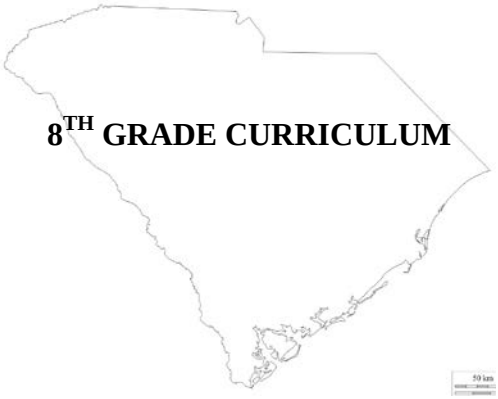
Introduction to Family and Consumer Sciences 2 (IFCS2)
Course Code - 2858



8TH GRADE CURRICULUM



Introduction to Family and Consumer Sciences 2 (IFCS2)
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Introduction to Family and Consumer Sciences 2 focuses on the changes and challenges faced by young teens today. Topics include family relationships, goal setting, money management, home repairs, early childhood development, textile products, nutrition-related diseases and illnesses and careers. Integration of Family and Consumer Science co-curricular student organization, Family Careers and Community Leaders of America (FCCLA) concepts, greatly enhances this curriculum.

Credit: NA

National Certifications:

Babysitting Certification
American Red Cross
http://www.redcross.org

ServSafe® Food Handler Certification
National Restaurant Association Educational Foundation
http://www.servsafe.com/ss/foodhandler/

Teen Babysitting Class
American Heart Association
http://thehealthsourceatkidsake.com/teenbabysittingclass.aspx

Recommended Grade: 8th

Prerequisite: NA

Textbooks:

Glencoe/McGraw-Hill
Discovering Life Skills, 1st Edition **Author: Glencoe**
Student Edition 0078298474 06-08 2004 $38.49

Discovering Life Skills is a comprehensive text designed to help young students learn about themselves, others, and their environment. Each chapter is short and easy to read and contains clear objectives, new ideals, new terms, application activities, review questions, Internet activities, responsible choices exploration, and career choice and options. The units include, focusing on you, charting your future, exploring fashion and clothing, and investigating foods and nutrition.

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Today's Teen, 7th Edition **Author: Kelly–Plate, Eubanks**
Student Edition 0078463696 06-08 2004 $40.98

Today's Teens is a comprehensive text that includes unit motivators, creative thinking skills, technology integration, and short reviews and evaluations. Lessons are aligned with Family and Consumer Sciences National Standards.

Goodheart-Willcox Company

Building Life Skills **Author: Liddell and Gentzler**
Student Edition 1566378850 06-09 2003 $39.99

Building Life Skills is designed for the sixth through the ninth grades. This text provides tools needed to build strong relationships, self-concepts, and skills for managing their lives. Objectives and lessons are aligned with the Family and Consumer Sciences National Standards, the chapters are short and easy to read, case studies bring various situations to life, and there are on-line teen connections and apply-it activities. The units include managing your life, understanding children, your health and nutrition, working in the kitchen, the clothes you wear, the place called home, and reaching new heights.

Life Skills for You **Author: Strohecker and Tippett**
Student Edition 159070312X 06-09 2006 $36.99

Life Skills for You is an up-to-date text appropriate for middle school students. Topics included are foods, clothing, decision-making, and personal development. Case studies illustrate how skills are applied to real life.

Take Charge of Your Life! **Author: Ross and Owens–Kristenson**
Student Edition 156637927X 06-09 2004 $40.98

Take Charge of Your Life is a comprehensive text that is easy to read and practical. The chapters include real life scenarios and opportunities to apply skills learned. At the beginning of each chapter there are three points listed to help students understand how the material in the chapter will be relevant in their life.

http://www.mysctextbooks.com/

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Curriculum Guides Available for Personal Skills 1 and 2:

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

Employment Opportunities:

Secondary Education:	child day care provider, baker helper, product packager banquet set-up employee, fashion design assistant, entrepreneurship
Two-Year Postsecondary Education:	child day care supervisor, leisure activities coordinator, packaging manager, chef, resort supervisor, fashion buyer, entrepreneurship
Four-Year Postgraduate Education:	Agriculture, Food & Natural Resources career, Architecture and construction career, Arts, A/V technology, and communications career, Business, management, and administration career, Education and training career, Entrepreneurship, Family and consumer sciences career, Hospitality and tourism career, Health sciences career, Human services career, Information technology career, Manufacturing career, Marketing, sales, and service career Science, Technology, Engineering and Mathematics

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Key Elements in this Document

ACADEMIC STANDARDS

Core Academic Standards

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

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

Introduction to Family and Consumer Sciences 1 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:

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

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

Resource Alignment provides references to the Personal Skills Curriculum resources

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

Key for Academic Alignment Abbreviations

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

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

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

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

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

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

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

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

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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

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

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.

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

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

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

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ACADEMICS (INTEGRATED IN INTRODUCTION TO FACS 1 STANDARDS)

English Language Arts

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

Mathematics

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

Algebra

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

Science

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

Health

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

A13. Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.
A14. Use goal setting and decision making skills to enhance health.
A15. Demonstrate the ability to practice behaviors that enhance health and reduce risks.
A16. Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.
A17. Use interpersonal skills to enhance health.
A18. Demonstrate the ability to practice behaviors that enhance health and reduce risks.
A19. Use interpersonal communication skills to enhance health.

Technology

A20. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
A21. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
A22. Apply digital tools to gather, evaluate, and use information.
A23. Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
A24. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
A25. Students demonstrate a sound understanding of technology concepts, systems and operations.

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FCS ACADEMIC STANDARDS

B. Interpersonal Relationships (Teen Success Strategies)
B1. Investigate factors that influence healthy relationships.

C. Consumer and Family Resources (Management Magic)
C1. Evaluate financial resources available to consumers.

D. Housing and Interior Design (Creating Environments)
D1. Evaluate environments for sanitation and safety standards.

E. Education and Early Childhood (Challenging Children)
E1. Evaluate age-appropriate activities for young children.

F. Textiles, Fashion and Apparel (Winning Images)
F1. Recommend procedures for the production, use, and care of textile, fashion, and apparel products.

G. Nutrition and Wellness (Kitchen Connection)
G1. Analyze nutrition and wellness guidelines.

H. Career, Community and Family Connections (Cash and Consumer)
H1. Examine Family and Consumer Sciences careers.

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A. ACADEMIC STANDARDS AND INDICATORS (INTEGRATED IN INTRO TO FCS 1 STANDARDS)

English Language Arts

. **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.

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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.

Production and Distribution of Writing

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

Research to Build and Present Knowledge

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

Range of Writing

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

SPEAKING AND LISTENING – PAGE 48

Comprehension and Collaboration

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

Presentation of Knowledge and Ideas

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

LANGUAGE – PAGE 51

Conventions of Standard English

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

Knowledge of Language

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

Vocabulary Acquisition and Use

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

Mathematics

Mathematics: Mathematical Processes

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

Indicators:

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

Common Core Alignments – MATHEMATICS 8th GRADE

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

Grade 8 Overview Page 53

The Number System

• Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

• Work with radicals and integer exponents.

• Understand the connections between proportional relationships, lines, and linear equations.
• Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

• Define, evaluate, and compare functions.
• Use functions to model relationships between quantities.

Standard A7. Number and Operations

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

Indicators:

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

Common Core Alignments – MATHEMATICS 8th GRADE

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

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Algebra

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

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

Common Core Alignments – MATHEMATICS

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

MATHEMATICS —ALGEBRA – PAGE 63

Seeing Structure in Expressions

• Interpret the structure of expressions
• Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Expressions

• Perform arithmetic operations on polynomials
• Understand the relationship between zeros and factors of polynomials

• Use polynomial identities to solve problems
• Rewrite rational expressions

Creating Equations

• Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

• Understand solving equations as a process of reasoning and explain the reasoning
• Solve equations and inequalities in one variable
• Solve systems of equations
• Represent and solve equations and inequalities graphically

Geometry

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

Indicator:

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

Common Core Alignments – MATHEMATICS 8th GRADE
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
Grade 8 Overview Page 53

• Understand congruence and similarity using physical models, transparencies, or geometry software.
• Understand and apply the Pythagorean Theorem.
• Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Measurement

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

Indicators:

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

Common Core Alignments – MATHEMATICS 8th GRADE
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
Grade 8 Overview Page 53
The Number System
• Know that there are numbers that are not rational, and approximate them by rational numbers.
Expressions and Equations
• Work with radicals and integer exponents.
• Understand the connections between proportional relationships, lines, and linear equations.
• Analyze and solve linear equations and pairs of simultaneous linear equations.
Functions
• Define, evaluate, and compare functions.
• Use functions to model relationships between quantities.

Data Analysis and Probability

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

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

Common Core Alignments – MATHEMATICS 8th GRADE
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
Grade 8 Overview Page 53
Statistics and Probability
• Investigate patterns of association in bivariate data.

Science

Standard A12. Scientific Inquiry (SC7-1)
Demonstrate and understanding of technical design and scientific inquiry including process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.
Indicators:

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

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

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

Indicators:

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

Health

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

Indicators:

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

- Define the term "hydration" and explain the benefits of hydration during physical activity.
- Explain the benefits of engaging in moderate to vigorous physical activity daily.
- Analyze the relationship between food, calories, and physical activity.
- Explain safe food handling and preparation.

Standard A15.
Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. **(SCHealth2)**
Indicators:

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

Standard A16.
The student will demonstrate the ability to access valid information and products and services to enhance health. **(SCHealth 3)**
Indicators:

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

Standard A17.
The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(SCHealth 4)**
Indicators:

- Explain how talking about feelings and emotions promotes mental health.
- Demonstrate effective conflict management or resolution strategies.*
- Demonstrate communication and refusal skills to promote abstinence and to avoid risk behaviors.
- Demonstrate how to ask for assistance to enhance the health of self and others.*

Standard A18.
The student will demonstrate the ability to use decision-making skills to enhance health. **(SCHealth 5)**
Indicators:

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

Standard A19.
The student will demonstrate the ability to use goal-setting skills to enhance health. (SCHealth 6)
Indicators:

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

Standard A20.
The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(SCHealth 7)**
Indicators:

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

Standard A21.
The student will demonstrate the ability to advocate for personal, family, and consumer health. **(SCHealth 8)**
Indicators:

- Demonstrate ways to advocate remaining drug-free.
- Advocate for a healthy school, community, and natural environment.

- Demonstrate ways to advocate the benefits of choosing healthy foods and increasing one's physical activity.

Technology (ISTE)

Standard A22. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.
Indicators:

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

Standard A23. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
Indicators:

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

Standard A24. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.
Indicators:

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

Standard A25. Critical Thinking, Problem Solving, and Decision Making
Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
Indicators:
Identify and define authentic problems and significant questions for investigation.

- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Standard A26. Digital Citizenship

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

Indicators:

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

Standard A27. Technology Operations and Concepts

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

Indicators:

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

NETS for Students:

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Course Standard Unit Plans

B. INTERPERSONAL RELATIONSHIPS (TEEN SUCCESS STRATEGIES)

SC Standard: B1. Investigate factors that influence healthy relationships.

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

Personal Skills for Young Teens: Relationship Strategies

Pro Team: Module 2. I Can Communicate; Module 4. I Can Be Different; Module 5. I Can Set Goals; Module 6. I Can Make Decisions; Module 7. I Can Think Positively

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

Essential Question(s): What personal decisions can be made that contribute to healthy relationships?

Indicators:

What Students Should Know:
1. Family structures
2. Healthy relationships
3. Role expectations of relationships

What Students Should Be Able to Do:
1. Describe various family structures.
2. Determine ways to strengthen relationships.
3. Assess role expectations of various relationships.

Learning Strategies:

1.1 Locate and collect pictures from magazines illustrating different family structures. Develop visuals with a partner using the pictures. Label the different family structures. Display in class/school.

1.2 Research information that shows data for children who grew up in different family structures and how they compare as adults.

1.3 Read a children's book about birth order such as The Birth Order Blues by Joan Drescher. Answer the following questions: *How do you identify with the characters in the story? Which character(s)? How? Which character do you feel that you have the least similarities?*

1.4 Brainstorm a list of television shows that depict family. Watch a minimum of two television shows. Participate in a class discussion when responding to the following questions: What types of families are depicted (nuclear, extended, single parent, blended, or communal)? Are these families realistic? In what ways are the families unrealistic (for example, too perfect, problems are easy to solve, too comical, too stereotyped, outrageous, or too sweet)? How are these families meeting the needs of its members? What are some unique characteristics of different family types? Do the family members show respect and love for each other?

2.1 Define healthy relationships. Create a T-chart comparing and contrasting healthy and unhealthy relationships. Complete a healthy relationship project that illustrates the characteristics of healthy relationships.

2.2 Write a two-to-three minute television commercial. Emphasize the positive characteristics and capabilities of you; develop an advertisement or commercial to "sell oneself." It may be a radio, television ad, billboard, sweepstakes, etc.

2.3 Write the names of people you often criticize. Raise your hand when the number of names you have written down is stated. Answer the following questions and discuss:

- Generally, how frequently do you criticize others? Once a day? Twice a day? Frequently during the day? Never?
- What is accomplished by criticizing others?
- How do you feel when you criticize others/Better or worse? Energized or depleted of energy?
- Does criticizing oneself or others build good self-esteem?
- Is this a habit in which you can "beat up" on yourself for what you see as weaknesses?

3.1 List your roles (ex. Sister, brother, student, church member, team member, etc.) Identify the various expectations for each role. Then identify the consistent and unique expectations across the roles.

3.2 Create a personal dream image. Find and cut out magazine pictures of what you think are the perfect lips, eyes, nose, hair, ears, cheekbones, and other features in close proportions to each other. Paste the face parts on balloons. Discuss ideas and display balloons. There are many different ideas of a dream image.

3.3 Create a chart listing the types of relationships, their functions, and expectations.

3.4 Write a one-page autobiography describing how your heredity, environment, and your cultural heritage affect your personality.

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

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:

http://www.uen.org/Lessonplan/LPview.cgi?core=20 Utah Family and Consumer Sciences FACS Exploration lesson plans and resources
http://health.howstuffworks.com/pregnancy-and-parenting/parenting/understanding-family-structures-and-dynamics-ga.htm Discovery Fit & Health provides information regarding "Understanding Family Structures and Dynamics"
http://www.americanvalues.org/briefs/edoutcomes.htm An article on family structure and children's educational outcomes.
http://www.familystructurestudies.com/about This website presents the latest social science data about how children who were raised in different family types compare, as adults, on a variety of outcomes and meaures.
http://answers.ask.com/Health/Diseases/what_is_a_health ..Provides information on what a healthy relationship is.
http://girlsactionfoundation.ca/en/amplify-toolkit-/workshop-guide/healthy-relationships/healthy-vs-unhealthy-relationships/healthy-relationships-scenario-referenc Healthy relationship scenarios.
http://www.thirteen.org/edonline/afterschool/activities/health/relationship.html#3 Relationship respect lesson plan. Includes procedures for delivery of the 70 minute lesson.
http://www.mc.uky.edu/behavioralscience/research/gismanual/Lessons/Relationships%20Healthy%20versus%20Unhealthy.pdf Healthy Versus Unhealthy lesson that have students complete a survey about their relationships.
http://www.lessonplanet.com/search?keywords=unhealthy+relationships Worksheets and lesson plans
http://kidshealth.org/teen/your_mind/relationships/abuse.html Provides information about abusive relationships, what abuse is, and additional links that helps students to reflect on whether or not they are in a healthy relationship.
http://www.youtube.com/watch?v=QUTO4fWukmA A healthy relationship video on you tube. Focuses on teen dating violence.
http://middlechildpersonality.com/middle-child-syndrome/ Information about the middle child syndrome.

C. CONSUMER AND FAMILY RESOURCES (CASH AND CONSUMERS)

SC Standard: C1. Evaluate financial resources available to consumers.

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

Personal Skills for Young Teens: Cash and Consumers

Pro Team: Module 6. I Can Make Decisions

Academic Alignment: ELA A1, A2, A3, A4, A5; M A6, A7; A A8; G A9; H A14, A15, A16, A17, A18 A19, A20, A21; ISTE A22, A23, A24, A25, A26, A27

Essential Question(s): What is financial literacy and why is this important?

Indicators:

What Students Should Know:	**What Students Should Be Able to Do:**
1. Financial Literacy	1. Evaluate aspects of financial literacy.
2. Financial Decisions	**2.** Make informed financial decisions.
3. Consumer Resources	**3.** Evaluate consumer resources.

1.1 Create a budget that shows plans for spending for a vehicle/public transportation, financing the first year of college, renting an apartment, food, clothing, etc. Discuss the challenges faced when developing the budget and how those challenges avoided or eliminated.
1.2 Compare financial institutions such as a bank and credit union. Create a visual to display the features and costs associated with maintaining an account at each institution. Maintain a check register/record log for maintaining a household for one month.
2.1 Create and follow a financial plan for several months when given a budget and household situation (single parent, family with young child, etc.) and various predicaments and expenses (illness, injury, loss of job, winning a monetary prize, etc.). Write a reflection of the experience. (Reality Works Juggling Act Curriculum)
2.2 Identify warning signs of financial difficulties and generate possible solutions.
2.3 Describe some of the ways you can get into trouble using credit.
3.1 Explore resources to help families or individuals in financial need or crisis.
3.2 Invite speakers for a panel discussion representing agencies that assist individuals and families in financial need.
3.3 Discuss promises made by credit repair companies and evaluate a company before deciding to use their services. Using the internet, research news articles on credit repair services.
3.4 Discuss how to use credit wisely (paying off credit cards, etc.)

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

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

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: financial management education

Families First: Balancing Family and Career

Financial Fitness: Banking Basics; Cash Control

Resources:

www.usa.gov/Topics/Teens.shtml
Find resources on driving, managing money, recycling, working, protecting your identity, and more.

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

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

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

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

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

http://bizkid.com Information to show how to "easily" start a company.

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

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

D. HOUSING AND INTERIOR DESIGN

SC Standard: D1. Evaluate environments for sanitation and safety standards.

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

Personal Skills for Young Teens: Creating Environments

Academic Alignment: ELA A1, A2, A3, A4, A5; M A6, A7; A A8; G A9; ME A10; H A14, A15, A16, A17, A18, A19, A20, A21; ISTE A22, A23, A24, A25, A26, A27

Essential Question(s): What are the advantages of having clean and safe environments?

Indicators:

What Students Should Know:

1. The advantages of a clean, safe home
2. Home care routines
3. Organization and management

What Students Should Be Able to Do:

1. Discuss the advantages of a clean and safe home.
2. Plan a cleaning routine to accomplish a clean and safe environment.
3. Determine how to organize and manage cleaning tasks.

Learning Strategies:

1.1 Interview different housekeeping services and determine the cost of cleaning a home. Make a list of all of the services offered for the price quoted. Compare different services and discuss which is best based on needs.

1.2 Develop a personal daily, weekly, monthly, and yearly house cleaning tasks list and the products needed to accomplish the task. Check off duties as they are completed. Conduct a self-evaluation and determine changes that need to be made in habits or the schedule.

1.3 Play the online supersize family game. Balance keeping the house clean, managing the children and the budget.

1.4 Complete a scavenger hunt and locate the hot water heater, water shut off valves, insulation, thermostat, breaker box, electrical outlets, light switches, etc. Report results. Develop an inspection sheet that shows how often the areas will need to be cleaned (with estimated time frames), maintained, and who has that responsibility.

1.5 Create or select scenarios. Develop a natural disaster safety plan in small groups based on the scenario your group has been given. Share the safety plan with peers and conduct peer evaluations.

1.6 Compare the various cleaners and other supplies used to clean. Categorize them as safe and unsafe. Recommend strategies to replace the cleaners with safe products.

2.1 Invite a speaker (interior designer, fire fighter, construction manager, etc.) to discuss home care and safety.
2.2 Develop a safety checklist for each room in a home/virtual home. Complete the checklist.
2.4 Research state/city laws concerning smoke and carbon monoxide detectors. Create a handout and/or website announcement informing the audience about the importance of having and maintaining smoke and carbon monoxide detectors.
3.1 Draw a house plan and determine how to manage and organize the cleaning tasks for each room. Match the appropriate cleaning products/tools to the task.

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

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 Education World
http://www.uen.org/Lessonplan/LPview.cgi?core=20 Utah Family and Consumer Sciences FACS Exploration lesson plans and other resources.
http://www.ksde.org/Default.aspx?tabid=433#TLS Kansas Family and Consumer Sciences Targeting Life Skills lesson plans and other resources.
www.prometheanplanet.com Promethean Planet Teacher Resources
http://health.discovery.com/centers/kids/interactives/supersize-family-game.html Play this interactive game to find out if you have what it takes to manage a household that has a lot of kids.
http://www.ewg.org/schoolcleaningsupplies/safecleaningtips Provides simple tips to protect health when cleaning the home.
http://children.webmd.com/environmental-exposure-head2toe/safer-cleaning-products Provides tips for keeping your house clean without harsh chemicals.

http://www.ehow.com/how_2043731_simplify-housework-daily-routines.html Steps to simplifying housework with daily routines.
http://myjobchart.com/ Online chore charts

E. EDUCATION AND EARLY CHILDHOOD (CHALLENGING CHILDREN)

SC Standard: E1. Evaluate age-appropriate activities for young children.

FACS Nat'l Standard: 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

Personal Skills for Young Teens: Win With Kids

Pro Team: Module 3. I Can Teach Others

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

Essential Question(s): What does it mean to provide age-appropriate activities for children?

Indicators:

What Students Should Know:
1. Ages and Stages of Development
2. Domains of Development
3. Stages of Play
4. Active Learning

What Students Should Be Able to Do:
1. Explain major developmental milestones in child development.
2. Describe social, emotional, cognitive (intellectual) and physical development of children.
3. Differentiate stages and types of play.
4. Explain characteristics of active learning.

Learning Strategies:

1.1 Research developmental milestones. Groups or pairs of students will create a toy for a stage of development and describe skills that a child might develop. Donate toys to local child development centers.

1.2 Invite a guest speaker (pediatric nurse, childcare provider, early childhood teacher) to discuss typical developmental characteristics of children.

1.3 Invite a special education teacher to discuss developmental delays and disorders.

1.4 Describe characteristics of typical and atypical development. Provide specific examples and strategies to accommodate needs based on development.

2.1 Plan and participate in an early childhood game day. After playing games such as Candyland, HiHo Cherrio, Chutes and Ladders, etc., reflect on what makes the game appropriate for young children. Categorize games according to the developmental domains. Discuss how each domain is impacted.

3.1 Visit a preschool or kindergarten classroom. Look for examples of stages and types of play. Reflect on observations.
3.2 Create a chart and outline the stages and type of play, the characteristics, and the skills that are developed.
4.1 Plan active learning activities and demonstrate using peers as early childhood learners. Read and review a variety of children's books. Practice reading aloud with a partner.
4.2 Actively listen as the book Hooray for Diffendoofer Day by Dr. Seuss is read. Write a reflection about school and learning after hearing the book. See website below for additional ideas and activities (http://www.seussville.com/activities/HOORAY_TeachersGuide.pdf) Brainstorm activities for children using this book and other books.
4.3 Job shadow in an early childhood classroom or child care center. Observe the teacher and the type of active learning activities in which students are involved. Also, observe the students and whether or not they are actively engaged. Write a report and present information in a discussion with the class.
4.4 Complete a WebQuest to investigate brain development.

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:

Dynamic Leadership: Peer Education for Leaders

FCCLA FACTS: traffic safety projects with children

Financial Fitness: money management projects with children

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

STAR Events: Focus on Children

Student Body: fitness, nutrition and self-esteem projects with children

Resources:

http://school.discoveryeducation.com/schrockguide/ A guide for administrators, teachers, parents, and students. Students section includes homework help, games and interactives, and step-by-step word WebMATH.

www.naeyc.org/ The National Association for the Education of Young Children (NAEYC) provides early childhood standards of excellence for leaders, teachers, researchers, early childhood practitioners and others.

www.apples4theteacher.com Provides interactive learning games, quizzes, and worksheet generator tools by subjects.
www.mychildwithoutlimits.org An early intervention resource for families of young children ages 0-5 with developmental delays or disabilities.
https://www.pbskidsplay.org/promo/CKH2222 PBS KIDS' Online School readiness program. Provides games to develop 35 essential skills children need for school.
www.ext.colostate.edu/PUBS/columncc/cc010309.html Colorado State University Extension provides information about learning through play and refers to it as a child's job.
http://zerotothree.org/ (Brain Development) The National Center for Infants, Toddlers, and Families provide resources promotion of health and development of infants and toddlers.
http://www.cde.ca.gov/sp/cd/re/caqdevelopment.asp Provides information about children's ages and stages of development.
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Domains%20of%20Child%20Development Head Start site providing domains, power points, and other supplemental resources
http://www.youtube.com/watch?v=7nQxWCn_dBg&feature=related Toddler observation video.
http://www.youtube.com/watch?v=nhF6E7zHqWI A you tube video that outlines the stages of play that children experience as they grow and mature.
http://www.chp.edu/CHP/P02266 The children's Hospital of Pittsburgh of UPMC identifies the different stages of play according to a child's age.
http://www.child-development-guide.com/stages-of-play-during-child-development.html Provides helpful information about the stages and types of play with the associated age levels.
http://www1.umn.edu/ohr/teachlearn/tutorials/powerpoint/learning/index.html Twelve active learning strategies.
http://www.ehow.com/info_7907770_essentials-active-learning-preschool.html Provides information about the essentials of active learning in preschool. Also, describes passive learning strategies.
http://www.seussville.com/#games On-line interactive site that consists of videos, books, games and activities, characters, news, and information for parents and educators.

F. TEXTILES, FASHION AND APPAREL (CREATING STYLE)

SC Standard F1: Recommend procedures for the production, use, and care of textiles, fashion, and apparel.

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

Personal Skills for Young Teens: Creating Style

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

Essential Question(s): What skills do you possess to produce, use and care for textiles?

Indicators:

What Students Should Know:

1. Performance characteristics
2. Sewing equipment
3. Textile product
4. Textile labeling practices
5. Repairing, recycling, reusing

What Students Should Be Able to Do:

1. Identify performance characteristics of textile fibers and fabrics.
2. Demonstrate how to safely use and care for sewing equipment.
3. Construct a textile product.
4. Analyze textiles care labels.
5. Demonstrate techniques to repair, recycle, and reuse textile products.

Learning Strategies:

1.1 Research basic natural fibers and the performance characteristics. Collect sample of fabric and textile fibers. Develop a resource notebook showing the performance characteristics of textile fibers and fabrics.

1.2 Develop a fabric comparison chart. Include the name of the fabric, weaves, the characteristics and uses. Research the following characteristics of cotton, polyester and nylon: water retention, drying time, heat conduction wet, comfort level dry, shrinkage, durability, color choice, paddling suitability, and camping suitability.

2.1 Identify and describe hand sewing tools and their functions. Develop a checklist of hand sewing tools. Create a sewing kit consisting of essential tools to construct a textile product.

2.2 Explain the cause/effect relationship of hazardous sewing behaviors. Write correct safety rules in complete sentences.

2.3 Fill a brown bag with small sewing tools. Select items and explain how to use the items and explain possible safety hazards.

3.1 Research textile products. Select and construct a textile product. Develop an enlarged product label including all information required through the Textile Products Identification Act. Display the textile product and the label.
4.1 Set up stations around the classroom with various garments some with labels and hang tags attached and some without. Work in pairs or small groups to analyze garments and predict the care they should have.
5.1 Conduct a class/school clothing drive for a selected charity. Request donations for clean clothing items that are in good repair or may need minor repairs (buttons, small tear, hem, etc.). Inspect, sort by size and function, repair, and package items for delivery to the selected charity.

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

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

APPLICATION/ASSESSMENT THROUGH FCCLA

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

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

Resources:

http://sourcing.indiamart.com/apparel/articles/fabric-comparison-chart-1/ Provides fabric performance characteristics comparison charts.
https://courses.cit.cornell.edu/cuttingedge/index2.html Provides information about apparel and sewn products from a small business or entrepreneurial stand point.
http://www.fabriclink.com/University/Char.cfm Lists natural and manufactured fibers and summarizes the important characteristics of major fibers used in apparel and home fashion.
http://www.teonline.com/textile-products/ A textile products companies directory.
http://www.ftc.gov/os/statutes/textile/textlact.htm Textile Products Identification Act
http://www.kids-sewing-projects.com/sewing-safety.html Sewing safety rules
http://www.uen.org/Lessonplan/preview.cgi?LPid=16642 Sewing rules lesson plan including worksheet and sewing rules power point.
http://www.kids-sewing-projects.com/sewing-safety.html Offers and on-line sewing e-book. Sewing safety tips in addition to easy sewing projects, online sewing lessons, kids sewing classes, sewing machines for children, activities for children, arts and crafts for kids, and MP3 Music Downloads
http://sewing.about.com/od/beginner1/u/sewingtools.htm Provides a list of hand sewing tools, sewing machines, and embroidery machines information.
http://www.mycoupons.com/store/the-art-of-sewing-master-it/ "The Art of Sewing - Master It!"

G. NUTRITION AND WELLNESS

SC Standard G1. Analyze nutrition and wellness guidelines.

FACS Nat'l Standard 14.2: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

Personal Skills for Young Teens: Food Matters

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

Essential Question(s):
Why is it important to follow nutrition and wellness guidelines?
What is the relationship between diet and disease?
What is the impact of eating disorders on health?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Essential nutrients	1. Identify the role of essential nutrients in the USDA guidelines.
2. Malnutrition	2. Analyze the causes and treatments for malnutrition.
3. Major eating disorders	3. Examine symptoms and treatments for a variety of eating disorders.
4. Diet modifications	4. Evaluate simple diet modifications.
5. Healthy choices	5. Recommend nutritious choice strategies when eating out.
6. Food preparation	6. Demonstrate healthy food preparation techniques.

Learning Strategies:
1.1 Construct posters and name the essential nutrients and their functions. Include the foods and serving size and the percentage of the nutrients for each. Add an additional column to show cooking methods that should be used to preserve the essential nutrients.
1.2 Develop a "myplate" visual. Show the foods in each category and the associated essential nutrients.
2.1 Research malnutrition. Compile a listing of words associated with malnutrition. Create a visual consisting only of words and graphics. Compare visuals and discuss similarities and difference. Explain the selection of words and graphics.
2.2 Discuss the causes and treatments for malnutrition. Respond to the following question: Is it possible to eat three meals a day and suffer from malnutrition? Create ads or an advertisement campaign promoting solutions for malnutrition and promoting nutrition.

3.1 Select a specific eating disorder as a group project. Create a visual consisting of the symptoms and treatments for the selected disorder.
3.2 Collect media samples that contribute to eating disorders. Discuss ways to promote nutritious dietary practices using the same media. Recommend revisions to the media samples that will convey a healthy eating message.
3.1 Research the prevalence of, associate health problems, and the treatments for obesity; present group findings.
4.1 Invite a registered dietitian to discuss eating disorders and diet modifications.
4.2 Critique recipes for specific dietary needs. Categorize recipes under "Good Choice" with an explanation and "Not a Good Choice" with an explanation.
5.1 Collect menus to address low-sodium, lactose-intolerant, gluten-free, sugar-free, and low fat needs. Modify favorite menus to represent one – two of each need.
5.2 Create a PowerPoint or multimedia presentation identifying and promoting healthy snacks.
5.3 List ways to promote nutrition when going out to eat or when assisting a friend who has specific dietary needs.
6.1 Write a brief report on food preparation practices from different cultures. Select simple recipes for different cultures. Include recipes to represent all food categories (fruits, grains, vegetables, proteins, and dairy). Compile a class recipe book representing foods from different cultures. Identify cultural beliefs and how they affect nutritional intake.
6.2 Participate in a class project. Collaborate with (foreign language) classes. Select recipes from different cultures. Plan a cultural awareness day. Prepare simple recipes. Present information about the culture to different audiences and serve the prepared foods.
6.3 Develop a checklist to evaluate recipes. Select at least 10 recipes from various sources and critique the recipes. Share the results of the checklist in small groups. Research and discuss methods of modifying the recipes to make them a healthy choice.
6.4 Collect recipes that use ingredients that are grown or harvested locally. Create a "catchy name" for and compile an electronic recipe file to be posted for community access.
6.5 Prepare an unfamiliar food item as a part of a project that's completed outside of class time. Select recipes that have at least four ingredients and five steps. Focus on foods based on budget and availability of resources (finances, time, equipment, etc.). Arrange for an adult to conduct an evaluation of the project using a student-made evaluation form. Evaluation should include the following categories: Resources, preparation, safety, sanitation, cooking techniques, serving, and clean-up.
6.6 Create colored picture recipes for nonreaders. Exchange recipes with peers. Conduct peer evaluations. Make revisions to improve the recipes. Share revised recipes with child development or other classes who have students who are nonreaders.

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

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

APPLICATION/ASSESSMENT THROUGH FCCLA

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

Power of One: A Better You – improve personal traits

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

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

Resources:

http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/DGAC/Report/D-2-NutrientAdequacy.pdf Provides information about the essential nutrients and nutrition adequacy.

www.choosemyplate.gov

http://www.cooksillustrated.com/ Provides recipes, equipment reviews, taste tests, how to cook, and videos.

www.fruitsandveggiesmorematters.org Provides a wealth of information about fruits and veggies, planning and shopping, cooking, how to involve children, community, and healthy resources.

http://www.bestbonesforever.gov/parents/activities/links.cfm Provides individual and family activities for bone health, home tips, solutions to bone health challenges, and other useful information.

http://www.letsmove.gov/ Provides information that leads to a healthier generation of children.

http://www.cdc.gov/obesity/childhood/index.html Center for Disease Control and Preventions provides strategies to combat obesity, information regarding childhood overweight and obesity, data and statistics, state and community programs, and resources and publications.

http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/matte21.pdf The National restaurant association provides helpful tips to make eating out an enjoyable, healthy and palatable experience.

http://www.cdc.gov/healthyyouth/physicalactivity/facts.htm Physical activity facts for adolescents and school health.

http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/urwhateat.pdf **UR** What U Eat displays foods from each of the food groups and categorizes the foods as go, slow and whoa based on fat, added sugar, and caloric content.

http://www.nourishinteractive.com/nutrition-education-printables/category/4-teaching-students-healthy-cooking-classroom-activities-kids-eating-healthy-food-cooking-teacher-resources-printables-worksheets Consists of fun nutrition games, interactive nutrition tools and tips.

Introduction to Family and Consumer Sciences 2 (IFCS2)
Course Code - 2858

H. CAREERS , COMMUNITY AND FAMILY CONNECTIONS (CASH AND CONSUMER)

SC Standard: H1. Explore Family and Consumer Sciences careers

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

Personal Skills for Young Teens: Cash and Consumer

Pro Team: Module 1. I Can Self Reflect; Module 5. I Can Set Goals; Module 6. I Can Make Decisions

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

Essential Question(s): What plans can be developed to prepare for careers of interest in Family and Consumer Sciences?

Indicators:

What Students Should Know:

1. Career options
2. Career clusters
3. Career investigations
4. Career planning

What Students Should Be Able to Do:

1. Analyze career options at their employability levels: entry, post-secondary, and collegiate.
2. Organize careers by clusters.
3. Investigate different careers.
4. Develop education and employment plans.

Learning Strategies:

1.1 Create a chart depicting FCS careers at entry, post-secondary, and collegiate levels. (page 198-199 Skills for Living)
1.2 Interpret an informal assessment to determine the three highest career clusters of interest.
1.3 Research FCS careers and rank by interest (1 being highest…)
1.4 Interpret informal assessment sheet to determine 3 highest FCS careers by personal ranking/score. Compose a reflection paper about the process, comparing initial career choices to assessment findings.
2.1 Construct career cluster collage for each of the 16 clusters (team project).
2.5 Create a career ladder for each of the 16 clusters (class project).
3.1 Compose a list of activities, hobbies, and extracurricular activities students enjoy in their spare time.

3.2 Complete a Career Interest Survey and work and write a job description of their ideal job (Work Skills Checklist.doc).

3.3 Complete an online interest inventory. Discuss the results of the inventory based on personal goals and aspirations.

4.1 Develop a personal education plan based upon one career choice. Present plan to class with PPT support.

4.2 Predict personal future employment plans using developed personal education plan. Design and construct an FCS magazine cover that reflects team members' future occupations.

4.3 Locate or write classified ads to reflect careers that are of interest. Research job responsibilities, education requirements, salary, type of work environment, etc. and present the findings in an oral report.

4.4 Plan and implement a Career Day with the guidance department.

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

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APPLICATION/ASSESSMENT THROUGH FCCLA

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

Community Service: leadership and planning in service projects

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

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

FCCLA FACTS: leadership and planning in traffic safety projects

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

Fundraising: demonstration of work ethics and professionalism

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

Power of One: Take the Lead; Working on Working

STAR Events: Applied Technology; Career Investigation, Chapter Service Project, Early

Childhood, Focus on Children, Hospitality, Job Interview, National Programs in Action, Parliamentary Procedures, Promote and Publicize FCCLA!, Recycle and Redesign, Teach and Train

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

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

Resources:

http://www.careeronestop.org/ Your pathway to career success. Tools to help job seekers, students, businesses, and career professionals Sponsored by the U.S. Department of Labor
www.icouldbe.org (I Could Be) connects teens with adult mentors for career information
www.jobshadow.org (Job Shadow.Org) with information about job shadowing
www.jobprofiles.org (Job Profiles) career information, exploration and inspiration from experienced workers
http://glef.org/virtualmentor.html (The Virtual Mentor) matches business professionals for online mentoring with students during their classroom projects.
http://www.myplan.com/assess/interests.php Includes personality test, interest inventory, skills profiler, values assessment, career match, methodology and more.
http://www.careertech.org/career-clusters/ccresources/interest-survey.html Allows students to identify the top three career clusters. Is not an electronic assessment.
http://www.tstc.edu/pyp/ online interest survey that helps students pick their passion.