

# **Worthington Schools**

## **Family and Consumer Sciences Graded Course of Study**

**2011**



**Melissa Conrath, Ph.D., Superintendent  
Jennifer E. Wene, Director of Academic Achievement  
and Professional Development**

**200 East Wilson Bridge Road  
Worthington, Ohio 43085  
614-883-3000**

# TABLE OF CONTENTS

Introduction .....	i
Philosophy and Goals of the Worthington Board of Education .....	ii
Worthington Schools Mission Statement and Beliefs .....	iv
Philosophy of Family and Consumer Sciences .....	v
Family and Consumer Sciences Vision and Mission .....	vi
Family and Consumer Sciences Core Beliefs .....	vii
Family and Consumer Sciences Program Goals .....	viii
Ohio’s Family and Consumer Sciences Standards .....	ix
Ohio’s Family and Consumer Sciences Benchmarks .....	xi
Adaptive Life Choices .....	1
Career Mentorship .....	12
Child Development .....	15
Food for Fitness .....	19
Global Cuisines .....	26
Independent Living and Financial Wellness .....	33
Service Learning .....	42
Evaluation and Assessment .....	47

## INTRODUCTION

The Worthington City School District has developed a Graded Course of Study for Family and Consumer Sciences (FCS) 9-12 to communicate with staff members, students, parents, and community the overall goals and learning expectations of the FCS program. This document establishes the standards, benchmarks, and learning targets that students must not only learn but also demonstrate proficiency using. It provides teachers with clear direction on what all students should know and be able to do.

The Ohio Family and Consumer Sciences Content Standards provides the framework for the Worthington FCS Graded Course of Study.

Sincere appreciation is extended to the staff members and community representatives who shared their expertise and time in the development of this FCS Graded Course of Study.

Writing Team Members:    Monica Andryc  
                                          Marcia Dickerson  
                                          Ruth Ann Norris

Reviewed and approved by the following:

- Lesley Cross, formerly Human Resources Director for Northwestern Mutual Financial Group, TWHS alumnus, Worthington parent and resident
- Cindy Keller, elementary teacher, Worthington parent and resident

Jennifer E. Wene  
Director of Academic Achievement  
and Professional Development

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# PHILOSOPHY AND GOALS OF THE WORTHINGTON BOARD OF EDUCATION

## Instructional Philosophy and Goals

### A. Generally

The state and the nation need a well-educated and competent citizenry capable of fulfilling the American ideals of opportunity and achievement. It is the responsibility of the Board of Education to articulate the wishes of the community so that the children under its jurisdiction mature to become knowledgeable, active, and concerned citizens capable of dealing with the challenges of a changing technological world.

The Board of Education of the Worthington Schools believes that the instructional program of the district is its first priority and that every effort be made to carefully plan, organize, implement, evaluate, and communicate this program to the community.

Furthermore, the Board believes the general public should be given ample opportunity to participate in the setting of goals for the instructional program and its evaluation. The professional staff is responsible for the implementation of the goals and the Board has the responsibility of seeking from the community the resources necessary to accomplish the mutually agreed upon goals.

### B. Philosophical Bases for Instructional Program

The Board believes that the instructional program is an essential ingredient of the school system and, therefore, matters relating to instruction should be carefully planned, organized, evaluated, and communicated to the community. In its role as the representative policy-making body for the school district, the Board establishes the philosophical bases upon which the school district's programs are built.

They are as follows:

- The instructional program will emphasize the development of fundamental skills and a command of basic knowledge while preparing young persons for the rapidly changing and highly technical world in which they live.
- Students will learn how to make critical judgments and to use their inherent creativity to become effective problem solvers.
- Students will learn self-directed study skills which will serve them during and beyond their years of formal schooling.
- The instructional program will foster positive student attitudes toward change and develop in students the capacities necessary for dealing successfully with a changing world.
- Students will be given varied opportunities to develop their appreciation for the aesthetic aspects of human existence and to develop their talents for artistic self-expression.
- The instructional program will provide varied educational experiences in recognition of the diversity of student abilities, talents and interests.

# PHILOSOPHY AND GOALS OF THE WORTHINGTON BOARD OF EDUCATION

- The instructional program will provide for the physical and emotional well-being of students.
- Students will be made aware of the interdependence of all peoples and will be encouraged to accept their responsibilities as members of the human family for the survival and welfare of all.
- The instructional program will foster a sense of self-worth and a sense of worth in others along with a sense of responsibility for one's personal development.
- The instructional program will recognize the need for lifelong learning and provide educational opportunities for citizens of all ages.

## **C. Personnel**

The Board recognizes that the successful implementation of the instructional program requires the employment of quality personnel. Furthermore, the Board believes opportunities for continuous personal and professional development are essential for ensuring the vitality of the educational program.

## **D. Evaluation**

The curriculum shall be periodically and systematically reviewed by staff as determined by the superintendent but at a minimum as required by state law.

# WORTHINGTON SCHOOLS MISSION STATEMENT AND BELIEFS

## **Mission**

The Worthington Schools Inspires Learning for All.

## **Vision**

We develop life-long learning through visionary leadership, effective teaching and learning practices, wise resource management, and information-based accountability in a safe, positive, and supportive environment.

## **Beliefs**

- Provide a culture of safety and respect for each member of the school community.
- Enhance learning and self-worth by meeting individual needs.
- Effectively utilize human, technological, and financial resources.
- Recruit, select, and retain quality staff.
- Expect personal and professional growth of each member of the school community.
- Involve community through engagement, partnership, and collaboration.

## PHILOSOPHY OF FAMILY AND CONSUMER SCIENCES

The focus of Family and Consumer Sciences education in the Worthington Schools is instruction that will empower individuals to take action for the well-being of themselves and others in the workplace, community, and home. The Family and Consumer Sciences content standards call for using the 21st century framework for course content, helping students develop a high level of competence in problem solving, interpersonal skills, citizenship, and leadership while balancing work and family. In addition, Family and Consumer Sciences education prepares students for financial, environmental, health, and economic literacy.

Family and Consumer Sciences education provides a foundation for all career fields. A career field is a “grouping of occupations and broad industries based on commonalities” (see [www.careercluster.org](http://www.careercluster.org)). For today’s students to be adequately prepared for tomorrow’s workforce, they must have an education that:

- **Incorporates a broad, long-term conception of work in combination with the depth of specialization skills.**

Employees need an understanding of the field in which they work that is more comprehensive than a single occupational area. Career focused programming needs to be presented in a larger context, so students can generalize learning, make connections between education and work, and adapt to changes in their careers. Workplace knowledge and skills are needed to prepare employees for collaborating and problem solving while contributing to the broader business process.

- **Emphasizes the acquisition of strong academic knowledge and skills.**

Academic skills provide the foundation for career success. Family and Consumer Sciences content standards help to contextualize learning for students, making English language arts, mathematics, science, and social studies relevant to students as a means to an important end – success at work and life.

- **Facilitates high school to postsecondary transitions.**

A lifetime of change means a lifetime of learning, including postsecondary education. Students need knowledge and skills for success in a variety of postsecondary options, including internships, two- and four-year college degree programs, and graduate school.

# **FAMILY AND CONSUMER SCIENCES VISION AND MISSION**

## **Vision Statement**

Family and Consumer Sciences education empowers individuals to manage the challenges of family and work life and to seek their place in an ever-changing global and diverse society. Our unique focus is on work, families, and interrelationships.

## **Mission Statement**

To inspire students to take ethical action in the real world by using their critical and creative thinking skills to address problems in diverse family, community, and work environments. This unique focus on work, families, and interrelationships allows students to develop knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and their families across the life span
- Becoming responsible citizens and leaders in the family, the community, and work settings
- Promoting optimal nutrition and wellness across the life span
- Managing resources to meet the material needs of individuals and families
- Balancing personal, home, family, and work lives
- Managing life, including employment and career development
- Functioning as providers and consumers of goods and services
- Appreciating human worth and accepting responsibility for one's actions and successes in family and work life

## FAMILY AND CONSUMER SCIENCES CORE BELIEFS

We believe that Family and Consumer Sciences benefits all students by:

- Recognizing that every student has the potential to learn and grow
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a respectful and open dialogue leads to a strong and safe learning community
- Requiring students to go beyond basic mastery of knowledge and skills by exploring and expanding their own learning through service and career opportunities
- Approaching career development as a process
- Recognizing that society is only as strong as its families; that parents are our children's first teachers; that family and work are interconnected; and that good citizens are ethical problem solvers
- Preparing students to make positive lifestyle changes about nutrition, exercise, and wellness through experiential learning
- Empowering students to act responsibly with the larger community in mind
- Utilizing digital technologies to research, organize, evaluate, and communicate information essential for current century problem solving and critical thinking
- Demonstrating knowledge and understanding of society's impact on the environment and the circumstances and conditions surrounding them is crucial to managing global resources
- Teaching students to effectively use a variety of communication strategies when interacting with others in diverse environments
- Teaching students the knowledge and skills necessary to analyze, evaluate, and refine personal financial choices in a changing global economy

# FAMILY AND CONSUMER SCIENCES PROGRAM GOALS

Connect and apply core academics knowledge and skills.

Provide opportunities to learn through authentic experiences and real life simulation.

Teach students the learning and innovation skills that will prepare them for a complex life and work environment.

- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration

Provide students opportunities to learn a variety of literacies including information, media, and ICT (information, communications, and technology).

Assist students in developing adequate life and career skills, such as:

- Flexibility and adaptability
- Initiative and self-direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility

Establish school and community partnerships through service learning and career mentorships.

Teach students to consider choices and evaluate consequences when confronting practical problems that relate to:

- Advocating a healthy lifestyle
- Ensuring food safety and security
- Demonstrating personal financial literacy
- Pursuing personal and social responsibility
- Nurturing and caring for children
- Designing a career blueprint
- Becoming consumer savvy
- Building relationships
- Managing a life plan

# OHIO'S FAMILY AND CONSUMER SCIENCES CONTENT STANDARDS

This document is consistent with Ohio's Family and Consumer Sciences Content Standards.

## **Standard 1: Advocate a Healthy Lifestyle**

Students gain knowledge and skills in acquiring and practicing a healthy lifestyle using dietary guidelines that will reduce the risks of chronic disease and unsafe habits. They gain competence to differentiate methods of weight loss and learn reliable resources regarding food and beverage selection. Students will understand the cultural, family, community, and economic implications of obesity, healthy weight, and lifestyle.

## **Standard 2: Build Relationships**

Students can develop personal assets that make them caring, healthy, and responsible people. They can learn techniques to resist unhealthy influences; observe the impact of technology on relationships; respond to conflict without hostile intent; establish boundaries; respect diversity; resolve conflicts peacefully; and show concern for individuals, family, and community. These assets contribute to building healthy families, interactions with their peers and adults, establishing friendships, preparing for marriage, and building relationships that make a productive workplace.

## **Standard 3: Demonstrate Personal Financial Literacy**

Students will develop attitudes and skills to achieve personal financial wellness. They will learn the implications of sound financial decision making, appropriate use of credit, adequate insurance, and their impact on personal and workplace financial wellness. Students will learn the interrelationships between values, spending decisions, income, and education. They will be able to use and evaluate technology for financial purposes, avoiding financial fraud. They will address public policy as it relates to family financial well-being.

## **Standard 4: Design a Career Blueprint**

Students will develop, implement, and periodically review and revise a career blueprint in the context of other life choices and changing employment trends, societal needs, and economic conditions. The blueprint will include educational plans supportive of their personal and career goals. It will also include supportive extracurricular and community activities and work experience. Students will analyze and document personal interests, talents, skills, aptitudes, and values in relation to career options. They will plan for development of core employability skills needed by all students to succeed in school and by all workers to succeed in the workplace.

## **Standard 5: Become Consumer Savvy**

Students gain critical knowledge and skills to help them function as informed, educated, and responsible consumers. They determine needs based on values, critique the media's accurate representation of goods and services, compare and judge quality of products in order to make responsible decisions, and exercise their consumer rights as needed. Having explored national and global economics principles, students can better understand the interdependence of consumer behaviors, national and world events, economic trends, and the environmental impact of such. Therefore, students are better prepared to take empowered consumer action alone or with concerned citizen groups.

### **Standard 6: Ensure Food Safety**

Students acquire the knowledge and skills necessary to become informed and safe consumers and handlers of food. They evaluate information related to advances in food technology, nutrition, and safety. Students will master the skills required to safely prepare and store food, reducing the risk of food-borne illness. Students will evaluate the impact of consumer choice on the environment and the global community.

### **Standard 7: Manage a Life Plan**

Students will integrate management principles that will lead to more productive and meaningful lives. Goal setting, planning, and time management skills will be applied in reference to the family and workplace. Students will develop an understanding of the causes and implications of all types of stress and will build their capacity to address stress and cope with change. Students will develop and extend their thinking on the changes in gender roles and responsibilities and their impact on the home and work. Students will learn the importance of accepting responsibility for the management of personal, family, and environmental resources.

### **Standard 8: Manage Personal Transitions**

Students assume increasing responsibility for their own growth and development. They analyze their personal assets and plan strategies to increase these assets that make them caring, healthy, confident, and responsible people. They set school, family, and life goals; develop and implement plans to achieve those goals; and reflect on the process and product. They exercise personal leadership in creating a self-identity; making ethical choices; controlling impulses; showing confidence in ability to interpret, respond to, and influence change; and taking reasoned risks. They develop strategies for lifelong learning. They assess the impact of their behavior on the world around them—friends, family, school, community, nation, world—and develop ways to improve conditions affecting others.

### **Standard 9: Nurture and Care for Children**

Students will discover the needs of infants and young children and how parents and childcare providers can meet those needs for healthy growth and development. Students will recognize the factors that impinge on parents. Students are able to recognize differences in individuals, cultures, circumstances, and growth and development rates to meet the needs of growing children. Childcare providers will meet the needs of children by recognizing standards set for childcare that is most likely to meet the healthy growth and development of children.

# OHIO'S FAMILY AND CONSUMER SCIENCES BENCHMARKS

## Standard 1: Advocate a Healthy Lifestyle

Benchmarks
<b>Introductory</b> <ul style="list-style-type: none"><li>A. Identify social and cultural factors that influence healthy lifestyle choices.</li><li>B. Demonstrate use of problem solving to make healthy food choices for a healthy body.</li><li>C. Describe food intake patterns related to healthy lifestyle outcomes.</li><li>D. Examine restaurants and their menus related to a healthy lifestyle.</li><li>E. Apply nutrition information to guide food choices for a healthy lifestyle.</li><li>F. Understand factors associated with body weight.</li><li>G. Recognize how physical activity and sleep affect a healthy lifestyle.</li></ul>
<b>Intermediate</b> <ul style="list-style-type: none"><li>A. Recognize social and cultural factors that influence healthy lifestyle choices.</li><li>B. Use problem solving to ensure an overall healthy body.</li><li>C. Create food patterns related to healthy lifestyle outcomes.</li><li>D. Analyze restaurants and their menus related to a healthy lifestyle.</li><li>E. Determine nutrition information to guide food choices for a healthy lifestyle.</li><li>F. Interpret factors associated with body weight.</li><li>G. Evaluate the link between physical activity, sleep, and healthy lifestyle.</li></ul>
<b>Advanced</b> <ul style="list-style-type: none"><li>A. Evaluate social and cultural factors that influence healthy lifestyle choices.</li><li>B. Use problem solving to ensure overall body health.</li><li>C. Choose food patterns for healthy lifestyle outcomes.</li><li>D. Evaluate restaurant menus that promote a healthy lifestyle.</li><li>E. Evaluate nutrition information to guide food choice and healthy lifestyle.</li><li>F. Assess factors associated with body weight.</li><li>G. Validate the link between physical activity, sleep, healthy lifestyle, and work performance.</li></ul>

## Standard 2: Build Relationships

Benchmarks
<b>Introductory</b> <ul style="list-style-type: none"><li>A. Identify the role of academic achievement in transitions.</li><li>B. Develop coping and personal resilience skills.</li><li>C. Recognize personal assets that demonstrate healthy, caring, and responsible citizenship.</li></ul>
<b>Intermediate</b> <ul style="list-style-type: none"><li>A. Appraise methods that build and maintain healthy interpersonal relationships.</li><li>B. Examine the impact of coping and personal resilience skills.</li><li>C. Develop personal assets that demonstrate healthy, caring, and responsible citizenship.</li></ul>

**Standard 3: Demonstrate Personal Financial Literacy**

<b>Benchmarks</b>
<b>Introductory</b> <ul style="list-style-type: none"><li>A. Identify attitudes, behavior, and skills that lead to financial satisfaction.</li><li>B. Describe various financial institutions and services.</li></ul>
<b>Intermediate</b> <ul style="list-style-type: none"><li>A. Establish individual and family financial goals.</li><li>B. Illustrate financial institutions and services to meet financial goals.</li></ul>
<b>Advanced</b> <ul style="list-style-type: none"><li>A. Choose resources to meet individual, family, and business financial goals.</li><li>B. Evaluate financial institutions and services to meet valued ends.</li><li>C. Predict changes in financial priorities needed to protect financial health through the family life cycle</li><li>D. Assess use of credit and debt to meet personal and family financial goals.</li><li>E. Operationalize skills to manage conflict and/or stress related to financial issues.</li><li>F. Determine impact of public policies on financial planning for self and family.</li><li>G. Formulate techniques to prevent loss of assets.</li><li>H. Utilize decision making and accounting processes to protect financial health.</li><li>I. Build relationship and conflict resolution skills to manage family and financial demands.</li><li>J. Advocate public policy that impacts financial well-being.</li></ul>

**Standard 4: Design a Career Blueprint**

<b>Benchmarks</b>
<b>Introductory</b> <ul style="list-style-type: none"><li>A. Develop an individual academic career plan based on self-knowledge and interests.</li><li>B. Identify job search skills.</li><li>C. Understand career and workplace issues.</li></ul>
<b>Intermediate</b> <ul style="list-style-type: none"><li>A. Update an individual academic career plan based on self-knowledge and interests.</li><li>B. Practice job search skills.</li><li>C. Interpret career and workplace issues.</li></ul>
<b>Advanced</b> <ul style="list-style-type: none"><li>A. Assess career plan based on self-knowledge and interests.</li><li>B. Manage job search skills.</li><li>C. Examine career and workplace issues.</li><li>D. Develop interpersonal skills essential in the workplace.</li><li>E. Develop skills employers demand.</li><li>F. Develop workplace communication skills to promote self.</li></ul>

**Standard 5: Become Consumer Savvy**

<b>Benchmarks</b>
<p><b>Introductory</b></p> <ul style="list-style-type: none"><li>A. Recognize the impact of advertising on individual purchasing decisions.</li><li>B. Recognize strategies, products, and service decisions that meet individual needs and valued ends.</li><li>C. Advocate consumer rights and responsibilities.</li><li>D. Recognize environmental impact of consumer practices.</li><li>E. Analyze the interrelationship between the economy and consumer decisions.</li></ul>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"><li>A. Interpret the impact of advertising on individual and family consumer purchases.</li><li>B. Implement strategies for purchasing goods and services that meet individual needs and valued ends.</li><li>C. Promote consumer rights and responsibilities.</li><li>D. Evaluate impact of consumer choices on renewable and nonrenewable resources.</li><li>E. Interrelate the economy and consumer decisions.</li></ul>

**Standard 6: Ensure Food Safety**

<b>Benchmarks</b>
<p><b>Introductory</b></p> <ul style="list-style-type: none"><li>A. Recognize importance of proper food and beverage handling techniques related to food-borne pathogens.</li><li>B. Identify thoughtful, ethical, and workable individual actions that ensure adequate, secure food supplies for individuals and families.</li><li>C. Identify kitchen practices that sustain the environment.</li></ul>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"><li>A. Demonstrate safe food-handling practices related to food-borne pathogens.</li><li>B. Use critical thinking and reasoning to engage available resources and ensure an adequate, secure food supply.</li><li>C. Apply kitchen practices that sustain the environment.</li></ul>
<p><b>Advanced</b></p> <ul style="list-style-type: none"><li>A. Apply proper food-handling techniques to develop plans for self and others in public and private settings.</li><li>B. Develop critical thinking and reasoning to select available resources that ensure adequate, secure food supplies.</li><li>C. Evaluate consumer and industry food-related practices that sustain the environment.</li></ul>

**Standard 7: Manage a Life Plan**

<b>Benchmarks</b>
<p><b>Introductory</b></p> <ul style="list-style-type: none"><li>A. Recognize values and resources that support goals.</li><li>B. Identify time management strategies related to personal, educational, and family goals.</li><li>C. Recognize methods to reduce and manage stress.</li><li>D. Identify daily life practices, routines, and procedures that sustain the environment.</li><li>E. Define decision-making process.</li><li>F. Apply skills for resisting peer pressure and to resolve conflict in interpersonal, educational, and workplace relationships.</li><li>G. Define multicultural awareness in interpersonal, educational, and workplace relationships.</li><li>H. Describe friend and family systems that support and sustain a productive and meaningful life.</li></ul>
<p><b>Intermediate</b></p> <ul style="list-style-type: none"><li>A. Examine values and resources that support lifestyle goals.</li><li>B. Explore time management strategies related to educational, work, and family goals.</li><li>C. Develop plans to reduce and manage stress.</li><li>D. Apply environmentally sustaining practices in school, home, work, and community.</li><li>E. Apply decision-making skills to educational, work, and interpersonal problems.</li><li>F. Utilize skills for resisting peer pressure and resolve conflict in interpersonal educational and workplace relationships.</li><li>G. Expand multicultural awareness in interpersonal, education, and workplace relationships.</li><li>H. Recognize friend, family, and community systems that sustain productive, meaningful lifestyles.</li></ul>
<p><b>Advanced</b></p> <ul style="list-style-type: none"><li>A. Assess values and resources that support lifestyle goals.</li><li>B. Evaluate effectiveness of time management plans related to educational, work, and family goals.</li><li>C. Recommend plans for reducing and managing stress.</li><li>D. Assess practices that sustain environment.</li><li>E. Choose decision-making skills to solve individual, family, group, school, and workplace problems.</li><li>F. Recommend skills for resisting peer pressure and resolving conflict in interpersonal, educational, and workplace relationships.</li><li>G. Justify the value of multicultural awareness in interpersonal, educational, and workplace relationships.</li><li>H. Evaluate friends, family, and community systems that support and sustain a productive, meaningful lifestyle.</li></ul>

**Standard 8: Manage Personal Transitions**

<b>Benchmarks</b>
<b>Introductory</b> <ul style="list-style-type: none"><li>A. Explore the role of academic achievement in transitions.</li><li>B. Explain factors that influence personal and academic life transitions.</li><li>C. Explore skills to express emotions and resolve differences and conflict in school and family relationships.</li><li>D. Apply social skills that lead to effective school and family relationships.</li></ul>
<b>Intermediate</b> <ul style="list-style-type: none"><li>A. Demonstrate how academic achievement supports personal and career growth.</li><li>B. Examine various influences on personal and academic life transitions.</li><li>C. Recognize skills to express emotions and resolve differences and conflict.</li><li>D. Apply social skills that lead to effective school and family relationships.</li></ul>

**Standard 9: Nurture and Care for Children**

<b>Benchmarks</b>
<b>Advanced</b> <ul style="list-style-type: none"><li>A. Associate attributes and skills needed to assume the parenting role with healthy adult characteristics.</li><li>B. Evaluate skills for building healthy families where children thrive.</li><li>C. Identify how parents and families prepare for prenatal, birth, and infant care.</li><li>D. Relate theory and research of child growth and development.</li><li>E. Compare childcare venues related to child nurturing and care.</li></ul>

*Ohio Department of Education, Family and Consumer Sciences Content Standards, 2007*

# ADAPTIVE LIFE CHOICES

## Course Description

Life Choices is divided into two main content areas: personal development and resource management. The personal development area focuses on practical problems faced by adolescents relating to personal development, self-esteem, career goals, family and peer relationships, managing conflict, and expressing sexuality responsibly. The resource management area focuses on practical problems related to managing human and environmental resources, making consumer decisions, and selecting and preparing nutritious foods to promote wellness for life.

## STANDARD 1: ADVOCATE A HEALTHY LIFESTYLE

**Introductory Benchmark A:** Identify social and cultural factors that influence healthy lifestyle choices.

### *Learning Targets:*

1. Describe the impact of peer pressure on lifestyle.
2. Describe the impact of vending/fast/convenience foods on lifestyle.

**Introductory Benchmark B:** Demonstrate use of problem solving to make healthy food choices for a healthy body.

### *Learning Targets:*

1. Establish criteria for making daily food choices to meet valued outcomes (e.g., health, economics, aesthetics).
2. Explain how [www.MyPyramid.gov](http://www.MyPyramid.gov) guides healthy food choices.
3. Predict the consequences of using daily recommended dietary habits.

**Introductory Benchmark C:** Describe food intake patterns related to healthy lifestyle outcomes.

### *Learning Targets:*

1. Recognize choices that promote healthy food consumption.
2. Identify food categories or combinations that meet healthy dietary guidelines and contribute to healthy eating patterns.
3. Demonstrate knowledge of basic food preparation.

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## ADAPTIVE LIFE CHOICES

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**Introductory Benchmark D:** Examine restaurants and their menus related to a healthy lifestyle.

*Learning Targets:*

1. Research [www.MyPyramid.gov](http://www.MyPyramid.gov) to gain knowledge of restaurant menu items for nutritional value.
2. Differentiate among items that contribute to daily requirements including portion control.
3. Identify nutritious foods to eat when away from home.

**Introductory Benchmark E:** Apply nutrition information to guide food choices for a healthy lifestyle.

*Learning Targets:*

1. Determine reliable sources of nutrition information.
2. Identify the components of the USDA nutrition facts label.
3. Research and discuss special claims on food labels related to the nutritive value of packaged food.
4. Demonstrate knowledge of nutrient functions in the body.

**Introductory Benchmark F:** Understand factors associated with body weight.

*Learning Targets:*

1. Explain the role of exercise in managing weight.
2. Identify factors that influence body weight.
3. Explain criteria for determining healthy body weight.

**Introductory Benchmark G:** Recognize how physical activity and sleep affect a healthy lifestyle.

*Learning Targets:*

1. Identify the health benefits of physical activity and sleep.
2. Describe physical activities suitable for adolescents.
3. Describe the sleep patterns suitable for adolescents.

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# ADAPTIVE LIFE CHOICES

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## STANDARD 2: BUILD RELATIONSHIPS

**Introductory Benchmark A:** Identify the role of academic achievement in transitions.

*Learning Targets:*

1. Identify qualities and skills to build and maintain friendships.
2. Identify relationship behaviors and factors that lead to long-term relationships.
3. Identify various stereotypes and understand how they affect interpersonal relationships.
4. Apply conflict resolution skills that lead to building healthy relationships, such as communication skills and problem-solving skills.
5. Recognize how technological advances impact individual and group relationships through:
  - a. Safe use of technology (e.g., on cell phones, e-mail, Web pages, chat rooms)
  - b. Risky Internet behaviors
6. Apply effective communication skills to build healthy relationships pertaining to:
  - a. Trust and self-disclosure
  - b. Message sending and receiving
  - c. Verbal and nonverbal communication
  - d. Technology in relationships
  - e. Communication across cultures

**Introductory Benchmark B:** Develop coping and personal resilience skills.

*Learning Targets:*

1. Explain how positive and negative attitudes influence behavior.
2. Identify skills to resist peer influence.

**Introductory Benchmark C:** Recognize personal assets that demonstrate healthy, caring, and responsible citizenship.

*Learning Targets:*

1. Identify assets that provide for growing up healthy, caring, and responsible including:
  - a. External assets (e.g., support, empowerment, boundaries and expectations, constructive use of time, service learning)
  - b. Internal assets (e.g., commitment to learning, positive values, social competencies, positive identity)
2. Identify strategies to resist peer pressure.

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## ADAPTIVE LIFE CHOICES

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### STANDARD 3: DEMONSTRATE PERSONAL FINANCIAL LITERACY

**Introductory Benchmark A:** Identify attitudes, behavior, and skills that lead to financial satisfaction.

*Learning Targets:*

1. Identify expenses and sources of income (e.g., earnings, gifts).
2. Develop budget plans to spend, save, and give to others.
3. Describe decision-making steps that lead to meeting financial needs and wants.

**Introductory Benchmark B:** Describe various financial institutions and services.

*Learning Targets:*

1. Compare banking costs and services (e.g., savings, pre-paid credit cards, debit, electronic check conversion, electronic banking services).
2. Compare banking tools to complete and manage finances.
3. Discuss types of credit available to individuals.
4. Recognize fraudulent practices that might impact financial stability.

### STANDARD 4: DESIGN A CAREER BLUEPRINT

**Introductory Benchmark A:** Develop an individual academic career plan based on self-knowledge and interests.

*Learning Targets:*

1. Develop profile of interests, attitudes, goals, skills, and expectations related to career options.
2. Identify career information resources.
3. Recognize factors affecting career choices.
4. Identify education and training opportunities (e.g., military, college apprenticeship, career and technical education, entrepreneurship).
5. Draft individual career plan.

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## ADAPTIVE LIFE CHOICES

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### STANDARD 5: BECOME CONSUMER SAVVY

**Introductory Benchmark A:** Recognize the impact of advertising on individual purchasing decisions.

*Learning Targets:*

1. Describe influence of advertising on consumers and purchasing decisions.
2. Identify potential impact of advertising sources (e.g., Internet, media, publications, billboards, trademarks) on consumer decisions.

**Introductory Benchmark B:** Recognize strategies, products, and service decisions that meet individual needs and valued ends.

*Learning Targets:*

1. Explore products related to selected criteria (e.g., price, features, quality, convenience, warranty).
2. Compare purchasing at various locations (e.g., Internet, specialty stores, department stores, mega stores).
3. Identify how product information on food and clothing labels assists consumers' decisions to meet valued ends.

**Introductory Benchmark C:** Advocate consumer rights and responsibilities.

*Learning Targets:*

1. Identify a consumer's right to be informed and responsibility to use available information.
2. Describe advocacy skills to remedy unsatisfactory purchases of products and services.
3. Describe consequences of ethical and unethical practices to individuals and businesses.

**Introductory Benchmark D:** Recognize environmental impact of consumer practices.

*Learning Targets:*

1. Identify methods of sustaining environment in everyday product and service decisions.
2. Identify how packaging of home products uses renewable and nonrenewable resources.
3. Recognize how consumer actions and purchase practices affect renewable and nonrenewable resources.

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## ADAPTIVE LIFE CHOICES

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**Introductory Benchmark E:** Analyze the interrelationship between the economy and consumer decisions.

*Learning Target:*

1. Describe effects of unethical consumer practices on businesses.

### STANDARD 6: ENSURE FOOD SAFETY

**Introductory Benchmark A:** Recognize importance of proper food and beverage handling techniques related to food-borne pathogens.

*Learning Targets:*

1. Practice personal hygiene behaviors to prevent food-borne pathogens by:
  - a. Washing hands
  - b. Covering cough or sneeze and washing hands
  - c. Tying hair back and avoiding touch
  - d. Wearing clean clothes with no loose sleeves
  - e. Using gloves if hands have open sores or cuts
  - f. Avoiding tasting with utensils used to prepare food
2. Describe how common mistakes in food handling promote food-borne pathogens (e.g., Salmonella, botulism, E. coli).
3. Use safe kitchen behaviors to prevent food-borne pathogens including:
  - a. Cook foods to recommended temperatures
  - b. Refrigerate food promptly
  - c. Keep hot foods hot
  - d. Avoid eating raw foods (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish)
  - e. Thaw frozen foods in refrigerator overnight or in microwave
  - f. Wash fresh produce under running water just before using or eating
4. Explain kitchen sanitation procedures to prevent cross-contamination and food-borne pathogens by:
  - a. Using clean utensils and containers
  - b. Washing tops of cans
  - c. Washing counters and cutting boards with chlorine bleach solution
  - d. Keeping pets and insects out of the kitchen
  - e. Cleaning as you go
  - f. Disposing garbage properly
  - g. Washing dishcloths and sponges daily

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## ADAPTIVE LIFE CHOICES

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**Introductory Benchmark B:** Identify thoughtful, ethical, and workable individual actions that ensure adequate, secure food supplies for individuals and families.

*Learning Targets:*

1. Select foods from a limited set of food choices to:
  - a. Give an example of nutritionally dense foods (e.g., raw vegetables, low-fat dairy, whole grains, lean proteins)
  - b. Explore individual daily dietary requirements (e.g., related to age, caloric intake, exercise, special food needs, cultural differences)
2. Identify common food allergies and sensitivities (e.g., seafood, wheat, nuts, lactose, eggs).
3. Monitor labels to help individuals avoid allergenic foods (e.g., seafood, wheat, nuts, lactose, eggs).

**Introductory Benchmark C:** Identify kitchen practices that sustain the environment.

*Learning Targets:*

1. Give examples of renewable and nonrenewable resources related to food and food packaging.
2. Understand what food preparation practices help sustain the environment including:
  - a. Separate trash into renewable and nonrenewable categories before discarding
  - b. Keep range top burners and reflectors clean
  - c. Run dishwasher only when full
  - d. Avoid preheating oven except for baking
  - e. Cover pan when boiling water
  - f. Match pan size to heating element
  - g. Watch the timer rather than open the oven door
3. Recognize why food preparation practices can sustain the environment.

## STANDARD 7: MANAGE A LIFE PLAN

**Introductory Benchmark A:** Recognize values and resources that support goals.

*Learning Targets:*

1. Identify short-term, goal-setting processes related to interpersonal relationships, academics, money, health, and community involvement.
2. Identify long-term, goal-setting processes related to interpersonal relationships, academics, money, health, and community involvement.

## ADAPTIVE LIFE CHOICES

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3. Define values that impact goal setting (e.g., aesthetic, health, safety, intellectual, economic, prudential, ethical, environmental).
4. Identify resources related to current goals including:
  - a. Skills (e.g., interpersonal, technology, energy, talents)
  - b. Education (e.g., teachers, books, school, information services)
  - c. Community (e.g., support services, family, professionals)
  - d. Financial (e.g., saving, spending, gifting)

**Introductory Benchmark B:** Identify time management strategies related to personal, educational, and family goals.

*Learning Targets:*

1. Identify time management techniques that help meet goals (e.g., setting priorities, using schedules and planners, avoiding procrastination, multi-tasking).
2. Recognize self-management as essential to time management.
3. Describe barriers that prevent or interfere with time management (e.g., procrastination).

**Introductory Benchmark C:** Recognize methods to reduce and manage stress.

*Learning Targets:*

1. Describe the impact of internal and external stressors.
2. Identify positive steps to reduce stress including:
  - a. Describe healthy and unhealthy ways to deal with stress
  - b. Identify how to build self-worth and self-efficacy to reduce stress
  - c. Identify strategies for coping with change that can cause stress
3. Recognize support services available for coping with stress (e.g., professionals, family, government and community agencies, school personnel).

**Introductory Benchmark D:** Identify daily life practices, routines, and procedures that sustain the environment.

*Learning Targets:*

1. Define how to reduce, reuse, recycle, and conserve resources by naming:
  - a. Materials to recycle
  - b. Methods to reduce goods and services
  - c. Goods whose re-use benefits the environment

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## ADAPTIVE LIFE CHOICES

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2. Identify role of resource conservation in choosing goods and services to meet daily needs.
3. Define natural resources and ways to conserve them in daily life practices.

**Introductory Benchmark E:** Define decision-making process.

***Learning Targets:***

1. Recognize decision-making skills needed to achieve goals, namely:
  - a. Define rational and irrational decision-making behaviors
  - b. Recognize different individual perspectives related to decision making
  - c. Recognize consequences of decision actions
2. Outline steps to decision-making process, namely:
  - a. Define problem and its context
  - b. Name alternatives and consequences
  - c. Choose best alternative based on workable, valued ends
  - d. Identify plan to carry out decision
  - e. Discuss intended and unintended outcomes
3. Explore reliable resources to assist in decision making.

**Introductory Benchmark F:** Apply skills for resisting peer pressure and to resolve conflict in interpersonal, educational, and workplace relationships.

***Learning Targets:***

1. Define pressures related to resisting adolescent peer pressure.
2. Identify support systems available for resisting peer pressure and resolving conflict.
3. Describe how self-worth, self-confidence, and self-efficacy assist in resisting unproductive peer pressure.
4. Define conflict resolution skills related to:
  - a. Negotiable and nonnegotiable areas of conflict
  - b. Appropriate ways to express anger in interpersonal conflicts
  - c. Limits and boundaries for respecting and protecting self and others

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## ADAPTIVE LIFE CHOICES

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**Introductory Benchmark G:** Define multicultural awareness in interpersonal, educational, and workplace relationships.

***Learning Targets:***

1. Identify effects of multicultural issues (e.g., stereotypes, prejudices, discrimination, bias, hate, racism, sexism).
2. Recognize educational and workplace miscommunication based on differences in:
  - a. Verbal and nonverbal gestures and behaviors
  - b. Language
  - c. Clothing
  - d. Religious practice
  - e. Gender
  - f. Values
  - g. Beliefs
3. Describe components of culture (e.g., family systems, religious beliefs, food, clothing, housing, customs, traditions, holidays).

**Introductory Benchmark H:** Describe friend and family systems that support and sustain a productive and meaningful life.

***Learning Targets:***

1. Explain effective techniques for building positive, supportive personal relationships.
2. Describe qualities of healthy relationships.

## STANDARD 8: MANAGE PERSONAL TRANSITIONS

**Introductory Benchmark A:** Explore the role of academic achievement in transitions.

***Learning Targets:***

1. Describe roles of multiple intelligences as a way to direct and manage learning about transitions.
2. Identify study skills that best facilitate achievement.
3. Apply test-taking procedures and skills needed for academic success related to transitions.
4. Manage personal schedule and calendar systems that support academic achievement related to transitions.

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## ADAPTIVE LIFE CHOICES

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**Introductory Benchmark B:** Explain factors that influence personal and academic life transitions.

*Learning Targets:*

1. Describe risks and benefits associated with personal and academic choices.
2. Identify reliable sources of information for developing a plan for personal and academic success (e.g., adult mentors).
3. Identify personal interests and developmental assets applicable to transitions.
4. Apply goal setting and planning strategies to guide life transitions.
5. Explain universal values that guide choices during times of transition (e.g., honesty, integrity, fairness).
6. Identify decision-making steps related to making transitions.
7. Describe context, sources of information, alternatives, and consequences as related to functioning in a new situation.
8. Describe the role of feedback in modifying behaviors.
9. Identify skills necessary to give and receive feedback.

**Introductory Benchmark C:** Explore skills to express emotions and resolve differences and conflict in school and family relationships.

*Learning Targets:*

1. Recognize emotions to express them in socially acceptable ways.
2. Compare alternative responses to conflict and the consequences.
3. Describe appropriate strategies to effectively resolve conflicts.
4. Explore effective communication skills to resolve interpersonal conflicts.

**Introductory Benchmark D:** Apply social skills that lead to effective school and family relationships.

*Learning Targets:*

1. Identify productive school behaviors (e.g., cooperation, personal responsibility, appropriate dress, appropriate language, punctuality).
2. Demonstrate use of team skills that promote task completion.
3. Express effective responses to cultural and ethnic diversity.

# CAREER MENTORSHIP

## **Course Description**

Students will get authentic career knowledge and skills through a mentoring experience in the community. Through this, students will develop, implement, and periodically review and revise a career blueprint in the context of other life choices and changing employment trends, societal needs, and economic conditions. The blueprint will include educational plans supportive of their personal and career goals. It will also include supportive extracurricular and community activities and work experience. Students will discover their personal career identity by analyzing and documenting personal interests, talents, skills, aptitudes, and values in relation to career options. They will plan for development of core employability skills needed by all students to succeed in school and by all workers to succeed in the workplace.

## **STANDARD 4: DESIGN A CAREER BLUEPRINT**

**Advanced Benchmark A:** Assess career plan based on self-knowledge and interests.

### *Learning Targets:*

1. Update and revise personal profile of interests, attitudes, goals, skills, and expectations related to career options.
2. Explore and evaluate career information resources.
3. Judge factors affecting career choices.
4. Compare and contrast education and training opportunities (e.g., military, college, apprenticeship, career and technical education, entrepreneurship).
5. Revise individual career plan.

**Advanced Benchmark B:** Manage job search skills.

### *Learning Targets:*

1. Write resumes meeting employer expectations.
2. Develop effective interview skills including:
  - a. Maintaining eye contact
  - b. Articulating knowledge of company
  - c. Conducting introductions and portfolio presentations
  - d. Representing own skills
3. Plan postsecondary educational goals including implementation strategy.
4. Investigate career trend data.

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## CAREER MENTORSHIP

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**Advanced Benchmark C:** Examine career and workplace issues.

***Learning Targets:***

1. Evaluate social, economic, and global trends impacting the employment opportunities.
  - a. Outsourcing
  - b. Minimum wage
  - c. Multicultural expectations and understandings
  - d. Changes in pensions and social security
2. Examine ethical workplace standards (e.g., sexual harassment, theft, financial accounting, falsifying records, technology abuse, personal and professional conduct).
3. Evaluate implications of life and work changes (e.g., multiple careers in a lifetime, work-from-home technologies, emerging careers).
4. Assess work and family relationships related to healthcare benefits, family daycare, family leave, job sharing, and relocation.

**Advanced Benchmark D:** Develop interpersonal skills essential in the workplace through mentoring experience.

***Learning Targets:***

1. Assess diverse workplace experiences resulting from gender, age, socioeconomic status, ethnicity, religion.
2. Evaluate how differences impact productivity and workplace interactions.
3. Develop team interpersonal and problem-solving skills to enhance productivity.
4. Develop essential workplace skills for effective communication, namely:
  - a. Create presentations to develop concepts
  - b. Develop writing skills to synthesize and convey concepts to a group
  - c. Hone ability to find answers
  - d. Direct work projects
5. Develop essential workplace skills for conflict resolution, namely:
  - a. Listening and responding skills (e.g., supporting, probing, understanding)
  - b. Ethics of relationships (e.g., perspective taking, civility, manners, etiquette)
  - c. Sensitivity to cultural differences
  - d. Interpersonal skills (e.g., take perspectives, determine reasons for positions, find mutual gain, manage anger and stress)

## CAREER MENTORSHIP

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**Advanced Benchmark E:** Develop skills that employers demand through mentoring experience.

*Learning Targets:*

1. Use technology to perform work functions, keep records, and prepare presentations and documents.
2. Demonstrate critical skills for problem-solving and creative solutions.
3. Develop team-building skills.
4. Develop personal attributes that lead to effective, reliable employees (e.g., meeting deadlines, punctuality, self-initiative, accountability).

**Advanced Benchmark F:** Develop workplace communication skills to promote self through mentoring experience.

*Learning Targets:*

1. Propose skills to develop and monitor positive work image.
2. Illustrate work achievements.
3. Predict ways to continue to learn, network, and contribute in the workplace.
4. Describe self-confidence, loyalty, and self-assuredness as they contribute to a positive work climate.

# CHILD DEVELOPMENT

## Course Description

Students will discover the needs of infants and young children and how parents and childcare providers can meet those needs for healthy growth and development. Students will recognize the factors that impinge on parents. Students are able to recognize differences in individuals, cultures, circumstances, and growth and development rates to meet the needs of growing children. Childcare providers will meet the needs of children by recognizing standards set for childcare that are most likely to meet the healthy growth and development of children.

## STANDARD 9: NURTURE AND CARE FOR CHILDREN

**Advanced Benchmark A:** Associate attributes and skills needed to assume the parenting role with healthy adult characteristics.

### *Learning Targets:*

1. Assess adult readiness for assuming parenting roles according to:
  - a. Self and family goal setting
  - b. Marital relationships
  - c. Ability to manage finances
  - d. Career development
  - e. Age and maturity
  - f. Health
  - g. Lifelong commitment
2. Analyze parenting strategies that result in healthy, productive children, namely:
  - a. Examine children's physical, intellectual, emotional, moral, and social needs
  - b. Ability to manage schedules
  - c. Ability to manage personal and financial resources
  - d. Problem-solving skills
3. Differentiate how diverse parenting styles (e.g., authoritarian, democratic, permissive) impact child growth and development.
4. Examine interpersonal communication skills among children and adults including:
  - a. Roadblocks of communication
  - b. Active listening
  - c. Conflict resolution
  - d. Recognition of feelings
  - e. Expression of feelings
  - f. Nonverbal messages and cues
  - g. Providing feedback

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## CHILD DEVELOPMENT

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5. Evaluate how resources, skills, roles, and responsibilities change for self as children are added.
6. Evaluate how resources, skills, roles, and responsibilities change for families as children are added.
7. Evaluate how resources, skills, roles, and responsibilities change for communities and the workplace as children are added.

**Advanced Benchmark B:** Evaluate skills for building healthy families where children thrive.

***Learning Targets:***

1. Describe functions and characteristics of strong families.
2. Develop steps for making family decisions that best support family and others, namely:
  - a. Define problem and its context
  - b. Name alternatives and consequences
  - c. Choose best alternative based on workable, valued ends
  - d. Identify plan to carry out decision
  - e. Discuss intended and unintended outcomes
3. Examine how individual and family issues impact nurturing of infants, children, and adolescents including:
  - a. Compile effective responses for family crises (e.g., divorce, remarriage, illness, balancing family and workplace demands, death, employment changes, relocation)
  - b. Propose response skills for family crises (e.g., job loss, alcoholism/drug abuse, domestic violence, child abuse and neglect, controversy in schools, special needs children)
4. Illustrate roles and responsibilities of nurturing families related to family life cycle stages and family composition.
5. Illustrate environmental qualities that support healthy growth of adults and children.
6. Explain how nurturing environments can differ among cultures and family structures.
7. Describe how healthy families demonstrate love, sexuality, friendships, and support systems.
8. Describe how families can benefit by influencing policy set by government, workplace, and community agencies.
9. Describe how communities can benefit by influencing policy set by government, workplace, and community agencies.
10. Demonstrate core principles of effective leadership (e.g., communication, teamwork, creative problem solving, interpersonal skills, relationship management for controversy and conflict, professional approaches to issues and concerns).
11. Initiate critical thinking skills to resolve family and workplace controversies.

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## CHILD DEVELOPMENT

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12. Develop strategies for soft leadership skills (e.g., trust, empathy, communication with others).
13. Infer negative outcomes of ineffective leadership qualities including:
  - a. Hesitancy to take necessary risks
  - b. Personal arrogance
  - c. Insensitivity
  - d. Unwillingness to tackle people issues
  - e. Control-focused leadership style

**Advanced Benchmark C:** Identify how parents and families prepare for prenatal, birth, and infant care.

*Learning Targets:*

1. Evaluate healthy characteristics of pre-pregnancy mothers and fathers to facilitate a healthy birth.
2. Examine conditions needed for parental and baby health throughout pregnancy and birth.
3. Differentiate three trimesters of prenatal development related to what parents must be prepared to handle.
4. Compare methods of birth and delivery (e.g., Lamaze, Cesarean section, LeBoyer).
5. Interpret handling of postnatal issues from various points of view.

**Advanced Benchmark D:** Relate theory and research of child growth and development.

*Learning Targets:*

1. Identify typical developmental milestones (e.g., physical, intellectual, social, moral, ethical, emotional) by:
  - a. Describing developmental expectations of infants, toddlers, preschool age, and adolescents
  - b. Recognizing indicators of healthy, natural brain growth and development
2. Evaluate how parents, guardians, and caregivers can support child growth and development by:
  - a. Identifying parental and environmental contributions to brain development
  - b. Describing vulnerability and resilience factors that protect or put children at risk
3. Differentiate nutrition, wellness, and safety needs of pregnant women, infants, and children by:
  - a. Evaluating nutrition recommendations and guidelines
  - b. Explaining essential medical care, including check-ups
  - c. Identifying appropriate sleep and physical activity for healthy growth
  - d. Examining how technology impacts growth and development

## CHILD DEVELOPMENT

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4. Recognize patterns of language development in young children.
5. Characterize atypical child development patterns pre- and postnatal (e.g., autism, hearing or vision impairment, cerebral palsy, bipolar disorder, learning disabilities) by:
  - a. Describing possible interventions to support the child's development
  - b. Describing resources and support systems essential to child growth and development
6. Interpret different child development theorists (e.g., Piaget, Kohlberg, Erickson, Maslow).
7. Explain how children learn behaviors (e.g., through imitation, identification, direct teaching).
8. Contrast effectiveness of guidance and discipline techniques used by parents, guardians, and caregivers, namely:
  - a. Characteristics of guidance, discipline, and punishment techniques
  - b. Consequences of guidance, discipline, and punishment techniques
  - c. Difference between logical and natural consequences
  - d. Guidance techniques used by individuals, families, religions, and cultures
  - e. Differences in guidance philosophy resulting from background and experience
  - f. Factors that contribute to misbehavior

**Advanced Benchmark E:** Compare childcare venues related to child nurturing and care.

### *Learning Targets:*

1. Describe decision-making processes for selecting childcare services, curriculum, and providers.
2. Identify reliable resources available for meeting childcare needs.
3. Evaluate quality indicators for childcare options.
4. Recognize the strengths of various preschool curriculum approaches (e.g., Montessori, Emilio Reggio, multiage grouping).

# FOOD FOR FITNESS

## **Course Description**

This course will allow students to gain knowledge and skills in acquiring and practicing a healthy lifestyle using dietary guidelines that will reduce the risks of chronic disease and unsafe habits. They gain competence to differentiate methods of weight loss and learn reliable resources regarding food and beverage selection. Students will understand the cultural, family, community, and economic implications of obesity, healthy weight, and lifestyle. Students will acquire the knowledge and skills necessary to become informed and safe consumers and handlers of food. They will evaluate information related to advances in food technology, nutrition, and safety. Students will master the skills required to safely prepare and store food, reducing the risk of food-borne illness. Students will evaluate the impact of consumer choice on the environment and the global community.

## **STANDARD 1: ADVOCATE A HEALTHY LIFESTYLE**

**Introductory Benchmark B:** Demonstrate use of problem solving to make healthy food choices for a healthy body.

### *Learning Targets:*

1. Evaluate intended outcomes of healthy food choices and physical activity using a variety of media.
2. Create a food and healthy lifestyle plan that promotes healthy weight.
3. Predict situations and behaviors that can result in poor health outcomes (e.g., tobacco use, substance abuse, environmental factors, sexual behavior).
4. Identify barriers to making healthy food and exercise choices and how to overcome them.
5. Choose group/team skills that accommodate and meet the healthy body needs of all family/household members.

**Advanced Benchmark C:** Choose food patterns for healthy lifestyle outcomes.

### *Learning Targets:*

1. Predict the health outcomes of food, beverage, and snack selection.
2. Plan and prepare meals to promote healthy food, beverage, and snack consumption including:
  - a. Plan and prepare food selection starting with whole grains and vegetables, adding lean protein and low fat dairy, and then fruits
  - b. Arrange food patterns and meals that encourage socialization
  - c. Formulate an action plan given multiple sources of scientific data and use that action plan to adopt improved eating and exercise habits

## FOOD FOR FITNESS

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3. Select foods that meet healthy dietary guidelines and contribute to healthy eating patterns by:
  - a. Selecting and cooking whole grains (e.g., bulgur, brown rice, quinoa)
  - b. Analyzing various food combinations to evaluate their effectiveness in increasing nutrient absorption
  - c. Choosing foods without fats and preservatives
  - d. Choosing foods with substitutions to decrease fat and carbohydrates
  - e. Choosing dry (e.g., sauté, grill, broil, roast, bake) and moist (e.g., steam, poach, simmer) heat cooking methods that maintain nutrients
  - f. Selecting and preparing food, beverages, and snacks with less added sugar, highly caloric sweeteners, or salt
  - g. Selecting and preparing high-protein foods with low fat, lean, or fat-free meat, poultry, and beans
  - h. Synthesizing food preparation knowledge by following recipes; using equivalents, measurement, and advanced cooking terms; and utilizing proper equipment operation and care
4. Analyze the food/dietary intake using the USDA dietary guidelines.
5. Plan and prepare healthy food choices around special dietary needs (e.g., heart disease, diabetes, food allergies).
6. Determine how food science guides the creation of new food products through enrichment, hydrogenation, and substitutions.
7. Determine the role each nutrient plays in overall body health.
8. Evaluate healthy food choices that span cultural patterns and preferences.
9. Evaluate complex issues related to providing nutritious food choices for a family.
10. Examine the effect that nutrients, sugar, and fat alternatives have on the body at the cellular level.

**Advanced Benchmark E:** Evaluate nutrition information to guide food choice and healthy lifestyle.

### *Learning Targets:*

1. Distinguish reliable sources of nutrition and exercise information (e.g., food labels, nutrition and diet information, popular magazines, advertisements, peer and family information, Web sites, fitness centers).
2. Appraise USDA nutrition facts labels and special claims (e.g., related to input and output, percentage of fat, total caloric intake).
3. Assess the uses and dangers of supplements and steroid use.
4. Assess the qualities and use of new or fortified food products.
5. Evaluate the complex nature of nutrients and the body functions.

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## FOOD FOR FITNESS

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**Advanced Benchmark F:** Assess factors associated with body weight.

***Learning Targets:***

1. Evaluate factors that influence weight (e.g., genetics, physical activity, food choices, environment, income, ethnicity, gender, age).
2. Analyze the complex relationships between eating disorders and weight and weight management.
3. Evaluate weight management programs for long-term outcomes.
4. Validate safe, healthy, effective weight loss and maintenance programs.
5. Assess the role of exercise in managing weight.

**Advanced Benchmark G:** Validate the link between physical activity, sleep, healthy lifestyle, and work performance.

***Learning Targets:***

1. Assess the health benefits of physical activity and sleep.
2. Compare energy balance as it influences body weight and relates to obesity.
3. Assess the impact of eating behavior and physical activity on short- and long-term health and workplace productivity.
4. Detect economic implications of healthy lifestyles (e.g., cost of health insurance, sick disability days, work productivity, loss of income).

## STANDARD 2: BUILD RELATIONSHIPS

**Intermediate Benchmark A:** Appraise methods that build and maintain healthy interpersonal relationships that promote a healthy lifestyle.

***Learning Targets:***

1. Illustrate diverse perspectives, needs, characteristics of individuals and families/households.
2. Identify conflict resolution skills needed for building healthy relationships in large and small groups.
3. Apply effective communication skills to build healthy relationships pertaining to:
  - a. Trust and self-disclosure
  - b. Message sending and receiving
  - c. Verbal and nonverbal communication
  - d. Technology in relationships
  - e. Communication across cultures

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## FOOD FOR FITNESS

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**Intermediate Benchmark C:** Develop personal assets that demonstrate healthy, caring, and responsible citizenship.

*Learning Targets:*

1. Understand the impact of peer pressure.
2. Explore assets that provide for growing up healthy, caring, and responsible including:
  - a. External assets (e.g., support, empowerment, boundaries and expectations, constructive use of time, service learning)
  - b. Internal assets (e.g., commitment to learning positive values, social competencies, positive identity)

### STANDARD 6: ENSURE FOOD SAFETY

**Advanced Benchmark A:** Apply proper food handling techniques to develop plans for self and others in public and private settings.

*Learning Targets:*

1. Identify basic equipment and supplies necessary to assure safe food handling (e.g., thermometer, plastic or glass cutting boards, easily sanitized cloths, sponges, brushes, oven mitts, products that sanitize).
2. Assess high-risk food safety situations related to immune-compromised individuals (e.g., AIDS patients, infants, pregnant women, diabetics).
3. Correlate personal hygiene behaviors to prevent food-borne pathogens by:
  - a. Washing hands
  - b. Covering cough or sneeze and washing hands
  - c. Tying back hair and avoiding touch
  - d. Wearing clean clothes with no loose sleeves
  - e. Using gloves when hands have open sores or cuts
  - f. Avoiding tastes with utensils used
  - g. Avoiding finger licking
4. Explain food-borne pathogens.
5. Examine conditions that put people at risk to encounter food-borne pathogens.
6. Illustrate how microorganisms cause food spoilage.
7. Evaluate conditions in purchasing, storing, and preparing foods that can damage food quality and safety.

## FOOD FOR FITNESS

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8. Assess the safety of food preparation methods using proper food handling techniques including:
  - a. Cook foods to recommended temperatures
  - b. Wash fresh produce
  - c. Refrigerate food promptly
  - d. Keep hot foods hot
  - e. Use a thermometer when cooking
  - f. Avoid eating raw food (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish)
  - g. Thaw frozen foods in refrigerator overnight or in microwave
  - h. Clean refrigerator (e.g., prevent Listeria)
  - i. Wash fresh produce just before using or eating
  - j. Store hazardous cleaning products in relation to food
9. Validate kitchen sanitation procedures when handling food to prevent cross contamination and food-borne pathogens by:
  - a. Using clean utensils and containers
  - b. Washing tops of cans
  - c. Washing counters and cutting boards with chlorine bleach solution
  - d. Keeping pets, rodents, and insects out of the kitchen
  - e. Cleaning as you go
  - f. Disposing garbage properly
  - g. Sanitizing dishcloths and sponges daily
10. Practice maintaining the nutritional value of food when selecting, storing, and preparing.
11. Determine the impact on food and beverage packaging and preservation to:
  - a. Maintain or enhance nutrition
  - b. Prevent food pathogens using technology (e.g., irradiation; aseptic packaging; modified atmosphere; knowledge of genetic engineering, yeast and molds, enzymes and bacteria)
12. Examine the effects that food-borne pathogens have on the body.

**Advanced Benchmark B:** Develop critical thinking and reasoning to select available resources that ensure adequate, secure food supplies.

### *Learning Targets:*

1. Evaluate how individuals and government agencies regulate food safety including:
  - a. Food traceability, food supply security, and imported and exported food safety
  - b. Federal, community, and household methods to protect and cope with bioterrorism
  - c. Government regulatory role for efficacy (e.g., of foods, vitamins, herbs, other nutritional supplements)
  - d. Government regulatory role for food product safety related to quality and wholesomeness; food inspections; and food cultivation, processing, packaging, and labeling

## FOOD FOR FITNESS

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2. Create multi-perspective action plan addressing issues and strong arguments related to:
  - a. Safe and sustainable food public policy issues
  - b. Safe imported foods
  - c. Genetically modified food, herbs, and supplements
  - d. School food programs
  - e. Local wellness policies
  - f. Systems for providing food to hungry citizens
3. Evaluate reliable food safety information resources to inform decisions related to providing safe, secure food supplies including:
  - a. Credentialed authors
  - b. Up-to-date, unbiased information without conflict of interest
  - c. Validated information from more than one source
  - d. Information based on reliable research procedures

**Advanced Benchmark C:** Evaluate consumer and industry food-related practices that sustain the environment.

### *Learning Targets:*

1. Create plans to handle food and food packaging waste in public and private settings related to renewable and nonrenewable resources.
2. Analyze data from consumers and industries to learn how food-related practices (e.g., production, processing, consumption) contribute to sustaining the environment.
3. Examine data about environment-sustaining plans to determine trends, and use the trends to predict the impact of the plans on the economy, environment, business and industry, politics, community, individuals, and families.
4. Explain renewable and nonrenewable resources in context of purchasing, storing, and preparing foods in homes and food industries.
5. Seek methods that sustain the environment in homes and food industries.
6. Gather and analyze statistical data on waste disposal practices such as:
  - a. Separate trash recyclables and garbage
  - b. Compost food wastes
  - c. Choose recyclables when possible
  - d. Buy in bulk
  - e. Avoid double wrapping
  - f. Keep range top burners and reflectors clean
  - g. Run dishwasher only when full
  - h. Avoid preheating oven except for baking

## FOOD FOR FITNESS

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- i. Cool leftovers before refrigerating
- j. Cover pan when boiling water
- k. Match pan size to heating element
- l. Eliminate disposable products like Styrofoam™ and plastic
- m. Use timer rather than open the oven door
- n. Sort waste to recover dishes, silverware
- o. Recycling (e.g., for paper, cardboard, rinsed glass, plastic)

# GLOBAL CUISINES

## Course Description

Global Cuisines focuses on traditional and customary foods from around the world. Students will have a better understanding of the cultural differences surrounding food choices. They will prepare foods using various cooking techniques and styles while developing an appreciation for other cultures and their lifestyles. Students will master the skills required to safely prepare and store food, reducing the risk of food-borne illness.

## STANDARD 1: ADVOCATE A HEALTHY LIFESTYLE

**Advanced Benchmark A:** Evaluate social and cultural factors that influence healthy lifestyle choices.

### *Learning Targets:*

1. Interpret ethnic perceptions of body weight and food choices.
2. Categorize health in terms of physical, emotional, psychological, and social well-being.

**Advanced Benchmark C:** Choose food patterns for healthy lifestyle outcomes.

### *Learning Targets:*

1. Predict the global health outcomes of food and beverage selection.
2. Plan and prepare meals to promote healthy food, beverage, and snack consumption including:
  - a. Plan food selection starting with whole grains and vegetables, adding lean protein and low-fat dairy, and then fruits
  - b. Arrange food patterns and meals that encourage socialization
  - c. Design table service around advanced table service conventions
3. Select foods that meet healthy dietary guidelines and contribute to healthy eating patterns by:
  - a. Selecting and cooking whole grains (e.g., bulgur, brown rice, quinoa)
  - b. Analyzing various food combinations to evaluate their effectiveness in increasing nutrient absorption
  - c. Choosing foods without fats and preservatives
  - d. Choosing foods with substitutions to decrease fat and carbohydrates
  - e. Choosing dry (e.g., sauté, grill, broil, roast, bake) and moist (e.g., steam, poach, simmer) heat cooking methods that maintain nutrients
  - f. Selecting and preparing food, beverages, and snacks with less added sugar, highly caloric sweeteners, or salt
  - g. Selecting and preparing foods with low fat, lean or fat-free meat, poultry, and beans
  - h. Synthesizing food preparation knowledge by following recipes; using equivalents, measurement, and advanced cooking terms; and utilizing proper equipment operation and care

## GLOBAL CUISINES

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4. Analyze food/dietary intake using the USDA dietary guidelines.
5. Determine how food science guides the creation of new food products through enrichment, hydrogenation, and substitutions.
6. Determine the many cultural influences on food preparation techniques.
7. Evaluate healthy food choices that span cultural patterns and preferences.
8. Evaluate issues related to providing nutritious food choices for a family.

### STANDARD 2: BUILD RELATIONSHIPS

**Intermediate Benchmark A:** Appraise methods that build and maintain healthy interpersonal relationships.

#### *Learning Targets:*

1. Determine qualities and skills to build and maintain friendships.
2. Analyze relationship behaviors and factors that lead to long-term relationships (e.g., openness to change).
3. Illustrate diverse perspectives, needs, characteristics of individuals and families/households.
4. Identify conflict resolution skills needed for building healthy relationships in large and small groups.
5. Identify the impact that advances in technology have on individual and family relationships.
6. Apply effective communication skills to build healthy relationships pertaining to:
  - a. Trust and self-disclosure
  - b. Message sending and receiving
  - c. Verbal and nonverbal communication
  - d. Technology in relationships
  - e. Communication across cultures

**Intermediate Benchmark C:** Develop personal assets that demonstrate healthy, caring, and responsible citizenship.

#### *Learning Targets:*

1. Explore assets that provide for growing up healthy, caring, and responsible including:
  - a. External assets (e.g., constructive use of time and service learning)
  - b. Internal assets (e.g., commitment to learning positive values, social competencies, positive identity)

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## GLOBAL CUISINES

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**Standard 7, Intermediate Benchmark G:** Expand multicultural awareness in interpersonal, education, and workplace relationships.

***Learning Targets:***

1. Describe effects of stereotypes, prejudices, discrimination, bias, hate, racism, and sexism.
2. Interpret educational and workplace miscommunication based on differences in:
  - a. Verbal and nonverbal gestures and behaviors
  - b. Language
  - c. Clothing
  - d. Religious practice
  - e. Gender
  - f. Values
  - g. Beliefs
3. Explore components of culture (e.g., family systems, religious beliefs, food, clothing, housing, customs, traditions, holidays).
4. Recognize characteristics of diversity in educational, community, and workplace settings.
5. Contrast components of differing cultural backgrounds and experiences.

### **STANDARD 5: BECOME CONSUMER SAVVY**

**Intermediate Benchmark A:** Interpret the impact of food advertising on individual and family consumer purchases.

***Learning Target:***

1. Discuss advertising techniques and gimmicks.

**Intermediate Benchmark B:** Implement strategies for purchasing goods and services that meet individual needs and valued ends.

***Learning Target:***

1. Evaluate how product information on food labels assists in decision making to meet valued ends.

**Intermediate Benchmark D:** Evaluate impact of consumer choices on renewable and nonrenewable resources.

***Learning Targets:***

1. Illustrate current and alternative home and workplace practices (e.g., related to refuse, reduce, reuse, recycle).

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## GLOBAL CUISINES

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2. Demonstrate consequences related to renewable and nonrenewable resource use.

**Intermediate Benchmark E:** Interrelate the economy and consumer decisions in a global world.

***Learning Targets:***

1. Interpret interdependence among producers, consumers, and government.
2. Assess effects of supply and demand on consumer spending.

### **STANDARD 6: ENSURE FOOD SAFETY**

**Advanced Benchmark A:** Apply proper food handling techniques to develop plans for self and others in public and private settings.

***Learning Targets:***

1. Identify basic equipment and supplies necessary to assure safe food handling (e.g., thermometer, plastic or glass cutting boards, easily sanitized cloths, sponges, brushes, oven mitts, products that sanitize).
2. Assess high-risk food safety situations related to immune-compromised individuals (e.g., AIDS patients, infants, pregnant women, diabetics).
3. Correlate personal hygiene behaviors to prevent food-borne pathogens by:
  - a. Washing hands
  - b. Covering cough or sneeze and washing hands
  - c. Tying back hair and avoiding touch
  - d. Wearing clean clothes with no loose sleeves
  - e. Using gloves when hands have open sores or cuts
  - f. Avoiding tasting with utensils used to prepare food
  - g. Avoiding finger licking
4. Explain food-borne pathogens.
5. Examine conditions that put people at risk to encounter food-borne pathogens.
6. Illustrate how microorganisms cause food spoilage.
7. Evaluate conditions in purchasing, storing, and preparing foods that can damage food quality and safety.
8. Assess the safety of food preparation methods using proper food handling techniques including:
  - a. Cook foods to recommended temperatures
  - b. Wash fresh produce
  - c. Refrigerate food promptly

## GLOBAL CUISINES

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- d. Keep hot foods hot
  - e. Use a thermometer when cooking
  - f. Avoid eating raw food (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish)
  - g. Thaw frozen foods in refrigerator overnight or in microwave
  - h. Clean refrigerator (e.g., prevent Listeria)
  - i. Wash fresh produce just before using or eating
  - j. Store hazardous cleaning products in relation to food
9. Validate kitchen sanitation procedures when handling food to prevent cross contamination and food-borne pathogens by:
    - a. Using clean utensils and containers
    - b. Washing tops of cans
    - c. Washing counters and cutting boards with chlorine bleach solution
    - d. Keeping pets, rodents, and insects out of the kitchen
    - e. Cleaning as you go
    - f. Disposing garbage properly
    - g. Sanitizing dishcloths and sponges daily
  10. Practice maintaining the nutritional value of food when selecting, storing, and preparing.
  11. Determine the impact of food and beverage packaging and preservation to:
    - a. Maintain or enhance nutrition
    - b. Prevent food pathogens using technology (e.g., irradiation; aseptic packaging; modified atmosphere; knowledge of genetic engineering, yeast and molds, enzymes and bacteria)
  12. Examine the effects that food-borne pathogens have on the body.

**Advanced Benchmark B:** Develop critical thinking and reasoning to select available resources that ensure adequate, secure food supplies.

### *Learning Targets:*

1. Evaluate how individuals and government agencies regulate food safety including:
  - a. Food traceability, food supply security, and imported and exported food safety
  - b. Federal, community, and household methods to protect and cope with bioterrorism
  - c. Government regulatory role for efficacy (e.g., of foods, vitamins, herbs, other nutritional supplements)
  - d. Government regulatory role for food product safety related to quality and wholesomeness; food inspections; and food cultivation, processing, packaging, and labeling
2. Create multi-perspective action plan addressing issues and strong arguments related to:
  - a. Safe and sustainable food public policy issues
  - b. Safe imported foods
  - c. Genetically modified food, herbs, and supplements

## GLOBAL CUISINES

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- d. School food programs
  - e. Local wellness policies
  - f. Systems for providing food to hungry citizens
3. Evaluate reliable food safety information resources to inform decisions related to providing safe, secure food supplies including:
    - a. Credentialed authors
    - b. Up-to-date, unbiased information without conflict of interest
    - c. Validated information from more than one source
    - d. Information based on reliable research procedures

**Advanced Benchmark C:** Evaluate consumer and industry food-related practices that sustain the environment.

### *Learning Targets:*

1. Create plans to handle food and food packaging waste in public and private settings related to renewable and nonrenewable resources.
2. Analyze data from consumers and industries to learn how food-related practices (e.g., production, processing, consumption) contribute to sustaining the environment.
3. Examine data about environment-sustaining plans to determine trends, and use the trends to predict the impact of the plans on the economy, environment, business and industry, politics, community, individuals, and families.
4. Explain renewable and nonrenewable resources in context of purchasing, storing, and preparing foods in homes and food industries.
5. Seek methods that sustain the environment in homes and food industries.
6. Gather and analyze statistical data on waste disposal practices such as:
  - a. Separate trash recyclables and garbage
  - b. Compost food wastes
  - c. Choose recyclables when possible
  - d. Buy in bulk
  - e. Avoid double wrapping
  - f. Keep range top burners and reflectors clean
  - g. Run dishwasher only when full
  - h. Avoid preheating oven except for baking
  - i. Cool leftovers before refrigerating
  - j. Cover pan when boiling water
  - k. Match pan size to heating element
  - l. Eliminate disposable products like Styrofoam™ and plastic

## GLOBAL CUISINES

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- m. Use timer rather than open the oven door
- n. Sort waste to recover dishes, silverware
- o. Recycling (e.g., for paper, cardboard, rinsed glass and plastic)

# INDEPENDENT LIVING AND FINANCIAL WELLNESS

## Course Description

Students will learn management, financial, and consumer knowledge and skills that will lead to more productive and meaningful lives. They will apply goal setting, planning, and time management skills in reference to their family, school, and work. They will gain the critical knowledge and skills to help them function as informed, educated, and responsible consumers. They will develop attitudes and skills to achieve personal financial wellness. Students will learn the interrelationships between values, spending decisions, income, and education. They will learn the implications of sound financial decision making, including appropriate use of credit, adequate insurance, fraud avoidance, and saving and investing strategies. They will address public policy as it relates to family financial well-being.

## STANDARD 1: ADVOCATE A HEALTHY LIFESTYLE

**Advanced Benchmark C:** Choose food patterns for healthy lifestyle outcomes.

### *Learning Targets:*

1. Predict the health outcomes of food, beverage, and snack selection.
2. Plan and prepare meals to promote healthy food, beverage, and snack consumption including food selection of whole grains, fruit and vegetables, lean protein, and low fat dairy.

## STANDARD 3: DEMONSTRATE PERSONAL FINANCIAL LITERACY

**Advanced Benchmark A:** Choose resources to meet individual, family, and business financial goals.

### *Learning Targets:*

1. Differentiate among income and expenses including:
  - a. Types of income (e.g., earnings, gifts, inheritance, interest)
  - b. Types of expense (e.g., food, shelter, clothing, transportation, health care)
2. Prioritize needs and wants based on values and goals, namely:
  - a. Types of values (e.g., aesthetic, intellectual, economic)
  - b. Short- and long-term financial goals for self, family, and workplace
  - c. Goal-setting characteristics (i.e., specific, measurable, achievable, realistic, time-oriented [SMART])
3. Devise a spending plan for fixed, flexible, and periodic expenses.
4. Examine the impact of inflation, recession, and national and world crises on financial planning.
5. Examine attitudes and behaviors that lead to financial satisfaction.
6. Evaluate employment opportunities related to wages and benefits.

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## INDEPENDENT LIVING AND FINANCIAL WELLNESS

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**Advanced Benchmark B:** Evaluate financial institutions and services to meet valued ends.

*Learning Targets:*

1. Choose banking charges and services (e.g., savings, pre-paid credit cards, debit, electronic check conversion, electronic banking services).
2. Establish criteria to evaluate various financial services including:
  - a. Types of savings and investing accounts
  - b. Types of checking, credit, and debit accounts
  - c. Online and electronic banking practices
  - d. Fraud or identity protection
  - e. Retirement investments
3. Demonstrate financial transactions such as check writing, account reconciliation, savings, investing, deposits, and withdrawals.
4. Evaluate alternatives for financing postsecondary education (e.g., student loans, home equity loans, vouchers, grants, scholarships, employee tuition reimbursement programs).
5. Analyze types of credit available to individuals and families.
6. Evaluate finance company practices (e.g., franchises charging high interest, rent-to-own, payday lenders).
7. Explain intended impact of advertisements and promotions from financial institutions.
8. Compare investment opportunities for financial health (e.g., stockbrokers, financial advisors, online investments, mutual funds).
9. Distinguish time value of money related to borrowing and saving.
10. Evaluate fraudulent practices that might impact financial stability.

**Advanced Benchmark C:** Predict changes in financial priorities needed to protect financial health through the family life cycle.

*Learning Targets:*

1. Appraise needs of individuals and/or family members throughout the life cycle.
2. Determine causes of individual and family financial crisis (e.g., death, new job, relocation, loss of income, health problems, divorce, alimony, child support, birth, adoption).
3. Analyze retirement planning and pension options for workers (e.g., employment-related, personal preparation).
4. Compare reliable sources of information related to financial matters.

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## INDEPENDENT LIVING AND FINANCIAL WELLNESS

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5. Prepare children to become financially literate.
6. Examine communication skills needed for understanding and participating in financial stability.

**Advanced Benchmark D:** Assess use of credit and debt to meet personal and family financial goals.

***Learning Targets:***

1. Differentiate characteristics needed to obtain credit worthiness (e.g., character, capacity, capital, collateral).
2. Calculate costs of credit for self or family (e.g., use of future income, debt ratio, finance charges on various credit accounts).
3. Investigate lending options for individuals and families (e.g., retail and bankcards, installment loans, home buying and mortgage loans, leasing contracts [auto and housing], consolidation loans).
4. Critique how credit reports, reporting agencies, and credit scores impact decisions (e.g., employment, interest rates on credit).
5. Monitor personal and financial information to reduce risk of identity theft through:
  - a. Financial statement inconsistencies
  - b. Password strategies for protecting, handling, storing, and disposing of personal information
  - c. Identity protection strategies
6. Select strategies to build good credit scores.

**Advanced Benchmark E:** Operationalize skills to manage conflict and/or stress related to financial issues.

***Learning Targets:***

1. Develop positive communication skills for discussing financial matters (e.g., personal barriers to effective communication, active listening, constructive expression of emotions).
2. Utilize decision making to solve financial resource use issues and problems.
3. Resolve consumer concerns through verbal or written communication.
4. Identify factors that contribute to stress (e.g., lack of money, unexpected expenses, conflicts in values and goals).
5. Implement stress-reduction strategies (e.g., meditation, exercise, relaxation techniques).

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## INDEPENDENT LIVING AND FINANCIAL WELLNESS

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**Advanced Benchmark F:** Determine impact of public policies on financial planning for self and family.

*Learning Targets:*

1. Evaluate role of taxes (e.g., federal, state, local, social security, Medicare) in personal financial decisions.
2. Differentiate among additional deductions on wage earnings (e.g., retirement investments, professional dues, child support garnishments).
3. Investigate taxation methods used on assets (e.g., property taxes, capital gains, earnings on investments).
4. Identify community assets provided by public funds (e.g., public and private schools and postsecondary options, health clinics, student services, community groups and agencies).

**Advanced Benchmark G:** Formulate techniques to prevent loss of assets.

*Learning Targets:*

1. Compare strategies to insure against financial loss, namely:
  - a. Employer-provided insurance coverage for health, dental, eye, prescription, and term life insurance
  - b. Supplemental insurance for health, life, auto, and home or property
  - c. Costs versus benefits
  - d. Comparisons of price and policy coverage
2. Avoid predatory practices used by companies or producers to defraud consumers.

**Advanced Benchmark H:** Utilize decision making and accounting processes to protect financial health.

*Learning Targets:*

1. Evaluate how financial decisions derive from knowledge, self-control, and loss aversion.
2. Assess basic financial statements that meet financial health goals for individuals, families, and businesses.
3. Develop budget that meets individual and family goals.
4. Predict inflation impact on personal and financial planning.
5. Appreciate individual differences related to values and goals.

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## INDEPENDENT LIVING AND FINANCIAL WELLNESS

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6. Develop decision-making skills needed to achieve financial goals including:
  - a. Interpret rational and irrational decision-making behaviors
  - b. Differentiate individual perspectives on decisions
  - c. Evaluate consequences of decision actions
7. Determine decision-making steps to achieve financial health including:
  - a. Assess problem and the context of the problem
  - b. Select alternatives and related consequences
  - c. Choose best alternative based on workable, valued ends
  - d. Create a plan to carry out decision
  - e. Evaluate the intended and unintended outcomes
8. Select reliable resources to assist in making financial decisions.

**Advanced Benchmark I:** Build relationship and conflict resolution skills to manage family and financial demands.

***Learning Targets:***

1. Develop strategies and skills for effective listening and responses when:
  - a. Discussing financial demands on families to manage stress
  - b. Recognizing personal barriers to effective communication
  - c. Listening actively
  - d. Expressing emotions constructively
2. Resolve family and corporate financial conflicts constructively.
3. Examine personal reactions to financial conflict situations.
4. Use strategies to resolve financial conflict.
5. Establish limits on negotiable and nonnegotiable issues in family financial conflicts.

**Advanced Benchmark J:** Advocate public policy that impacts financial well-being.

***Learning Targets:***

1. Choose active participation in political process to support family and business financial well-being.
2. Analyze current public policy issues and impacts on family and business financial well-being.
3. Evaluate the role of federal, state, and local taxes in personal financial decisions.

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# INDEPENDENT LIVING AND FINANCIAL WELLNESS

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## STANDARD 5: BECOME CONSUMER SAVVY

**Intermediate Benchmark A:** Recognize and interpret the impact of advertising on individual and family consumer purchases.

*Learning Targets:*

1. Describe marketing approaches to advertising.
2. Describe influence of advertising on consumers and purchasing decisions.
3. Identify potential impact of advertising sources (e.g., Internet, media, publications, billboards, trademarks) on consumer decisions.
4. Illustrate advertising techniques and gimmicks (e.g., bandwagon, rewards, testimonials, electronic messaging).
5. Explore the impact of brand loyalty (e.g., soft drink products, clothing with brand identification).

**Intermediate Benchmark B:** Recognize and implement strategies for purchasing goods and services (food, transportation, housing, credit) that meet individual needs and valued ends.

*Learning Targets:*

1. Explore products related to selected criteria (e.g., price, features, quality, convenience, warranty).
2. Compare purchasing at various locations (e.g., Internet, specialty stores, department stores, mega stores).
3. Identify how product information on food and clothing labels assists consumers' decisions to meet valued ends.
4. Recognize consequences of various purchasing methods (e.g., cash, online, layaway plan, use of credit, pre-paid credit cards, debit cards, delayed payment contracts).
5. Recognize common predatory practices used to defraud (e.g., bait and switch, loss leaders, misrepresentation of contract terms, spam, pop-ups, phishing).

**Intermediate Benchmark C:** Advocate and promote consumer rights and responsibilities.

*Learning Targets:*

1. Identify a consumer's right to be informed and responsibility to use available information.
2. Describe advocacy skills to remedy unsatisfactory purchases of products and services.
3. Explore consumer protection laws (e.g., Equal Opportunity Act, Fair Credit Billing Act, Fair Credit Reporting Act).

## INDEPENDENT LIVING AND FINANCIAL WELLNESS

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4. Identify consumer's right to:
  - a. Choose
  - b. Be informed
  - c. Safety and legal action
  - d. Be heard
5. Demonstrate consumer responsibilities when purchasing and using goods and services including:
  - a. Use product as intended
  - b. Report problems
  - c. Read owner's manual
  - d. Seek information
6. Identify government agencies (e.g., Food and Drug Administration, Federal Trade Commission) that attend to consumer issues and concerns.
7. Identify community agencies (e.g., Chambers of Commerce, Better Business Bureaus) and their roles in handling consumer issues and concerns.
8. Demonstrate leadership skills to address consumer issues including:
  - a. Use effective communication
  - b. Manage controversy
  - c. Write letters of complaint or concern
9. Illustrate consequences of ethical and unethical practices to individuals and businesses.
10. Describe ways to avoid identity theft.
11. Discuss consumer leadership and advocacy skills needed for self-protection when selecting goods and services.

**Intermediate Benchmark D:** Recognize and evaluate impact of consumer choices on renewable and nonrenewable resources.

### *Learning Targets:*

1. Identify methods of sustaining environment in everyday product and service decisions.
2. Identify how packaging of home products uses renewable and nonrenewable resources.
3. Cite examples of how consumers can conserve resources with landscape design, appliance usage, and lighting.
4. Describe how public policy issues that impact families and communities impact renewable and nonrenewable resources.

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## INDEPENDENT LIVING AND FINANCIAL WELLNESS

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5. Illustrate current and alternative home and workplace practices (e.g., related to refuse, reduce, reuse, recycle).
6. Demonstrate consequences related to renewable and nonrenewable resource use.

**Intermediate Benchmark E:** Interrelate the economy and consumer decisions.

*Learning Targets:*

1. Interpret interdependence among producers, consumers, and government.
2. Assess effects of supply and demand on consumer spending.
3. Compare inflation impact on consumers.
4. Illustrate effects of unethical consumer practices on businesses.

### STANDARD 7: MANAGE A LIFE PLAN

**Advanced Benchmark A:** Assess values and resources that support lifestyle goals.

*Learning Targets:*

1. Examine goal-setting processes to meet interpersonal, academic, financial, health, and community needs by identifying:
  - a. Processes in setting short- and long-term goals
  - b. Standards or characteristics of measurable goals
2. Compare how short- and long-term goals meet interpersonal, recreational, academic, financial, health, and community needs.
3. Demonstrate importance of values in goal-setting process.
4. Prioritize resources in reaching lifestyle goals including:
  - a. Skills (e.g., interpersonal, technological, energy, talents)
  - b. Education (e.g., teachers, books, school, information services)
  - c. Community (e.g., support services, family, professionals)
  - d. Financial (e.g., banking, investing for future)
5. Create plans that use resources in reaching lifestyle goals including:
  - a. Skills (e.g., interpersonal, technological, energy, talents)
  - b. Education (e.g., teachers, books, school, information services)
  - c. Community (e.g., support services, family, professionals)
  - d. Financial (e.g., banking services to manage money)

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## INDEPENDENT LIVING AND FINANCIAL WELLNESS

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**Advanced Benchmark B:** Evaluate effectiveness of time management plans related to educational work and family goals.

*Learning Targets:*

1. Identify time management strategies that meet personal, educational, work, and family goals.
2. Evaluate time management techniques to balance personal, work, family, and educational goals.
3. Reflect on techniques used by self and others to meet goals.
4. Evaluate time management plans to meet personal, work, family, and educational goals.

**Advanced Benchmark C:** Recommend plans for reducing and managing stress.

*Learning Targets:*

1. Choose appropriate stress management techniques.
2. Evaluate plans for reducing stress including:
  - a. Strategies to manage stress
  - b. Strategies for coping with change
  - c. Techniques to reduce stress
3. Recommend private, government, and community support services available for coping with stress.

# SERVICE LEARNING

## Course Description

This course focuses on helping students become personally and socially responsible. Students learn how to relate to others and handle real-life concerns by increasing their communication, decision making, conflict and stress management, and self-acceptance. The course also promotes student advocacy for issues and concerns within their community and to be proactive. Students will learn the knowledge and skills of being personally and socially responsible through a service experience.

## STANDARD 2: BUILD RELATIONSHIPS

**Intermediate Benchmark A:** Appraise methods that build and maintain healthy interpersonal relationships.

### *Learning Targets:*

1. Determine qualities and skills to build and maintain friendships.
2. Analyze relationship behaviors and factors that lead to long-term relationships (e.g., openness to change).
3. Relate relationship behaviors and factors that reduce risks of negative life outcomes.
4. Compare physical, emotional, and intellectual responses in healthy and unhealthy relationships.
5. Illustrate diverse perspectives, needs, and characteristics of individuals and families/households.
6. Identify conflict resolution skills needed for building healthy relationships in large and small groups.
7. Identify the elements of sexual harassment and associated behaviors from various points of view (e.g., harasser, victim, bystander).
8. Identify the impact that advances in technology have on individual and family relationships.
9. Apply effective communication skills to build healthy relationships pertaining to:
  - a. Trust and self-disclosure
  - b. Message sending and receiving
  - c. Verbal and nonverbal communication
  - d. Technology in relationships
  - e. Communication across cultures

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## SERVICE LEARNING

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**Intermediate Benchmark B:** Examine the impact of coping and personal resilience skills.

*Learning Targets:*

1. Apply skills for coping with the loss of a relationship including how to:
  - a. Recognize/identify feelings of loss as normal
  - b. Emphasize positive aspects of life
  - c. Identify support resources for dealing with loss
2. Apply skills for coping with changes and stressors in personal and group relationships including:
  - a. Normative stressors versus crises-producing events
  - b. Effective communication skills
  - c. Support systems

**Intermediate Benchmark C:** Develop personal assets that demonstrate healthy, caring, and responsible citizenship.

*Learning Target:*

1. Explore assets that provide for growing up healthy, caring, and responsible including:
  - a. External assets (e.g., support, empowerment, boundaries and expectations, constructive use of time, service learning)
  - b. Internal assets (e.g., commitment to learning positive values, social competencies, positive identity)

**Standard 8, Intermediate Benchmark D:** Apply social skills that lead to effective school and family relationships.

*Learning Targets:*

1. Identify productive school behaviors (e.g., cooperation, personal responsibility, appropriate dress, appropriate language, punctuality).
2. Demonstrate use of team skills that promote task completion.

## STANDARD 4: DESIGN A CAREER BLUEPRINT

**Introductory Benchmark A:** Develop an individual academic career plan based on self-knowledge and interests.

*Learning Targets:*

1. Develop profile of interests, attitudes, goals, skills, and expectations related to career options.
2. Identify career information resources.

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## SERVICE LEARNING

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3. Recognize factors affecting choices.
4. Relate career clusters to interests and talents.
5. Identify education and training opportunities (e.g., military, college apprenticeship, career and technical education, entrepreneurship).

**Introductory Benchmark B:** Identify job search skills.

*Learning Targets:*

1. Write beginning personal profile/resume.
2. Recognize possible job search resources (e.g., family, neighborhoods, friends).
3. Explore career possibilities through volunteer activities.

**Advanced Benchmark D:** Develop interpersonal skills essential in the workplace.

*Learning Targets:*

1. Develop team interpersonal and problem-solving skills to enhance productivity.
2. Develop essential workplace skills for effective communication, namely:
  - a. Create presentations to develop concepts
  - b. Develop writing skills to synthesize and convey concepts to a group
  - c. Hone ability to find answers
  - d. Direct work projects
3. Develop essential workplace skills for conflict resolution, namely:
  - a. Listening and responding skills (e.g., supporting, probing, understanding)
  - b. Ethics of relationships (e.g., perspective taking, civility, manners, etiquette)
  - c. Sensitivity to cultural differences
  - d. Interpersonal skills (e.g., take perspectives, determine reasons for positions, find mutual gain, manage anger and stress)

**Advanced Benchmark E:** Develop skills employers demand.

*Learning Targets:*

1. Demonstrate critical skills for problem-solving and creative solutions.
2. Develop team-building skills.
3. Develop personal attributes that lead to effective, reliable employees (e.g., meeting deadlines, punctuality, self-initiative, accountability).

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## SERVICE LEARNING

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### STANDARD 7: MANAGE A LIFE PLAN

**Advanced Benchmark E:** Choose decision-making skills to solve individual, family, group, school, and workplace problems.

*Learning Targets:*

1. Apply decision-making process steps, namely:
  - a. Define problem and its context
  - b. Name alternatives and consequences
  - c. Explore best alternative based on workable, valued ends
  - d. Outline plan to carry out decision
  - e. Examine intended and unintended outcomes
2. Evaluate critical thinking skills in decision-making process.
3. Critique ethical principles to guide decision making.
4. Evaluate the decision-making process for personal, educational, workplace, and family problems that emerge and re-emerge over time.

**Advanced Benchmark F:** Recommend skills for resisting peer pressure and resolving conflict in interpersonal, educational, and workplace relationships.

*Learning Targets:*

1. Assess peer pressure experienced at various developmental stages in school, workplace, personal relationships, and community.
2. Recommend support systems that help resist negative peer pressures and conflict.
3. Critique skills for resisting negative peer pressures (e.g., self-worth, self-efficacy, self-actualization, ethical thinking, advocacy of self and others).
4. Justify conflict resolution skills including:
  - a. Negotiable and nonnegotiable conflicts
  - b. Methods to express anger in interpersonal conflicts
  - c. Responses to conflict

**Advanced Benchmark G:** Justify the value of multicultural awareness in interpersonal, educational, and workplace relationships.

*Learning Targets:*

1. Critique effects of stereotypes, prejudice, discrimination, hate, racism, and sexism.

## SERVICE LEARNING

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2. Recommend strategies for correcting miscommunication arising from cultural differences.
3. Design processes to inform others how cultural differences impact school and workplace relationships.
4. Champion diversity in educational, community, and workplace settings.
5. Contrast components of differing cultural backgrounds and experiences.

**Advanced Benchmark H:** Evaluate friends, family, and community systems that support and sustain a productive, meaningful lifestyle.

***Learning Target:***

1. Assess effective techniques for building positive, supportive personal and group relationships.

# EVALUATION

Evaluation is considered a value means for determining a learner's progress or achievement. Evaluations must reflect individual differences and abilities. Selection and creation of tests and culminating activities must insure that they reflect both the program objectives and the desired combinations of evaluative processes. Program evaluation is a process that determines the appropriateness of the curriculum to meet the needs of the learners. This type of evaluation determines the effectiveness of the curriculum and the quality of the overall program.

## **Self-Evaluation**

- A. Conferences
- B. Tests/Quizzes
- C. Homework
- D. Discussions and Questioning
- E. Projects/Reports
- F. Personal Goal Setting
- G. Portfolio/Journaling
- H. Peer Input
- I. Technology-based Research and Communication

## **Teacher Evaluation**

- A. Progress Reports
- B. Note-taking
- C. Conferences
- D. Reports/Projects
- E. Oral Communication
- F. Discussion and Questioning
- G. Quizzes/Tests
- H. Written Communication
- I. Homework
- J. Individualized Instructor Feedback
- K. Notebook/Portfolio
- L. Interest/Attitude
- M. Technology-based Research and Communication

## **Program Evaluation**

- A. Conferences
- B. Checklists
- C. Individual Expectations
- D. Classroom Environment
- E. Activities: Individual and Group
- F. Course of Study Review
- G. District Staff Meeting
- H. Teacher Self-Evaluation
- I. Lesson Plans
- J. Technology-based Research
- K. Community Input

# ASSESSMENT

The Worthington School District believes the study of Family and Consumer Sciences prepares students to live in an ever-changing 21st century global society. As such, the assessments of what students know and are able to do with Family and Consumer Sciences content should reflect life beyond the classroom. Assessments are designed to fit the students' needs once the goals are established for the class or unit. Assessments are planned to provide a clear connection between the goals and the learning activities. The Family and Consumer Sciences instructors believe good assessment leads to the increased learning of students and encapsulates the following principles:

- Good assessment is aligned directly with the identified learning targets.
- Good assessment is authentic and real world experiences.
- Good assessment improves student learning by providing feedback; it does not just monitor the learning.
- Good assessment increases student motivation to learn.
- Good assessment is part of instruction – not separate from it.
- Good assessment values the process of learning as well as the product of learning.
- Good assessment includes varied approaches, multiple measures taken across time, and different opportunities to demonstrate outcomes.
- Good assessment yields comprehensive information about students for effective decision-making.
- Good assessment reveals the criteria by which student performance is judged. These criteria are understood in advance, explicit, and appropriate to the task.
- Good assessment includes opportunity for students to gain feedback about their progress towards learning objectives through self-assessment.
- Good assessment engages students with significant learning and is worthy of their time period.

## **Formative and Summative Assessment**

**Formative assessments** provide information to students to improve learning and for the learning to adjust the instruction. They are often informative and ongoing and may include questioning by the teacher during discussions, quizzes, presentations, and writing.

**Summative assessments** usually occur at the end of a unit and are used to determine what students have learned and the quality of that learning. Summative assessments may include culminating activities, written products, objective tests, and an accumulation of evidence collected over time, such as a portfolio of work.