices/190/documents/CCSSI_MathStandards.pf
Grade 6 Overview PAGE 41

- Solve real-world and mathematical problems involving area, surface area, and volume.

Data Analysis and Probability

Standard A11. The student will demonstrate through the mathematical processes an understanding of the relationships within one population or sample.
Indicators:

- Predict the characteristics of one population based on the analysis of sample data.
- Organize data in frequency tables, histograms, or stem-and-leaf plots as appropriate.
- Analyze which measure of central tendency (mean, median, or mode) is the most appropriate for a given purpose.
- Use theoretical probability to determine the sample space and probability for one- and two-stage events such as tree diagrams, models, lists, charts, and pictures.
- Apply procedures to calculate the probability of complementary events.

Common Core Alignments – MATHEMATICS 6th GRADE
http://ed.sc.gov/agency/programsservices/190/documents/CCSSI_MathStandards.pf
Grade 6 Overview PAGE 41
Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Science

Standard A12. Scientific Inquiry (SC6-1)
The student will demonstrate an understanding of technological design and scientific inquiry.
Indicators:

- Use appropriate tools and instruments safely and accurately.
- Differentiate between observation and inference.
- Use appropriately safety procedures when conducting investigations.

Standard A13. Conservation of Energy (SC6-5)
The students will demonstrate an understanding of the law of conservation of energy and the properties of energy and work (Physical Science).

Indicators:

- Identify the sources and properties of heat, chemical, and electrical energy.

Social Studies: Early Cultures to 1600

Standard A14. The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life. (SC 6-1)

Indicator:

- Explain the emergence of agriculture and its effect on early human communities, including the domestication of plants and animals, the impact of irrigation techniques, and subsequent food surpluses.

Standard A15. The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world. (SC 6-6)

Indicator:

- Compare the economic, political, and religious incentives of the various European countries to explore and settle new lands.

Health

Standard A16. Comprehend concepts related to health promotion to enhance health. (SCHealth 1)

Indicators:

- Discuss the importance of a positive self-concept.
- Define the term "resiliency."
- Describe ways to reduce and prevent injuries (for example, helmets, mouth guards, safety equipment, seat belts, water-safety devices).
- Examine issues surrounding violence and discuss strategies for violence prevention.
- Identify types of bullying, including cyberbullying.
- Compare strategies for reducing risks of communicable and chronic illnesses.
- Discuss personal hygiene practices (for example, bathing, using deodorant, brushing and flossing teeth, grooming the hair).
- Describe the benefits of healthy eating in relation to disease prevention (for example, preventing cancer, controlling diabetes, reducing the incidence of heart disease, reducing tooth decay).
- Define the term "disordered eating."
- Explain how the body uses the six essential nutrients.
- Differentiate between nutritious and non-nutritious food, snacks, and beverages.

- Analyze the nutrition information on food labels to compare products.
- Describe the interrelationship among diet, physical activity level, and body weight
- Assess food intake and physical activity in relation to the federal dietary guidelines for Americans.

Standard A17. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (SCHealth 2)

Indicators:

- Discuss ways that family and peers influence the mental, emotional, and social health of adolescents.
- Discuss the threat of gangs or other violent behaviors to personal safety.
- Analyze the influence of family and peers on a person's ATOD use.
- Describe the influence of families and peers on a person's body image.
- Analyze ways that peers and the media influence healthy and unhealthy behaviors.

Standard A18. The student will demonstrate the ability to access valid information and products and services to enhance health. (SCHealth 3)

Indicators:

- Demonstrate the ability to locate within his or her community the appropriate health information and services for dealing with mental health issues.
- Discuss how to identify sources of help for someone who abuses ATOD.
- Demonstrate the ability to access appropriate resources for dealing with child abuse, sexual assault, and domestic violence.
- Discuss the validity of health information, products, and services.
- Access accurate information on healthy eating and physical activity.

Standard A19. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (SCHealth 4)

Indicators:

- Discuss healthy ways to express feelings and relieve stress.
- Demonstrate refusal and negotiation skills to reduce the risk of injury and promote personal safety.
- Utilize refusal skills to avoid ATOD use and to reduce risk-taking behaviors.
- Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.

- Demonstrate ways to communicate with parents, family members, or other trustworthy adults (for example, doctors and nurses) about sexual health and responsibility.

Standard A20. The student will demonstrate the ability to use decision-making skills to enhance health. (SCHealth 5)

Indicators:

- Discuss when it is important to seek information, support, and assistance regarding mental, emotional, and social health.
- Demonstrate decision-making processes to deal with situations that involve personal safety and risk, including the use of the Internet.
- Identify steps in a decision-making process that promotes abstinence and avoids risk behaviors.
- Identify circumstances that can help or hinder healthy decision making.*

Standard A21. The student will demonstrate the ability to use goal-setting skills to enhance health. (SCHealth 6)

Indicators:

- Set a goal to develop and implement a personal health and wellness plan (for example, eating healthy foods, meeting specific goals related to oral health, getting physical activity, and sleeping 8–10 hours nightly).

Standard A22. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. (SCHealth 7)

Indicators:

- Demonstrate behaviors and strategies to manage anger and conflict in healthy ways.
- Discuss ways to avoid or reduce threatening situations.
- Discuss protective strategies to reduce the risk of violence in a person's home, school, and community.
- Demonstrate ways to avoid potentially harmful situations involving ATOD use.
- Identify coping strategies to address the physical, emotional, and social changes that occur during adolescence.
- Describe appropriate steps a person should take if he or she becomes the victim of sexual harassment.
- Explain the importance of assuming responsibility for personal health behaviors.*
- Construct a plan to reduce environmental health risks in his or her school or community.
- Create and implement a nutrition plan that meets the federal dietary guidelines for Americans.
- Create and implement a plan to engage in moderate to vigorous daily physical activity.

Technology (ISTE)

Standard A23. Creativity and Innovation

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

- 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.
- Identify trends and forecast possibilities.

Standard A24. Communication and Collaboration

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

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

Standard A25. Research and Information Fluency

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

- 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 A26. Critical Thinking, Problem Solving, and Decision Making

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

- 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 A27. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- 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 A28. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.

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

NETS for Students:
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Unit Plans Based on Course Standards

B. INTERPERSONAL RELATIONSHIPS (Teen Success Strategies)

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

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

Personal Skills for Young Teens: Teen Success Strategies

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

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

Indicators:

What Students Should Know:

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

What Students Should Be Able to Do:

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

Sample Learning Strategies:

1.1 Create a wordle of personality characteristics (www.wordle.net). Build a word wall and keep a tally of the numbers of times various characteristics are demonstrated or discussed. Plot the information in a graph and discuss the results at the end of the six weeks/nine weeks/semester/year.

1.2 Write a list of words to describe inner and outer controlled people. Identify the message. Mold play dough into many different shapes to illustrate inner and outer controlled people. Be yourself! Mold yourself into the person you want to be. Be an inner-controlled person. Share your creation with peers and explain the characteristics of inner and outer controlled people.

2.1 Discuss the importance and benefits of support systems made up of people who genuinely care about one another. Think about closest friends, relatives, neighbors, or others that make up one's close relationships. Respond to the following: Name the closest people to you. Why are these people so special? What can turn a close or good friend into an acquaintance or enemy? In what ways are you different? Name five ways to make an acquaintance a good friend.

2.2 Rotate the responsibilities of classroom diplomat. Each diplomat will greet visitors as they enter the classroom, introduce themselves (using complete sentences), shake the visitor's hand and tell the visitor about the standards, objectives, assignments, and any other important information regarding the class for the day.

3.1 Listen carefully to the words of the song, "*That's What Friend Are For,"* by Dionne Warwick, Stevie Wonder, and Elton John. How are friends defined in this song? What are some characteristics of close relationships?

3.2 Make a collage showing desirable or undesirable characteristics of a close relationship. On the back of the collage write the traits as they are depicted on the front side. Describe what happens as a result of desirable/undesirable characteristics in a relationship.

3.3 Write thank you notes to friends or family members thanking them for intangible gifts that are given freely, such as, being a good listener, supporting others through rough times, or always doing things for others without being asked. Be descriptive, personal, and cite actual situations. Read the notes anonymously and then mail them.

Assessments:
Class discussions, projects, presentations, student self-evaluations, performances to demonstrate learning, open response questions, student reflections on work

FACS Student Organization
Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/
APPLICATION/ASSESSMENT THROUGH FCCLA
Community Service: develop, plan, carry out, and evaluate projects that improve the quality of life in their communities.

Dynamic Leadership: master the six essentials of leadership

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

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

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

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

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

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

Resources:

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

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

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

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

www.wordle.net Wordle generates "word clouds" from text provided to give greater prominence to content related words.

C. CONSUMER AND FAMILY RESOURCES (Management Practices)

SC Standard: C1. Critique different methods of managing personal resources.

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

Personal Skills for Young Teens: Management Practices

Academic Alignment: ELA A1, A2, A3, A4, A5; **M** A6, A7**, A** A8; **H** A19, A20, A21; **ISTE** A23, A24, A25, A26, A27, A28

Essential Question(s): How can life improve by managing personal resources?

Indicators:

What Students Should Know:
1. Resources
2. Management skills

What Students Should Be Able to Do:
1. Identify human, non-human, and community resources.
2. Demonstrate resource management skills.

Sample Learning Strategies:

1.1 Define human, non-human, and community resources and list at least five examples of each. Share lists with peers and create a display representing a compiled list of all resources.

1.2 Brainstorm human and nonhuman personal and community resources. Select one human and one nonhuman resource and write a goal for it.

1.3 Develop a list of resources and determine whether they are human or nonhuman and whether they are personal or community resources. Examples might include: library, hospital, cash, intelligence, creativity, automobile, parks, and American Red Cross.

1.4 State ten responses in one or more categories listed below. Brainstorm general resources needed to achieve the group of goals. List all resources on the chalkboard. Review the list and indicate whether the resources are human or nonhuman. Select one or two items from the list and detail how to develop the desirable resources: future careers, short range school goals, teen entrepreneurial jobs, sports/music/dance accomplishments.

1.5 Create a graphic organizer of personal resources. Prioritize resources based on personal values. Compare and discuss resources in small groups. Make revisions if needed. Write a short paragraph about the experience.

1.6 Brainstorm with a partner, personal material possessions that are valuable. Prioritize top three personal possessions. Develop a plan that makes it easy to take personal possessions with you in the event of an emergency.

1.7 Generate a list of community resources that provide a service. Create a visual to be distributed to different audiences.

2.1 Keep a log of how you spend your time for one week. Conduct a self-evaluation of the log and set short-term goals to use time more wisely. Revisit the log and goals periodically and write a reflection of improvements and areas that have not improved, an example and explanation of how/why, and what will be done for continued improvement.

2.2 Create a weekly "to do" list and check off items as completed. Discuss things that were done and not done with peers/teacher and changes that can be made to complete the tasks.

2.3 Maintain a color-coded list of how time is spent (school, homework, sports practices, eating, sleep, free time, etc.). Evaluate and adjust to better meet goals for success.

2.4 Develop a presentation showing how time management skills can help alleviate stress. Develop a plan to schedule methods of reducing stress (nutrition, exercise, meditation, etc.) Follow the schedule for at least three weeks and report to the class the results of implementing a plan for stress reduction.

2.5 Generate a list of papers that are important or have sentimental value. The list should include: Social Security Card, birth certificate, report cards and diplomas, health and dental records, warranties, sales receipts from the last year and from big purchases, special letters and notes, and awards and certificates. Discuss how organization affects time management? Develop a plan to organize important papers. Decide on the titles of the file folders or other suitable storage e. g., large mailing envelopes, expandable alphabet folders or metal storage boxes**).**

2.6 Create a bulletin board using a goal post, scoreboard, and footballs. Write one or more time management tips on the footballs. Arrange the balls on the bulletin board as though they are moving toward the goal.

2.7 Establish goals of accomplishments for the upcoming weekend. Prioritize activities and make a plan to meet the goals using time estimates. Conduct self-evaluations at the beginning of the next week. Explain how the goals was accomplished or why they were not accomplished. Describe various methods to improve the plans to accomplish goals. Share with the class.

2.8 Keep a log of time spent using technology for social networking and recreation versus educational use. Reflect on how time is spent.

2.9 Complete a spending habits on-line challenge (ex. pbs.org).

2.10 Decide how to spend money based on a given scenario. For instance: You've received $50.00 for your birthday, how will you spend it? Evaluate the spending decision. Determine if money would be spent on a want or a need. Divide into two debate teams. One team will debate the decision to spend money on wants and the other on needs. Write Short reflection about to debate and describe information gained that will be beneficial when making financial decisions.

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

FACS Student Organization
Family, Careers, and Community Leaders of America (FCCLA) http://www.fcclainc.org/
APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: resource management education; consumer experience while obtaining project materials

Dynamic Leadership: Problem Solving for Leaders

Families First: Parent Practice

Financial Fitness: Consumer Clout

Fundraising: consumer experience while obtaining materials; observation of customers' consumer decisions

Leadership roles: experience with time management; experience designing a plan of work

Power of One: A Better You; Take the Lead

STAR Events: Applied Technology; Career Investigation, Chapter Service Project, National Programs in Action, Promote and Publicize FCCLA!, Recycle and Redesign

STOP the Violence: projects to educate peers about individual and family choices

Resources:
www.usa.gov/Topics/Teens.shtml
Find resources on driving, managing money, recycling, working, protecting your identity, and more.
http://pbs.org
An interactive website that provides educational opportunities to learn more about the environment, garbage and recycling, air & water, plants and animals, the future, etc.

D. HOUSING AND INTERIOR DESIGN (Creating Environments)

SC Standard: D1. Examine strategies to create or enhance personal space.

FACS Nat'l Standard: 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

Personal Skills for Young Teens: Creating Environments

Academic Alignment: ELA A1, A2, A3, A4, A5; M A6, A7; A A8; G A9; ME A10; DA A11; HE A16, A17, A18, A19, A20, A21, A22; ISTE A23, A24, A25, A26, A27, A28

Essential Question(s): Why is it important to have a pleasant, functional and safe personal space?

Indicators:

What Students Should Know:
1. Personal space
2. Ideal personal space
3. Room design
4. Home safety and security
5. Emergency procedures

What Students Should Be Able to Do:
1. Describe personal space in various locations.
2. Describe an ideal personal space.
3. Design a room using the elements and principles of design.
4. Generate strategies to avoid accidents and improve home security.
5. Prepare for different types of emergencies.

Sample Learning Strategies:

1.1 Define personal space. Discuss how different locations might be considered personal space. Respond to the question, "Why is personal space important?"

1.2 Generate a list of rules for sharing space with a sibling. Share funniest stories about sharing personal space.

2.1 Write a thought paper describing the perfect personal space. Include illustrations in the papers.

2.2 Identify activities that relate to items in a bedroom. Name the basic needs that relate to the items. For example, mirror (dressing), door (privacy), television (leisure time activities), and bed (sleeping).

3.1 Design a dream bedroom using pictures from magazines and catalogs, carpet and floor samples, fabrics, and paper samples from wallpaper books. On the back of the sheet, describe in detail the choices that were made, activities that will take place in this room, and what this room will tell others about the person living there (www.hgtv.com).

4.1 Research the main causes of accidents and thefts in homes. Develop graphs to show the highest number of home accidents and their causes. Generate a guide showing the data and strategies to help others improve safety and security in the home.

4.2 Generate a home safety and security checklist. Evaluate various scenarios based on the checklist. Discuss ratings for each scenario and recommend improvements as needed. Examine different environments to identify potential hazards.

4.3 Plan and sponsor a "Citizens For Safety and Security" (or "Teens Against Crime") community meeting. Design and distribute publicity articles, invite community leaders, parents, and neighbors, greet attendees at the doors, pass out informational materials, assist the presenter, serve refreshments, and write follow-up articles for the school or district newsletter and community newspaper. Design logos, bumper stickers, or name tags. Present the program or invite a guest speaker, such as a police officer or ex-criminal who share insights into how to prevent crime.

5.1 Develop a checklist of information to include in emergency calls. Practice making emergency calls with a partner based on different scenarios. Conduct peer evaluations of the calls.

5.2 Role play the reporting of various crimes on the telephone. These crimes might include burglary, assault or the suspicion of a crime. What information should be given?

5.3 Discuss identifying all of one's valuable possessions with a unique identification number. Model numbers and serial numbers have little value to the police if a person is a victim of a burglary. Many manufacturers use one serial number for all of the same types of items. For example, one brand of jig saws may all have the same serial number. This makes it difficult to locate and return stolen goods. Engrave a unique number on all valuables with an engraving tool. Do not write this number on the identification plate, but rather engrave the item in a visible area of the item. Engraving tools can usually be borrowed from the local Police Department. Demonstrate how to engrave items. Practice on obsolete tools and equipment.

5.4 Develop and practice responses to various disasters such as tornadoes, hurricanes, fires, floods, etc. Evaluate the plans and make revisions as needed. Develop a presentation and share with class and other audiences.

Assessments: Checklists, rubrics, problem solving strategies, justifying answers and solution process, hands-on activities, portfolio, collage, journal writing

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

APPLICATION/ASSESSMENT THROUGH FCCLA

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

Families First: **Meet the Challenge** – overcome obstacles together; **Balancing Family and**

Career –manage multiple responsibilities

Financial Fitness: **Financing Your Future**- apply financial skills to real life

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

STAR Events: Applied Technology; Entrepreneurship, Environmental Ambassador, Illustrated Talk, Interior Design, Interpersonal Communication

Resources:

www.educationworld.com A complete online resource that educators could visit to find high quality lesson plans and research materials.
http://www.uen.org/Lessonplan/LPview.cgi?core=20 Utah Family and Consumer Sciences FACS Exploration
http://www.ksde.org/Default.aspx?tabid=433#TLS Kansas developed Family and Consumer Sciences curriculum.

E. EDUCATION AND EARLY CHILDHOOD (Challenging Children)

SC Standard: E1. Analyze the responsibilities of caring for young children related to child development, safety and health.

FACS Nat'l Standard: 4.4 Demonstrate a safe and healthy learning environment for children.

Personal Skills for Young Teens: Challenging Children

Academic Alignment: ELA A1, A2, A3, A4, A5; M A10; S A12, A13; HE A16, A17, A18, A19, A20, A21, A22; ISTE A23, A24, A25, A26, A27, A28

Essential Question(s): Why is safety and health so important when working with young children?

Indicators:

What Students Should Know:

1. Components of a safe and healthy environment
2. Safe and healthy practices
3. Responsibilities in child care
4. Infant and child first aid/CPR
5. Child care provider and facility

What Students Should Be Able to Do:

1. Describe a safe and healthy environment for young children.
2. Explain safe and healthy practices when working with young children.
3. Analyze responsibilities when caring for young children.
4. Demonstrate first aid and CPR skills.
5. Identify the characteristics of a quality child care provider and facility.

Sample Learning Strategies:

1.1 Research a safe and healthy environment for young children from infants to eight year olds. Create a chart showing safe and healthy environment for the different age groups. Discuss the reasons that the information is different.

1.2 Examine different scenarios that show the lack of safe and healthy environments. Identify and discuss potential dangers in small groups and develop strategies to improve the environments. Share small group information with the class. Provide opportunities for additional suggestions for improvements.

2.1 Discuss importance of a safety plan when caring for young children. Practice fire drills, medical emergencies, emergency contact numbers, etc.

2.2 Tour a playground, list potential safety concerns (bees/wasp nest, poisonous plants, equipment safety, etc.) and role-play emergency scenarios.

2.3 Research articles on recalled toys and products for young children.

2.4 Design, draw a home floor plan, and practice an emergency evacuation plan.

3.1 Create a list of questions to ask parents prior to caring for their child.
3.2 Investigate common food allergies and choking hazards.
3.3 Research websites such as The American Red Cross (redcross.org). Create a first aid kit.
3.4 List signs of child neglect/abuse. Discuss procedures to follow when reporting suspected child neglect/abuse.
3.5 Create a bulletin board titled, "A Babysitter's Pledge" "I pledge to…" Include at the top of the list information every babysitter should get from the parent.
3.6 Give scenarios of finding a child with potentially dangerous household items, such as bagged liquids, bolts, paper clips, pennies, etc. Evaluate the situation and explain how it impacts child safety.
3.6 Identify age-appropriate toys for a young child. Discuss methods of determining ages for various toys and the purpose of assigning ages to different toys.
3.7 Interview different parents. List some common expectations parents have for babysitters and relate them to the child's safety, health and happiness.
3.8 Select and practice reading appropriate children's books.
3.9 Create a puppet and write a children's story using the puppet.
4.1 Watch videos/demonstrations and practice first aid and CPR skills.
5.1 Research regulated guidelines for child care providers and facilities. Develop a presentation Show the characteristics of quality child care providers and facilities. Cite the source of the information using MLA format.

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

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: child abuse awareness education; projects to improve child care settings

Dynamic Leadership: Conflict Management for Leaders

Families First: Parent Practice

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

STAR Events: Early Childhood, Entrepreneurship; Focus on Children

STOP the Violence: violence prevention lessons with children; child abuse education and reporting; exploration of security procedures in child care settings

Student Body: health habit and nutrition projects with children

Resources:

www.safekids.com
Online safety and civility. Offers safety advice and tools that include social networks such as Facebook, guidelines for parents of pre-teens and teens, online safety, resources for youth in crisis, a safe kids song, etc.

http://zerotothree.com
A national nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers.

www.theparentszone.com
A website that has resources for parenting and parenting tips, behavior problems, child development, activities and fun, infants, toddlers, teens, family issues, and child health and disorders.

www.pbskids.org/itsmylife/money/babysitting/index.html
An interactive site that deals with life and the stuff that young teens deal with on a daily basis. Includes informative articles, a place to share personal stories, games and activities, quizzes and polls, videos, advice, blogs, etc. Interviews with celebrities who share personal stories about their life experiences are also included.

http://www.safesitter.org/about-us/what-is-safe-sitter%C2%AE.aspx
Prepares young adolescents for the profound responsibilities of nurturing and protecting children. Medically-accurate curriculum is presented in sections which may be combined and taught as one of three course options: Safe Sitter® 1-day, Safe Sitter® 1 day with CPR, Safe Sitter® 2-day for comprehensive coverage.

www.youthonline.ca
Contains games, crafts, recipes, clip art, coloring and educational resources. Offers an opportunity for youth to join and complete an online babysitting class.

www.preschoolrainbow.org
Preschool education activities and early childhood education lesson plans that give preschool children choices. Classroom curriculum is arranged by theme. Includes at home fun preschool activities and games that parents can use to reinforce early learning skills.

www.urbanext.illinois.edu/babysitting
A guide for teenagers (ages 14-19) on how to successfully run a babysitting business.

www.redcross.org
Babysitter's training gives youth (11-15 years old the knowledge and confidence to care for infants and school-age children. Combines video, activities, hands-on skills training and discussion for a complete learning experience.

F. TEXTILES, FASHION AND APPAREL (Winning Images)

SC Standard: F1. Analyze factors that influence grooming habits, clothing selection, and clothing repairs.

FACS Nat'l Standard: 16.3 Demonstrate fashion, apparel, and textile design skills**.**

Personal Skills for Young Teens: Winning Images

Academic Alignment: ELA A1, A2, A3, A4, A5; **M A6, A7; A A8; G A9; ME A10; SS A15; HE A16, A18, A19, A20, A21, A22; ISTE A23, A24, A25, A26, A27, A28**

Essential Question(s):
How is information about grooming habits, clothing selection, clothing repair and recycling useful?

Indicators:

What Students Should Know:

1. Grooming habits
2. Clothing for body types and occasions
3. Trends, fads, and classics
4. Clothing budgets
5. Basic sewing skills

What Students Should Be Able to Do:

1. Analyze personal grooming habits.
2. Select appropriate clothing for body types and occasions.
3. Generate examples of trends, fads, and classics.
4. Develop a clothing budget.
5. Demonstrate basic sewing skills.

Sample Learning Strategies:

1.1 Select a topic and research grooming habits. Prepare and present a booklet/bulletin board/collage or poster.

1.2 Create a brochure to show the importance of personal hygiene. Present the brochure to the class and conduct peer evaluations. Create one class brochure by including information from different presented brochures. Display the brochures strategically for visitors, school mates or others to obtain a copy, if interested.

2.1 Chart measurements and determine personal body type.

2.2 Create a personal portfolio of outfits for different occasions.

2.3 Identify a favorite television or movie character apparel and share with classmates. Discuss the outfit design and how it fits the character.

2.4 Sketch an outfit for specific occasions. Discuss during the presentation fabric types, color, style, design, care, etc. Present information to the class.

2.5 Practice and demonstrate tying bows, bow ties, and ties. Evaluate results using a student-made checklist.

2.6 Discuss the functions of clothing by explaining the reasons for wearing clothing. Write these functions on the board. Generate a list of examples for each function.
2.7 Explain why teens spend a good deal of their waking hours planning, dreaming, wearing, mixing and matching, and changing clothes?

3.1 Select a variety of pictures from magazines and catalogs of outfits for both boys and girls. Suggest a specific situation and describe personal feelings for wearing each outfit. State the reasons for the response.
3.2 Write a report on individual influences on fashion trends. Name specific individuals and how they influence the fashion industry.
3.3 Research current magazine styles and categorize according to trends, fads, and classics. Develop a collage of favorite trends, fads, and classics.
3.4 Generate a list of dressing disorder, such as, shirts unbuttoned to the waist, skirts too short and wrinkled clothing. Locate pictures from different sources to illustrate dressing disorders. Explain the problem and discuss ways to make corrections.
4.1 Select outfits based on specific budgets. Discuss ways of saving money when purchasing clothing and how to get more for the money.
4.2 Coordinate various outfits from wardrobe basics. Show different combinations of the outfits and accessories. Compare the finances needed for four different outfits versus the cost of the coordinated outfits.
4.3 Conduct a class/school clothing recycling project.
5.1 Develop a garment repair sample notebook . Include a sample with step-by-step written directions of each of the following repairs: restitch seams and hems, replace fasteners, fix snags, mend tears, patch holes, cover worn areas. Refer to a student/teacher made rubric and conduct a self-evaluation of the notebook contents. Provide a reflection of the experience, justify the personal evaluation of the notebook contents, and explain how the skills can be used to make money while in school, for supplemental income, or for future employment.
5.2 Construct a simple sewing project and include math, science, social studies, and English Language Arts skills. Write an expository essay to show how each of the skills were included and provide specific examples. Show the completed project and present information to the class.

Assessments: Checklists, rubrics, problem solving strategies, justifying answers and solution process, hands-on activities, portfolio, Collage, projects, presentations, self-evaluations

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Leaders at Work: Textiles and Apparel leadership projects

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

Resources:

http://teens.lovetoknow.com/Teen_Clothing_Stores
"If you're looking for some trendy and affordable options for the best juniors looks, it can help to have a list of popular teen clothing stores. Teen clothing styles change all the time, but some stores stand out from the crowd. These ever-popular retailers are the best places to shop for of-the-minute junior clothing at reasonable prices."
http://family.go.com/parenting/pkg-tween/article-787150-good-hygiene-habits-for-boys-t/
"A boy who feels good about the way he looks and smells will have higher self-esteem."
http://family.go.com/parenting/pkg-tween/article-787171-practicing-good-hygiene-t/
"The ultimate goal is to have preteens internally regulate their own grooming behaviors over time."
http://www.youbeauty.com/quizzes/body-type?utm_source=adcenter&utm_medium=cpc&utm_term=body%20types&utm_campaign=Content-Quizzes_Body-Type
"Take this quiz to determine your contours. You'll get specific health, eating and exercise advice, plus fashion tips to flatter your figure."
http://video.about.com/teenfashion/Choose-Dress-for-Body-Type.htm
Video:How to Choose a Party Dress by Body Type"
http://www.bodybuilding.com/fun/becker3.htm
"What Is Your Body Type? Take Our Test!
http://kidshealth.org/teen/your_body/
"From growing up to getting braces, popping pimples to catching some ZZZs, this section gives you the basics on your changing body - from head to toe."
http://www.teenvogue.com/style/2009/06/fit-club
Fit Club: Finding Clothes for Your Body Type
http://www.usatoday.com/news/health/2005-08-09-magazines-real-curves_x.htm
Fashion magazines showing more body types
http://www.seventeen.com/fun/quizzes/fashion/clothes-body-shape-quiz
Are you wearing the right clothes for your body type?
http://www.mycoupons.com/store/the-art-of-sewing-master-it/ "The Art of Sewing - Master It!"

G. NUTRITION AND WELLNESS (Kitchen Connection)

SC Standard: G1. Evaluate factors that affect dietary needs and wellness.

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

Personal Skills for Young Teens: Kitchen Connection

Academic Alignment: ELA A1, A2, A3, A4, A5; M A6, A7; A A8; G A9; ME A10; DAP A11; S A12, A13; SS A14, A15; HE A16, A17, A18, A19, A20, A21, A22; ISTE A23, A24, A25, A26, A27, A28

Essential Question(s):
Why is it important to be familiar with factors that affect dietary needs and wellness?

Indicators:

What Students Should Know:
1. Dietary needs
2. Safe and sanitary practices
3. The names and functions of common kitchen utensils
4. Common cooking terms
5. Measurements
6. Recipe preparation
7. Table settings and etiquette

What Students Should Be Able to Do:
1. Identify dietary needs for teenagers.
2. Evaluate the food lab for sanitation and safety.
3. Select appropriate tools for specific tasks
4. Explain the meaning of common cooking terms.
5. Measure ingredients accurately.
6. Prepare a simple recipe.
7. Demonstrate appropriate table settings and etiquette.

Sample Learning Strategies:

1.1 Chart food intake for one day. Compare with dietary needs according to www.choosemyplate.gov requirements. (Set up a personal account documenting height, weight, and activity level.) Alter former intake menu incorporating suggested changes.

1.2 Build menus and eat correctly for two days according to www.choosemyplate.gov. Complete a student/teacher made evaluation rubric.

2.1 Make informational pamphlets or posters identifying food safety requirements in order to prevent food-borne illnesses.

2.3 Chart safe and sanitary practices used at the beginning, duration, and end of food labs.

2.4 Identify dangers in a danger zone kitchen in teams. Report the numbers of dangers found after a specified period of time. Post the number of dangerous examples found and plot the results on a graph by teams. Discuss the results and recommend ways of making the kitchen safe.

2.5 Invite a professional from the State Health Department to run bacteria tests for the purpose of illustrating what happens as a result of unsanitary practices. Place handled coins and strands of hair in agar. Also cough into agar and obtain a sampling from dirty hands. Grow the bacteria in a science lab and bring the samples back to class. Identify the different types of bacteria from each unsanitary practice. Discuss food safety requirements restaurant owners and food handlers follow.

2.6 Inventory food storage methods in the home or other locations. Evaluate storage to determine if foods are stored to maximize the safety of the food. Identify potential problems. Discuss finding with classmates.

2.7 Visit a grocery store and observe how various foods are stored. How do stores ensure food safety?

3.1 Create lists of the names and functions of common kitchen utensils. Distribute lists to teams of classmates and participate in a scavenger hunt for food lab utensils. Name and demonstrate the use of each kitchen utensil by teams.

3.2 Demonstrate the use of kitchen tools and techniques when preparing food.

3.3 Participate in a utensil scavenger hunt. Divide into kitchen groups. Select one student from each group to stand in the assigned kitchen while the others sit at a table or at desks nearby. Call out the name of a piece of kitchen equipment to classmates. Each student standing should locate the correct item, hold it up in the air and shout, “Found!” (and name the utensil. Whoever finds the item first receives a point for their team. Each team will win different rewards based on the number of points earned.

4.1 Create food and cooking term flashcards. Include common foreign terms and consult with the foreign language teacher for the correct pronunciation and meaning of the words. Invite foreign language teacher or chef to class as support and teach words to peers.

4.2 Complete activity sheets, word searches, or scrambles of common cooking terms.

5.1 Demonstrate measuring of ingredients (liquid, solid, and dry) with peer-tutoring in groups. Compare accuracy by measuring on scales. Develop and implement a foods lab plan and evaluation.

6.1 Complete a lab plan to determine who will complete each preparation and clean up task. Assign kitchen patrols to evaluate preparations and clean up tasks. Make a poster of the clean up tasks and display it in a central location. Work as a team to complete tasks. Rotate duties.

6.2 Brainstorm the characteristics of a team member that gets along with others. Have students draw conclusions as to how the responses relate to working cooperatively in the foods lab.

6.3 Locate recipes for various foods. Evaluate the recipe using a student/teacher made rubric. Revise recipes based on low scores. Reevaluate recipes and compare the two scores. Explain the difference in the scores and what was done to improve the recipe.

6.4 Collect recipes, Plan a seven-day menu. Develop a grocery list. Take a trip to the grocery store or use grocery sales papers. Determine the cost of each meal based on the recipes in the menu. Compare costs of seven-day menus with peers.

7.1 Display various aesthetically pleasing and appropriate table settings based on specific menus. Present information to class by including the menu, the reason for the utensils, stemware/glasses, china, linens, etc. used. Rate the setting as a simple table setting or more elaborate setting based on a student made rubric. Display pictures of settings in the class.

7.2 Create problematic scenarios about table manners and rules of etiquette. Exchange scenarios with peers and respond to the scenario by describing the situation and what should be done to address the problems. Share scenarios and solutions with class.

7.3 Discuss the importance of table and dining etiquette. Research careers related to dining and table etiquette. Compare education requirements, employee characteristics, job outlook, and salaries.

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

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

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

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

Resources:

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

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

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

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

www.foodsubs.com/ has a cook's thesaurus that covers thousands of ingredients and kitchen tools. Entries include pictures, descriptions, synonyms, pronunciations, and suggested substitutions

http://www.recipes.ubr.com/home/cooking-tips-page/cooking-equivalents-amp-conversions-page.aspx provides cooking equivalents and conversions for US weights and measures, temperatures, conversion factors, conversion of measure for specific ingredients, cooking equivalents and substitutions, in addition to recipes, herbs& spice information, and cooking tips

H. CAREER, COMMUNITY AND FAMILY CONNECTIONS (Career Exploration)

SC Standard: H1. Explore entrepreneurship and employment opportunities available to young people.

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

Personal Skills for Young Teens: Career Exploration

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

Essential Question(s): What are some entrepreneurship and employment opportunities available to young people?

Indicators:

What Students Should Know:

1. Foundation skills
2. Academic skills
3. Employer/Employee characteristics
4. Job and career
5. Entrepreneurship and employment opportunities

What Students Should Be Able to Do:

1. Identify foundation skills essential to employment success.
2. Analyze the relationship between academic skills and career opportunities.
3. Outline characteristics of effective employers/employees.
4. Compare and contrast job and career.
5. Explore entrepreneurship and employment opportunities available to tweens and teens.

Sample Learning Strategies:

1.1 Research foundation skills needed for employment success. Develop short and learn term goals to hone or develop skills. Maintain a log to show goals, skills, and dated activities that target specific skills. Examine the log periodically and determine whether there has been growth or what steps should be taken to see more growth.

2.1 Work in small groups to develop a list of academic skills needed for workplace success and include a short narrative on how academic skills are relevant to the workplace.

2.2 Invite a high school student who has experienced employment success to discuss employment experiences and how school relates to skills needed for various jobs.

3.1 Research and role-play characteristics of efficient and effective employees and employers. After each role-play discuss personal feelings and how the information is beneficial.

5.2 Compare and contrast characteristics of a job versus a career in a Venn Diagram. Discuss the results.
5.3 Distinguish between a job and a career. Provide a written explanation as to whether your first job will be in the same field as your career. Share the information with the class.
5.1 Research job interests and include educational requirement, responsibilities, salary range, working conditions, and state and national job forecasts.
5.2 Describe preparations an employee would make when getting ready to go to job. What should the employee take along on the job? What skills were learned in class that could help you to prepare for a job?
5.3 Write an ad or flyer to advertise oneself as a responsible employee. Share ads with others in the class.
5.4 Develop questions and a checklist to guide an interview. Interview a person in a field of interest. Discuss personal interests and how they relate to the person interviewed.
5.5 Develop guidelines and write a job description for an ideal job. Research and interview someone in a similar position. Exchange descriptions and conduct peer evaluations. Provide constructive feedback to improve the description. Revise description based on peer feedback.

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

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APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: leadership and planning in career-related projects; PLUG IN to Careers; SIGN ON to the Career Connection; INTEGRATE Work and Life; LINK UP to Jobs; ACCESS SKILLS for Career Success
Community Service: leadership and planning in service projects
Dynamic Leadership: Character for Leaders; Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders
Families First: leadership and planning in family-related projects; Balancing Family and Career; You-Me-Us
FCCLA FACTS: leadership and planning in traffic safety projects
Financial Fitness: leadership and planning in money management projects; Consumer Clout; Making Money
Fundraising: demonstration of work ethics and professionalism
Leaders at Work: planning and self-direction of on-the-job leadership projects
Power of One: Take the Lead; Working on Working

STAR Events: Applied Technology; Career Investigation, Chapter Service Project, Early Childhood, Focus on Children, Hospitality, Job Interview, National Programs in Action, Parliamentary Procedures, Promote and Publicize FCCLA!, Recycle and Redesign, Teach and Train
STOP the Violence: projects to promote youth violence prevention in work and community environments
Student Body: leadership and planning in nutrition, fitness and self-esteem projects

Resources:
http://www.nycareerzone.org New York Department of Labor website that provides options to explore six career paths, a simple assessment to target interests, budget planning for the future, science, technology, engineering and math careers, sign in for guests
http://www.bls.gov/oco Occupational Outlook Handbook contains profiles that cover hundreds of occupations and describe What They Do, Work Environment, How to Become One, Pay, and more. Each profile also includes BLS employment projections for the 2010–20 decade
http://www.careernavigator.com.au/ An Australian online tools to help and support practitioners, career seekers, students, and parents. Offers a self guided exploration for suitable career options, tools to develop personal career plans, a means to clarify job related interests, etc Find out how your individual job interests connect to the world of work.
http://www.kuder.com/ Provide career interest assessments, skills confident assessments, and work values assessments for educators, students and parents, and adults who are interested in advancing, changing, or finding a new career.
http://careerkey.org/ offers a Career key test that leads to better decisions when choosing a career/college major.
http://www.careerkey.org/asp/career_development/foundation_skills.html Lists 17 foundation skills required of all workers in the high-performance workplace of the 21st century.
http://www.mappingyourfuture.org/MiddleHighSchool/ resource on career, college, financial, and money management
http://www.scois.net South Carolina Occupational Information System on-line system that requires a password to enter for access several Career Assessments, College Information, Occupational Information, College Major Information, Career Clusters, School Subjects matched to careers, Financial Aid Information, Private Trade Schools, Career Videos, Building and Posting Resumes, Career Electronic Portfolios, Salary and Outlook information on Careers, Lesson Plans for Teachers, Career Guidance Tools for Parents, Accountability Reports for Administrators and much more.
http://www.doleta.gov/jobseekers/ Employment and Training Administration (ETA) programs, resources, and online tools to help workers in all stages of the job and career development. Consists of the following topics to explore: Assess Yourself, Explore Career Options, Gain Experience and Credentials, Find a Job, Youth, Deal with a Job Loss, and Know Your Rights as a Worker