

19818

Life Skills for the 21st Century

STRAND 1: Students will identify the six Family and Consumer Science career pathways and the associated clusters.

Standard 1

- Define the difference between career pathways and career clusters and how they are related.
- Define the CTE pathway concentrator and a pathway completer.

pp. 332-335, pp. 628 - 640

Standard 2

- Complete FCCLA Step ONE

STRAND 2: Students will be introduced to elements of design, housing, interior design and apparel and how it impacts families, communities and careers.

Standard 1

- Identify the elements (tools) of design: space, line, texture, shape/form, pattern, color.
- Identify the principles (rules) of design: balance, emphasis, rhythm, harmony, and scale/proportion.
- Describe the effect of color on shape, size, feelings, and moods.
- Explore the science of color and color combinations to form color schemes.

pp. 552-554

pp. 552-554

pp. 554-557

pp. 555-557

Standard 2

- Discuss how homes and businesses can be designed according to the activities, wants and needs of the occupants.

pp. 594-598

Standard 3

- Integrate consumerism/entrepreneurship and careers related to the interior design industry.
- Explore the cost associated with owning a home and/or business.

p. 599

Standard 4

Discuss how interiors are affected by furniture arrangements and traffic patterns in the home and/or business.

pp. 594-598

- Evaluate floor plans and the traffic patterns developed by furniture arrangements.

pp. 595-596

- Create a floor plan and arrange furniture for an apartment, home and/or business implementing the elements and principles of design.

pp. 595-596

STRAND 3: Students will participate in hands-on skill development related to sewing construction and textile design.

Standard 1

Demonstrate proper care and use of sewing equipment.

p. 558, pp. 562-563, pp. 565-569

- Distinguish the parts of the sewing machine and their functions.
- Demonstrate how to correctly thread the sewing machine.
- Demonstrate how to correctly wind and insert a bobbin into the sewing machine.

pp. 565-567

p. 567

p. 567

Standard 2

Identify industry based sewing equipment and follow safety standards.

p. 558, pp. 562-563, pp. 565-569

- Scissors/shears
- Rotary cutter and mat board
- Pins
- Hand needles
- Seam gauge

p. 558

p. 558

p. 558

p. 558

· Measuring tape/tape measure	p. 558
· Seam ripper	p. 558
· Iron	p. 558
Standard 3	
Apply basic industry sewing techniques.	pp. 562-569
· pattern markings	p. 560
· seam allowances	p. 564
· backstitch	p. 562
· pivot	
· casing	
· attach a button	p. 565
· measuring	pp. 562-564
· pressing/ironing techniques	p. 567
· Identify the fold, lengthwise and crosswise grain of the fabric	p. 539
Standard 4	
Explain the purpose of fashion.	pp. 528-529
· Discuss how fashion is used as a means of expression.	pp. 528-529
· Discuss proper laundering techniques.	pp. 540-545
Standard 5	
Integrate consumerism, entrepreneurship, and careers related to the fashion and textile design industry.	
· Discuss brand names, advertising, merchandising and how they affect the consumer.	pp. 537-539
STRAND 4: Students will explore employability skills and the principles of the free enterprise system.	
Standard 1	
Explore the importance of employability skills.	pp. 357-359
· Identify characteristics of a good employee.	pp. 357-359
· Effective communication	p. 358
· Problem solving	p. 358
· Teamwork	p. 358
· Critical thinking	p. 358
· Dependability	
· Accountability	
· Legal requirement/expectations (i.e. adhering to USDA or OSHA)	pp. 392-393
· Discuss how social skills and conflict resolution are helpful in obtaining and maintaining a job.	pp. 357-359
Standard 2	
Complete a free enterprise experience. Develop a business plan following project management principle.	
· Select a product or service to sell.	
· Conduct and analyze a market survey.	
· Design packaging for the product if applicable.	
· Establish a price for the product.	

- Conduct an advertising campaign.
- Produce and sell the product.
- Evaluate the effectiveness of the process/business plan.

STRAND 5: Students will exercise the social and emotional skills related to Human Services.

Standard 1

Demonstrate character traits necessary to be successful in school, personal life, and future employment. pp. 46-62

- Explore the impact of making responsible decisions. pp. 26-29

- Identify Havighurst's developmental tasks and challenges that occur during adolescence and conditions that can impede, delay, or interrupt these tasks\roadblocks.

- Developmental Tasks: establish emotional independence, learn skills needed for a productive occupation, establish mature relationships with peers, achieve social role. pp. 48-62

- Specific roadblocks: crisis level trauma, substance abuse, divorce, abuse, teen pregnancy, OCD, addictions, etc. pp. 86-90

- Identify skills which lead to an understanding of self (self-esteem, self-concept/self- confidence, how to build self-concept/self- confidence, and personality assessment). pp. 48-52

- Self-concept: combination of self-esteem and self-image pp. 48-52

- Self-confidence: believing in yourself and your abilities, trusting yourself to do what is right no matter what pp. 48-52

- Self-esteem: the way we think or feel about ourselves (changes from moment to moment). Two types: High self-esteem and low self-esteem pp. 49-52

- Self-image: the way we see ourselves physically pp. 48-52

- Ways to build self-concept include: accept yourself, forgive yourself, learn a new skill, reach out to others, be positive, be assertive, make a new friend, improve a friendship, do something nice for someone, recognize your strong points, don't compare yourself to others, set and accomplish goals, give yourself credit for your positive qualities, live within your values system, care about other people, positive self-talk. pp. 48-52

- Identify and define personal values (tangible and intangible) using the values cycle. pp. 15-19

- Values: anything in life that is important to us. They determine how we live and how we tell the difference between right and wrong. pp. 15-19

- Tangible values: material things in our lives that usually cost money to obtain (Ex: jewelry, cars, clothes, etc.) p. 15

- Intangible values: non-material things that usually can't be bought with money (Ex: love, honesty, kindness, etc.) pp. 15-19

- Results of acting within values: have a clear conscience, be self-reliant, peace of mind, gain trust, build self-esteem, happiness and contentment. pp. 15-19

- Results of acting against values: feeling guilty, being ashamed, legal problems, lose trust, lose self-esteem, unhappiness, lowering values to justify actions pp. 15-19

- Define short and long-term goals. Discuss how short-term goals are the steppingstones to achieving long term goals. Discuss qualities of successful goals. pp. 30-31

- Goals: plans you make to help you reach or accomplish something in the future. pp. 30-31

Two Types of Goals:

- Short-Term Goals: usually accomplished quickly (1-3 days) pp. 30-31

- Long-Term Goals: usually takes longer to accomplish (Months-Years) pp. 30-31

- Short-term goals help individuals achieve long-term goals. pp. 30-31

· Successful goals are realistic, measurable and specific. pp. 30-31

Standard 2

· Identify strategies for adapting and coping with challenging issues. pp. 73-77

· Define stress. p. 73

· Stress: the body's reaction to pressure, either mentally or physically p. 73

· Signs of Stress: pp. 73-77

· Physical: tiredness, injury, insomnia, headache, tense muscles, etc. pp. 73-77

· Emotional: worrying, irritability, crying, feeling anxious, nightmares, depression, etc. pp. 73.77

· Behavior: acting-out, inability to eat, extreme anger, hitting/punching, nail biting, nervous twitch, etc. pp. 73.77

· Types of Stress:

· Eustress: Good or positive stress (Ex: weddings, special date, birth of a baby, etc.)

· Distress: Bad or negative stress (Ex: death in the family, divorce injury, etc.)

· Stressor: things or events that cause us stress (Ex: school, family, friends, work, others) pp. 73-74

· Stress Reducer: anything that helps individuals to reduce or relieve stress. (Ex: acknowledge it, good diet, regular sleep, exercise, building good relationships, etc.) pp. 75-77

· Identify and review stress management skills (causes and effects, management techniques). pp. 75-77

· Stress Management Techniques: acknowledge it, good diet, regular sleep, exercise, building good relationships, get organized, make a "to-do" list, don't procrastinate, mentally count down, take a break, laugh, say "no" to things, listen to music, etc. pp. 75-77

· Understand the importance of selfcare in the dimensions of wellness. pp. 68-72

· Mental p. 70

· Emotional p. 69

· Physical pp. 68-69

· Social pp. 69-70

STRAND 6: Students will participate in activities regarding early childhood education.

Standard 1

Outline the responsibilities of childcare providers who work in early childhood careers. pp. 209-211

· Identify safety hazards, accident prevention and emergency situation procedures. pp. 199-201

· Discuss types and signs of child abuse and how to prevent it.

· Differentiate between negative and positive methods of guidance for children. pp. 194-196

Standard 2

Describe the developmental value of play. pp. 188-190

· Identify age appropriate activities that promote creative play. pp. 191-193

· Discuss how play influences social, emotional and physical development. pp. 188-190

Standard 3

· Plan and/or prepare a food experience that appeals to children, promotes healthy eating habits, and follows current USDA nutritional guidelines for preparing foods for children. pp. 196-198

Standard 4

Demonstrate a hands-on early childhood education experience. pp. 191-198

· Select a theme, games, healthy snacks, stories, fingerplays, art project, and science or sensory projects to use for childcare activities. pp. 191-198

Standard 5

· Integrate consumerism, entrepreneurship and careers related to early childhood education. (Pre-School, K-3) pp. 209-211
· Investigate the costs associated with childcare for one year.

STRAND 7: Students will determine the importance of proper nutrition and food preparation and techniques.

Standard 1

Apply lab management and safety procedures. pp. 486-490
· Identify food safety and sanitation guidelines. pp. 486-490
· Practice recipe conversions including doubling and halving. p. 508
· Demonstrate correct measuring techniques. p. 507
· Demonstrate proper use and care of kitchen equipment. pp. 520-522
· Identify cooking terms. pp. 506-517
· Demonstrate food preparation procedures. pp. 506-517
· Recognize table settings and appropriate social interactions during mealtimes. pp. 517-519

Standard 2

Students will analyze basic nutrition information that is practiced in dietetic careers. pp. 464-466
· Identify the six basic nutrients. (carbohydrates, protein, lipids, vitamins, minerals and water) p. 465
· Identify food sources for the six basic nutrients. p. 465

Standard 3

· Discuss the current USDA Dietary Guidelines and MyPlate. pp. 466-473

Standard 4

· Prepare healthy recipes that include the six basic nutrients. pp. 464-466

Standard 5

· Integrate consumerism, entrepreneurship and careers related to the food and nutrition industries. p. 477