

Family and Consumer Sciences

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Disseminated by

Career and Technical Education
Office of Assessment and Curriculum
Arkansas Department of Workforce Education

Curriculum Content Frameworks

Family and Consumer Sciences

Grade Levels: 9, 10, 11, 12
Course Code: 493080

Prerequisite: None

Course Description: Family and Consumer Science is designed to provide students with basic information and skills needed to function effectively within the family and within a changing, complex society. Emphasis is given to the development of competencies related to Family, Career, and Community Leaders of America; individual and family relationships; housing and interior design; wardrobe planning and selection; garment care and construction; the physical, emotional, social and intellectual development of children; nutrition and food selection; healthy lifestyle choices; meal planning, preparation and service; home management; money management; the application of current technology in the home and workplace. Upon completion of this course, the student should have developed life skills that promote a positive influence on the quality of life.

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Unit 1: FCCLA

Hours: 5

Terminology: Family, Career, Community Leaders of America, Leadership, Parliamentary procedure, Planning process, Students Taking Action with Recognition STAR Events,

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
1.1 Define terms related to Family, Career and Community Leaders of America	1.1.1	Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to FCCLA [1.3.6]
				Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 Name reasons for belonging to FCCLA	1.2.1	Relate FCCLA purposes to life applications	Foundation	Reading	Draws conclusions from what is read [1.3.12]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
			Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
			Interpersonal	Leadership	Comprehends ideas and concepts related to FCCLA [2.4.2]
1.3 State membership requirement for FCCLA	1.3.1	Participate in membership drive	Foundation	Reading	Identifies relevant details, facts, and specification [1.3.16]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
1.4 Name the organizational levels of FCCLA	1.4.1	Explore activities in each organizational level of FCCLA	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
				Writing	Writes appropriate entries [1.6.22]
1.5 Describe the relationship between the FCCLA organization and the Family and Consumer Sciences Curriculum	1.5.1	Demonstrate how FACS curriculum relate to FCCLA activities	Foundation	Reading	Draws conclusions from what is read [1.3.12]
				Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
			Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.6 Describe the FCCLA history, motto, colors, flower, pin, creed, purposes, publication, and national programs including STAR events	1.6.1 Utilize components in FCCLA meetings	Foundation	Reading Writing	Identifies relevant details, facts, and specifications [1.3.16] Writes logical and understandable sentences [1.6.23]	
1.7 Name the five steps in the process of planning in-depth projects	1.7.1 Develop an individualized project using the process of planning in-depth projects	Foundation Personal Management Thinking	Listening Reading Speaking Writing Responsibility Seeing Things in the Mind's Eye	Listens for content [1.2.3] Listens to follow directions [1.2.6] Comprehends written information and applies it to a task [1.3.8] Communicates thought, idea, or fact in spoken form [1.5.5] Organizes information into an appropriate format [1.6.10] Exerts a high level of effort and perseverance towards goal attainment [3.4.4] Visualizes a finished product [4.6.4]	
1.8 Describe benefits of using parliamentary procedure	1.8.1 Demonstrate the use of parliamentary procedure in a simulated chapter meeting	Foundation Interpersonal	Listening Reading Speaking Writing Coaching	Listens for content [1.2.3] Listens to follow directions [1.2.6] Comprehends written information for main ideas [1.3.7] Follows written directions [1.3.13] Participates in conversation, discussion, and group presentations [1.5.8] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Helps others learn new skills [2.1.3]	

Unit 2: Family/Individual Health and Relationships

Hours: 20

Terminology: Anorexia, Attitude, Binge, Bulimia, Cliques, Communication, Date rape, Drug, Empathy, Environment, Etiquette, Family, Habit, Health, Heredity, Hygiene, Infactuation, Menopause, Menstruation, Negative self-concept, Peers, Personality, Positive self-concept, Responsibility, Rights, Self-concept, Stalking, Stress, Substance abuse, Sympathy, Tolerance, Verbal Communication, Wellness

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terms related to family/individual health and relationships	2.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to family/individual health and relationships [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
2.2 Name characteristics of a positive and a negative self-concept	2.2.1 Describe the effects of self-concept on individual health	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Science	Describes/Explains scientific principles related to individual and family relationships [1.4.13]	
			Writing	Summarizes written information [1.6.17]	
		Personal Management	Self-esteem	Comprehends the importance of positive self-concept [3.5.1]	
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
2.3 Match stages of the individual life cycle with the correct age range	2.3.1 Describe the physical changes which may occur in each stage of the individual life cycle	Foundation	Arithmetic/ Mathematics	Comprehends a mathematical ideas and concepts related to the stages of the individual life cycle [1.1.13]	
			Reading	Comprehends written information for main ideas [1.3.7]	
	Science		Describes/Explains scientific principles related to the individual life cycle [1.4.13]		
	Writing		Records data [1.6.16]		
Summarizes written information [1.6.17]					
	2.3.2 Describe emotional/social changes that may occur during adolescence			Writes appropriate entries [1.6.22]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
2.4 Determine positive and negative habits that effect personal health	2.4.1	Develop an individual plan for healthy living	Foundation	Reading	Draws conclusions from what is read [1.3.12]
	2.4.2	Describe the effect of harmful substances on the body		Science	Describes/Explains scientific principles related to substance abuse [1.4.13]
				Writing	Organizes information into an appropriate format [1.6.10]
			Thinking	Reasoning	Presents answers/conclusions in a clear and understandable form [1.6.13]
					Sees relationships between two or more ideas, objects, or situations [4.5.5]
2.5 State the symptoms of stress	2.5.1	Name positive methods for coping with stress	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
	2.5.2	Determine coping strategies for stress situations		Reading	Applies information and concepts derived from printed materials [1.3.3]
					Applies/Understands technical that pertain to stress [1.3.6]
				Science	Describes/Explains scientific principles related to human maintenance management [1.4.13]
				Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
				Writing	Applies/Uses technical words and concepts [1.6.4]
			Personal Management	Self-esteem	Develops/Initiates a plan for self-improvement [3.5.4]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.6 Name types of relationships and provide reasons for establishing meaningful relationships	2.6.1 Describe ways to build and maintain positive relationships	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13] Writes appropriate entries [1.6.22]	
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
2.7 Describe effects of verbal and nonverbal communication upon relationships	2.7.1 Analyze the effects of communication on relationships	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]	
			Reading	Draws conclusions from what is read [1.3.12]	
			Speaking	Interprets nonverbal cues such as eye contact, posture, and gestures for meaning [1.5.6] Organizes ideas and communicates oral messages to listeners [1.5.7]	
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
		Interpersonal	Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.8 Name the steps of conflict resolution	2.8.1 State positive ways to resolve conflicts	Foundation	Listening	Evaluates oral information/presentation [1.2.2]	
			Reading	Draws conclusions from what is read [1.3.12]	
			Science	Describes/Explains scientific principles related to conflict resolution [1.4.13]	
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
				Summarizes written information [1.6.17]	
		Interpersonal	Negotiation	Works to resolve conflict between two or more individuals [2.5.3]	
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]	
2.9 Name the types of family structures	2.9.1 Match types of family structures with components of each	Foundation	Reading	Applies/Understands technical words that pertain to family structure [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
2.10 Name the influences that may cause a change in family lifestyle	2.10.1 Determine strategies for coping with the influences	Foundation	Listening	Listens for content [1.2.3]	
				Listens to follow directions [1.2.6]	
			Reading	Comprehends written information for main ideas [1.3.7]	
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]	
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
2.11 Identify types of peer pressure during adolescence	2.11.1	Explain coping skills for dealing with peer pressure	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
				Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
			Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
			Personal Management	Problem Solving	Develops/Initiates a plan for self-improvement [3.5.4]
			Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
2.12 Describe the value of dating	2.12.1	Explain how dating prepares you for long term relationships	Foundation	Listening	Listens for content [1.2.3]
	2.12.2	Designate socially acceptable behavior for specific occasions			Listens to follow directions [1.2.6]
	2.12.3	Recognize warning signs of an abusive relationship		Reading	Comprehends written information for main ideas [1.3.7]
					Comprehends written information and applies it to a task [1.3.8]
				Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
					Summarizes written information [1.6.17]
			Interpersonal	Cultural Diversity	Respects others' personal values, cultures, and traditions [2.2.4]
			Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.13 Discuss the occupations dealing with relationships	2.13.1 Identify the personality traits for working in relationship areas	Foundation	Reading	Comprehends written information for main ideas [1.3.7] Comprehends written specifications and applies them to task [1.3.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13] Summarizes written information [1.6.17]
		Interpersonal	Teamwork	Comprehends ideas and concepts related to personality traits [2.6.1]
		Personal	Integrity/Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 3: Housing and Interior Design

Hours: 15

Terminology: Accessories, Color scheme, Color wheel, Conservation, Elements of design, Energy, Personal living space, Physical needs, Principles of design, Psychological needs, Recycle, Room accessories, Shade, Tint

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.1 Define terms related to housing	3.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to housing and interior design [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
3.2 Name housing choices with the definition of each	3.2.1 Examine the factors to consider when choosing a house	Foundation	Listening	Listens to follow directions [1.2.6] Receives and interprets verbal messages [1.2.8]	
			Reading	Applies/Understands technical words that pertain to housing [1.3.6] Comprehends written information for main ideas [1.3.7]	
			Science	Describes/Explains scientific principles related to housing [1.4.13]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2] Applies/Uses technical words and concepts [1.6.4]	
				Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]	
Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]			

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.3 Name the elements of design	3.3.1 Apply the elements of design as related to housing	Foundation	Reading Writing Reasoning	Applies/Understands technical words that pertain to elements of design [1.3.6] Applies/Uses technical words and concepts [1.6.4] Extracts rules or principles from written information [4.5.4]	
3.4 Name principles of design	3.4.1 Apply the principles of design as related to housing	Foundation	Reading Writing	Applies/Understands technical words that pertain to principles of design [1.3.6] Applies/Uses technical words and concepts [1.6.4]	
3.5 Name the three classifications of color	3.5.1 Chart colors as warm or cool	Foundation	Reading Writing	Comprehends written information for main ideas [1.3.7] Writes appropriate entries [1.6.22]	
3.6 Identify the basic color schemes	3.6.1 Illustrate use of color scheme in decoration of a room	Foundation	Listening Reading Writing	Evaluates oral information/presentation [1.2.2] Interprets drawings to obtain factual information [1.3.17] Applies/Uses technical words and concepts [1.6.4] Writes appropriate entries [1.6.22]	
3.7 Select daily, weekly, and occasional household chores needed for home care	3.7.1 Develop a cleaning schedule for a home	Foundation Personal Management Thinking	Reading Writing Responsibility Reasoning	Applies information and concepts derived from printed materials [1.3.3] Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Records data [1.6.16] Summarizes written information [1.6.17] Writes appropriate entries [1.6.22] Pays close attention to details [3.4.8] Extracts rules or principles from written information [4.5.4]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.8 Designate features needed for home safety	3.8.1 Complete a checklist to evaluate safety features in the home	Foundation	Listening	Comprehends ideas and concepts related to home safety [1.2.1]
	3.8.2 Plan actions to take when natural disasters threaten home safety		Reading	Listens to follow directions [1.2.6] Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to safety [1.4.13] Follows safety guidelines [1.4.15]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
3.9 Name ways to apply conservation techniques in the home	3.9.1 Explore ways to conserve energy	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	3.9.2 Examine benefits of recycling		Science	Analyzes environmental issues (ecology, pollution, waste management)[1.4.2] Records data related to conserving resources [1.4.21]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13] Records data [1.6.16]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.10 Discuss the occupations related to housing	3.10.1 Identify the personality traits needed to work in the area of housing	Foundation	Reading	Comprehends written information for main ideas [1.3.7] Comprehends written specifications and applies them to a task [1.3.9] Draws conclusions from what is read [1.3.12]
		Interpersonal	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Leadership	Conveys attitudes and values of group to others [2.4.3]
			Teamwork	Comprehends ideas and concepts related to personality traits [2.6.1] Contributes to group with ideas, suggestions, and effort [2.6.2]
		Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 4: Clothing and Textiles

Hours: 45

Terminology: Accessories, Alterations, Casing, Clip, Directional stitching, Fabric, Fiber, Grade, Grain of fabric, Illusion, Interfacing, Iron, Layout, Natural fiber, Notions, Pattern envelope, Pattern guide sheet, Pattern markings, Press, Selvage, Silhouette, Staystitching, Synthetic fiber, Top stitching, Understitching, View, Yardage, Yarn

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Define terms related to clothing and textiles	4.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to clothing and textiles [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
4.2 List the factors to consider in clothing selection	4.2.1 Determine factors that affect clothing selection	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Follows written directions [1.3.13] Identifies relevant details, facts, and specifications [1.3.16]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.3 Describe ways to create special effects in clothing selection by using the elements and principles of design	4.3.1 Design ways to use element and principle of design in wardrobe selection	Foundation	Listening	Evaluates oral information/presentation [1.2.2]	
			Reading	Identifies relevant details, facts, and specifications [1.3.16]	
			Speaking	Asks questions to clarify information [1.5.3]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
				Writes logical and understandable sentences [1.6.23]	
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]	
4.4 List the characteristics of a well made garment	4.4.1 Evaluate a garment according to construction technique	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Writing	Summarizes written information [1.6.17]	
			Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
			Seeing Things in the Mind's Eye	Uses senses to perceive quality garment construction [4.6.5]	
4.5 State the guidelines for selection and use of clothing accessories	4.5.1 Demonstrate the guideline for selection and use of clothing accessories	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
			Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]
4.6 Identify care and storage techniques for clothing	4.6.1 Examine labels of garments to determine clothing care	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]	
	4.6.2 Explain technique for routine care		Writing	Records data [1.6.16]	
			Thinking	Reasoning	Summarizes written information [1.6.17] Uses logic to draw conclusions from available information [4.5.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.7 Chart the natural and synthetic fibers with sources of each	4.7.1 Examine positive and negative characteristics of natural and synthetic fibers	Foundation	Listening	Listens for content [1.2.3]
			Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Science	Describes/Explains scientific principles related to textiles [1.4.13]
			Writing	Organizes information into an appropriate format [1.6.10]
4.8 Apply the factors to consider when selecting a pattern	4.8.1 Summarize the guidelines to consider when selecting a pattern	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Writes logical and understandable sentences [1.6.23]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.9 Name the steps in determining pattern type and size	4.9.1 Determine pattern type and size	Foundation	Arithmetic/ Mathematics	Calculates measurements taken from measuring devices [1.1.9] Makes precision measurements using a tape measure [1.1.27]
			Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Records data [1.6.16]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Responsibility	Comprehends ideas and concepts related to determining pattern type and size [3.4.2]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.10 Identify the specific information found on a pattern envelope	4.10.1 Explain the factors to consider when choosing notions	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplications, and division to real-world situations [1.1.1]
	4.10.2 Identify questions to consider when choosing fabric for selected pattern		Listening	Evaluates oral information/presentation [1.2.2] Listens to follow directions [1.2.6]
	4.10.3 Calculate yardage for a specific garment	Thinking	Reading	Comprehends written information for main ideas [1.3.7] Determines what information is needed [1.3.10] Identifies relevant details, facts, and specifications [1.3.16] Uses graphs/charts/tables to obtain factual information [1.3.21]
			Speaking	Asks questions to obtain information [1.5.4]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2] Presents answers/conclusions in a clear and understandable form [1.6.13] Writes appropriate entries [1.6.22]
			Knowing How to Learn	Applies new knowledge and skills to yardage for sewing project [4.3.1]
			Reasoning	Uses logic to draw conclusions from available information [4.5.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.11 Identify basic sewing equipment	4.11.1 Demonstrate the proper use of basic sewing equipment	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Applies information and concepts derived from printed materials [1.3.3] Interprets drawings to obtain factual information [1.3.17]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Applies/Uses technical words and concepts [1.6.4] Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
4.12 Identify basic pressing equipment	4.12.1 Demonstrate proper use of basic pressing equipment	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Applies information and concepts derived from printed materials [1.3.3] Interprets drawings to obtain factual information [1.3.17]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Applies/Uses technical words and concepts [1.6.4] Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.13 Identify the basic parts of a sewing machine and function of each	4.13.1 Thread a sewing machine and bobbin in correct sequence	Foundation	Listening	Evaluates oral information/presentation [1.2.2] Listens to follow directions [1.2.6]
			Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18] Reads and follows instructions to operate technical equipment [1.3.19]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Applies/Uses technical words and concepts [1.6.4] Writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.14 Name the steps in constructing a simple garment using a pattern	4.14.1 Demonstrate transfer of pattern markings to fabric	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situation [1.1.1]	
				Calculates different units of measurement [1.1.6]	
	4.14.2 Construct a simple garment using a pattern		Listening	Comperhends ideas and concepts related to garment construction [1.2.1]	
				Listens for content [1.2.3]	
				Listens to follow directions [1.2.6]	
			Reading	Analyzes and applies what has been read to specific task [1.3.2]	
				Comprehends written information and applies it to a task [1.3.8]	
				Reads and follows instructions to operate technical equipment [1.3.19]	
			Speaking	Asks questions to clarify information [1.5.3]	
				Writes appropriate entries [1.6.22]	
			Interpersonal	Leadership	Directs individuals in the performance of a specific task [2.4.5]
			Personal Management	Teamwork	Works effectively with others to reach a common goal [2.6.6]
	Integrity/Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]			
			Follows established rules, regulations, and policies [3.2.5]		
	Thinking	Organizational Effectiveness	Analyzes mission statement, work objectives, and implementation plans [3.3.3]		
		Knowing How to Learn	Applies new knowledge and skills to construct a garment [4.3.1]		
		Reasoning	Uses logic to draw conclusions from available information [4.5.6]		

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.15 Describe specific hand sewing techniques	4.15.1 Demonstrate hand sewing techniques	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Follows written directions [1.3.13] Interprets drawings to obtain factual information [1.3.17]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to demonstrate hand sewing techniques [4.3.1]
4.16 Describe clothing repair techniques	4.16.1 Demonstrate clothing repair techniques	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Organizes information into an appropriate format [1.6.10]
		Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to demonstrate clothing repair techniques [4.3.1]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.17 Discuss the occupations related to clothing and textiles	4.17.1 Identify the personality traits needed to work in the area of clothing and textiles	Foundation	Reading	Comprehends written information for main ideas [1.3.7] Draws conclusions from what is read [1.3.12]
		Interpersonal	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Leadership	Conveys attitudes and values of group to others [2.4.3]
		Personal Management	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
			Integrity/Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking	Reasoning	Uses logic to draw conclusions [4.5.6]

Unit 5: Child Development

Hours: 15

Terminology: Authoritarian parenting style, Caregiver, Conception, Cooperative play, Democratic parenting style, Development, Discipline, Emotional Development, Guidance, Imitation, Intellectual development, Needs, Parallel play, Parenting, Permissive parenting style, Physical development, Prenatal, Responsibility, Self-discipline, Sibling, Socialization

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
5.1 Define the terms related to child development	5.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to child development [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
5.2 Describe the basic stages of growth and development	5.2.1 Summarize basic stages of growth and development from prenatal to adolescence	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]	
			Listening	Listens for content [1.2.3]	
				Listens to follow directions [1.2.6]	
			Reading	Comprehends written information and applies it to a task [1.3.8]	
			Science	Applies knowledge to complete a practical task [1.4.3]	
				Describes/Explains scientific principles related to human development [1.4.13]	
	Writes appropriate entries [1.6.22]				
		Knowing How to Learn	Applies new knowledge and skills to summarize basic stages of growth and development [4.3.1]		

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.3 List the basic needs of children	5.3.1 Design activities to meet basic needs of children	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human development [1.4.13]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Writes appropriate entries [1.6.22]
		Interpersonal	Leadership	Directs individuals in the performance of a specific task [2.4.5]
5.4 Describe parenting styles	5.4.1 Distinguish between positive and negative guidance techniques	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
				Draws conclusions from what is read [1.3.12]
				Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Analyzes data, summarizes results and makes conclusions [1.6.2]
				Records data [1.6.16]
				Summarizes written information [1.6.17]
		Interpersonal	Leadership	Comprehends ideas and concepts related to parenting styles [2.4.2]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to parenting styles [4.3.1]
				Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.5 Discuss the major parenting responsibilities	5.5.1 List the major responsibilities of a parent	Foundation	Reading	Comprehends written information for main ideas [1.3.7]	
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.13]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
5.6 Discuss the major responsibilities of a caregiver for children	5.6.1 List the major responsibilities of a caregiver	Foundation	Listening	Evaluates oral information/presentation [1.2.2]	
			Reading	Draws Conclusions from what is read [1.3.12]	
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.13]	
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]	
			Writing	Writes appropriate entries [1.6.22]	
5.7 Describe the ways children learn	5.7.1 Examine the ways children learn through play	Foundation	Reading	Comprehends written information for main ideas [1.3.7] Comprehends written information and applies it to a task [1.3.8]	
			Science	Describes/Explains scientific principles related to human development [1.4.13]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Writes appropriate entries [1.6.22]	
		Thinking	Creative Thinking	Forms opinions [4.1.7]	
			Reasoning	Uses logic to draw conclusions from available information [4.5.6]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.8 Name the characteristics of safe, educational play materials	5.8.1 Evaluate play materials for young children	Foundation	Listening	Evaluates oral information/presentation [1.2.2] Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Follows safety guidelines [1.4.15]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.9 Explain the health and safety procedures necessary for care and feeding of children	5.9.1 Describe safety procedures for the home	Foundation	Listening	Listens for content [1.2.3]	
	5.9.2 Plan a daily menu for a young child			Listens to follow directions [1.2.6]	
				Receives and interprets verbal messages [1.2.8]	
			Reading	Comprehends written information and applies it to a task [1.3.8]	
				Follows written directions [1.3.13]	
				Uses standard occupational resource materials [1.3.22]	
			Science	Follows safety guidelines [1.4.15]	
				Observes health code/sanitation requirements [1.4.19]	
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
				Organizes ideas and communicates oral messages to listeners [1.5.7]	
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]	
				Organizes information into an appropriate format [1.6.10]	
				Writes appropriate entries [1.6.22]	
		Interpersonal	Leadership	Organizes group in planning and performing a specific task [2.4.9]	
			Teamwork	Works effectively with others to reach a common goal [2.6.6]	
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.10 Identify the basic first-aid procedures for common accidents and emergencies	5.10.1 Demonstrate basic first-aid techniques	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6] Receives and interprets verbal message [1.2.8]
			Reading	Comprehends written information and applies it to a task [1.3.8] Follows written directions [1.3.13] Uses standard occupational resource materials [1.3.22]
			Science	Follows safety guidelines [1.4.15] Observes health code/sanitation requirements [1.4.19]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5] Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2] Organizes information into an appropriate format [1.6.10] Writes appropriate entries [1.6.22]
		Interpersonal	Leadership	Organizes group in planning and performing a specific task [2.4.9]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]
			Decision Making	Evaluates information/data to make best decision [4.2.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.11 Discuss the occupations related to child development	5.11.1 Identify the personality traits needed for working in this area	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information for main ideas [1.3.7] Comprehends written specifications and applies them to a task [1.3.9] Draws conclusions from what is read [1.3.12] Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Records data related to medical procedures [1.4.21]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13] Summarizes written information [1.6.17] Writes appropriate entries [1.6.22]
		Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]
			Teamwork	Comprehends ideas and concepts related to personality traits [2.6.1] Contributes to group with ideas, suggestions, and effort [2.6.2]
		Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking	Decision Making	Considers risks when making a decision [4.2.3]
			Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 6: Food and Nutrition

Hours: 45

Terminology: Abbreviation, Anemia, Cholesterol, Cover, Curdling, Diet, Dovetail, Dry heat cooking, Enriched, Equivalent, Expiration Date, Fiber, Flatware, Ingredient, Legumes, Moist heat cooking, Nutrient, Place setting, Pull date, Recipe, Sanitation, Serving size, Unit pricing, UPC, Wellness

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
6.1 Define the terms related to food and nutrition	6.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to food and nutrition [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
6.2 Name characteristics of a healthy person	6.2.1 Evaluate personal health habits	Foundation	Listening	Listens to follow direction [1.2.6]	
			Reading	Analyzes and applies what has been read to specific tasks [1.3.2] Identifies relevant details, facts, and specifications [1.3.16] Uses graphs/charats/tables to obtain factual information [1.3.21]	
			Science	Describes/Explains scientific principles related to food and nutrition [1.4.13]	
		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]		
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.3 Name the basic nutrient groups	6.3.1 Classify the functions of each nutrient 6.3.2 Classify foods according to each nutrient group	Foundation	Reading Science Writing	Comprehends written information for main ideas [1.3.7] Uses graphs/charts, tables to obtain factual information [1.3.21] Acquires and processes scientific data [1.4.1] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Organizes information into an appropriate format [1.6.10]
6.4 List the food groups in MyPyramid	6.4.1 Categorize specific foods in the correct pyramid band 6.4.2 Chart the daily requirements for food groups in MyPyramid	Foundation Thinking	Reading Science Writing Knowing How to Learn	Comprehends written information for main ideas [1.3.7] Records data related to MyPyramid [1.4.21] Summarizes written information [1.6.17] Writes appropriate entries [1.6.22] Uses available resources to apply new skills [4.3.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.5 Name factors to consider in meal planning	6.5.1 Plan attractive meals	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.13]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to plan attractive meals [4.3.1]
			Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
6.6 Describe grocery shopping techniques	6.6.1 List types of grocery stores	Foundation	Reading	Comprehends written information for main ideas [1.3.7] Draws conclusions from what is read [1.3.12]
	6.6.2 List appropriate food storage procedures			Science
			Writing	Summarizes written information [1.6.17]
			Thinking	Reasoning

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.10 List the information needed on a recipe	6.10.1 Analyze recipes	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to measurements [1.1.13]
			Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Analyzes and applies what has been read to a specific task [1.3.2] Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to analyze recipes [4.3.1]
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
6.11 List common abbreviations and equivalents used in recipes	6.11.1 Match abbreviation with term 6.11.2 List measurement equivalents	Foundation	Arithmetic/ Mathematics	Applies mathematical principles related to equivalent measures [1.1.4]
			Reading	Uses graphs/charts/tables to obtain factual information [1.3.21]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.12 Describe measuring techniques	6.12.1 Demonstrate measuring techniques	Foundation	Arithmetic/ Mathematics	Uses common measuring devices/tools to demonstrate measuring techniques [1.1.37]
			Listening	Listens for content [1.2.3]
Reading	Follows written directions [1.3.13]			
Science	Measures dry and liquid supplies [1.4.16]			
Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]			
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
6.13 List basic food preparation terms	6.13.1 Match basic food preparation terms with correct definitions	Foundation	Reading	Applies/Understands technical words that pertain to food preparation [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
6.14 Describe basic techniques of food preparation	6.14.1 Prepare, serve and evaluate a bread	Foundation	Arithmetic/ Mathematics	Uses common measuring devices/tools to measure ingredients for recipes [1.1.37]	
	6.14.2 Prepare, serve and evaluate a nutritious snack		Listening	Listens for content [1.2.3]	
	6.14.3 Prepare, serve and evaluate a meat				Listens to follow directions [1.2.6]
	6.14.4 Prepare, serve and evaluate a vegetable		Reading	Follows written directions [1.3.13]	
	6.14.5 Prepare, serve and evaluate a dish made from dairy products				Reads and follows instructions to operate technical equipment [1.3.19]
		Interpersonal	Science	Describe/Explains scientific principles related to chemical reactions [1.4.13]	
			Writing	Uses technical words and symbols [1.6.20]	
		Personal Management	Leadership	Organizes group in planning and performing a specific task [2.4.9]	
			Teamwork	Works effectively with others to reach a common goal [2.6.6]	
			Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2] Comprehends the organization's modes of operations [3.3.5]	
6.15 Describe types of meal service	6.15.1 Demonstrate types of meal service	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16] Interprets drawings to obtain factual information [1.3.17]	
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.16 Designate the correct procedure for setting a table	6.16.1 Demonstrate procedure for setting a table for a variety of menus	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Identifies relevant details, facts, and specifications [1.3.16] Interprets drawings to obtain factual information [1.3.17]
			Science	Describes/Explains scientific principles related to setting a table [1.4.13]
			Speaking	Ask questions to clarify information [1.5.3]
			Writing	Summarizes written information [1.6.17]
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
			Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
6.17 State general rules for acceptable table manners	6.17.1 Practice acceptable table manners	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes logical and understandable sentences [1.6.23]
		Interpersonal	Cultural Diversity	Respects others personal values, cultures, and traditions [2.2.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.18 Explain the procedure for preparing and serving a meal in the foods lab	6.18.1 Plan, prepare, serve, and evaluate a meal	Foundation	Arithmetic/ Mathematics	Uses common measuring devices/tools to measure ingredients for recipes [1.1.37]
			Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Follows written directions [1.3.13] Reads and follows instructions to operate technical equipment [1.3.19]
			Science	Describe/Explains scientific principles related to preparing a meal [1.4.13]
			Writing	Uses technical words and symbols [1.6.20]
		Interpersonal	Leadership	Organizes group in planning and performing a specific task [2.4.9]
			Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Personal Management	Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2] Comprehends the organization's modes of operation [3.3.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.19 Discuss the occupations related to food and nutrition	6.19.1 Identify the personality trait needed for working in the area of food and nutrition	Foundation	Reading	Comprehends written information for main ideas [1.3.7] Comprehends written specifications and applies them to a task [1.3.9] Draws conclusions from what is read [1.3.12]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13] Summarizes written information [1.6.17]
		Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]
			Teamwork	Comprehends ideas and concepts related to personality traits [2.6.1] Contributes to group with ideas, suggestions, and effort [2.6.2]
		Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 7: Home Management and Consumer Education

Hours: 15

Terminology: Advertising, Alternatives, Attitude, Budget, Cancelled check, Check, Check register, Comparison shopping, Consumer, Credit, Credit card, Credit rating, Deposit, Expense, Financial plan, Fixed expenses, Fraud, Identity theft, Impulse Buying, Income, Insurance, Interest, Investment, Management, Occupation, Outstanding check, Teller, Warranty

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description	
7.1 Define the terms related to home management and consumer education	7.1.1 Demonstrate knowledge of terms using correct context	Foundation	Reading	Applies/Understands technical words that pertain to home management and consumer education [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
7.2 Name the steps in the management process	7.2.1 Apply the management process in achieving a sort term goal	Foundation	Listening	Comprehends ideas and concepts related to the steps in the management process [1.2.1]	
			Reading	Draws conclusions from what is read [1.3.12]	
			Science	Describe/Explains scientific principles related to home management and consumer education [1.4.13]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
7.3 Identify examples of human and material resources	7.3.1 Construct a list of human and material resources	Foundation	Reasoning	Organizes information into an appropriate format [1.6.10]	
			Thinking	Extracts rules or principles from written information [4.5.4]	
			Reading	Uses appropriate material and techniques as specified [1.3.20]	
			Writing	Writes appropriate entries [1.6.22]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce					
Knowledge	Application	Skill Group	Skill	Description			
7.4 Provide techniques for managing resources	7.4.1 Plan ways to manage resources using a computer	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to computer use [1.1.13]			
			Listening	Listens to follow directions [1.2.6] Receives and interprets verbal messages [1.2.8]			
			Reading	Comprehends written information and applies it to a task [1.3.8] Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]			
			Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2] Records data related to computer use [1.4.22]			
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]			
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14] Summarizes written information [1.6.17] Writes appropriate entries [1.6.22]			
			Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]		
			Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]		
			7.5 Distinguish between needs and wants	7.5.1 Complete a list of needs verses wants	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
						Writing	Organizes information into an appropriate format [1.6.10]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.6 List the steps in developing a financial plan	7.6.1 Examine sources of income	Foundation	Arithmetic/ Mathematics	Applies computation skills to develop a spending plan [1.1.5]
	7.6.2 Calculate compound interest			Comprehends mathematical ideas and concepts related to money management [1.1.13]
			Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7] Comprehends written information and applies it to a task [1.3.8]
			Writing	Organizes information into an appropriate format [1.6.10] Records data [1.6.16]
		Personal Management	Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
7.7 Identify basic banking services	7.7.1 Chart services provided	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]
7.8 Describe the correct procedure for writing a check	7.8.1 Demonstrate correct procedure for writing a check	Foundation	Arithmetic/ Mathematics	Enter figures/calculations from one form or chart to another [1.1.21]
			Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Uses appropriate materials and techniques as specified [1.3.20]
			Writing	Completes form accurately [1.6.7] Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.9 List the steps in reconciling a bank statement with personal check register	7.9.1 Reconcile a bank statement with personal check register	Foundation	Arithmetic/ Mathematics	Calculates dollar amounts [1.1.7] Enter figures/calculations from one form or chart to another [1.1.21] Uses calculator to solve mathematical problems [1.1.36]
			Listening	Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Organizes information into an appropriate format [1.6.10] Records data [1.6.16]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
			Reasoning	Applies rules and principles to a new situation [4.5.1]
7.10 List shopping alternatives	7.10.1 Compare and contrast shopping alternatives	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	7.10.2 Demonstrate effective consumer shopping skills		Writing	Records data [1.6.16]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.11 Explain how advertising influences consumer choices	7.11.1 Interpret tactics used in advertising	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
		Thinking	Reading	Distinguishes between fact and opinion [1.3.11]
7.12 Name consumer rights and responsibilities	7.12.1 Examine sources of consumer protection		Foundation	Speaking
		Writing		Presents answers/conclusions in a clear and understandable form [1.6.13]
7.13 Name the advantages and disadvantages of credit	7.13.1 Examine ways to protect your credit rating	Foundation	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
			Thinking	Listening
7.13.2 Compare and contrast credit card applications	7.13.2 Compare and contrast credit card applications	Foundation		Reading
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13] Records data [1.6.16] Summarizes written information [1.6.17]
7.13.2 Compare and contrast credit card applications	7.13.2 Compare and contrast credit card applications	Foundation	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
			Thinking	Arithmetic/ Mathematics
7.13.2 Compare and contrast credit card applications	7.13.2 Compare and contrast credit card applications	Foundation		Reading
			Science	Describes/Explains scientific principles related to advantages and disadvantages of credit [1.4.13]
7.13.2 Compare and contrast credit card applications	7.13.2 Compare and contrast credit card applications	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Thinking	Reasoning

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.14 List types of insurance with definition of each	7.14.1 Match types of insurance with definition of each	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to insurance coverage [1.1.13]
	7.14.2 Describe reasons for having insurance		Reading	Comprehends written information for main ideas [1.3.7] Identifies relevant details, facts, and specification [1.3.16]
			Writing	Evaluates written information for appropriateness/content/clarity [1.6.9] Writes appropriate entries [1.6.22]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
7.15 List the occupations in home management and consumer education	7.15.1 Identify the personality traits needed to work in the area of home management and consumer education	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
				Comprehends written specifications and applies them to a task [1.3.9]
				Draws conclusions from what is read [1.3.12]
		Interpersonal	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
				Summarizes written information [1.6.17]
Personal Management	Leadership	Conveys attitudes and values of group to others [2.4.3]		
	Teamwork	Comprehends ideas and concepts related to personality traits [2.6.1] Contributes to group with ideas, suggestions, and effort [2.6.2]		
Thinking	Integrity/Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]		
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Glossary

Unit 1: FCCLA

1. June 11, 1945 – founding date of Future Homemakers of America as a national organization in Chicago, Illinois
2. October 17, 1946 – affiliation date of Arkansas Association of Future Homemakers of America with national organization
3. Family, Career, and Community Leaders of America (FCCLA) – an organization for students who are enrolled or have been enrolled in family and consumer sciences classes for at least one semester
4. Leadership – the ability to direct and influence others
5. Parliamentary Procedure – a recognized and acceptable method of conducting an official meeting. A team STAR event, recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct an FCCLA business meeting
6. Planning Process – a simple five step method to help FCCLA chapter members and advisors plan individual, group, or chapter activities. The five steps are: identify concerns, set a goal, form a plan, act and follow up
7. Students Taking Action with Recognition (STAR) – competitive events in which FCCLA members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and occupational preparation

Unit 2: Family/Individual Health and Relationships

1. Anorexia Nervosa — a psychological disorder where a person eats very little or refuses to eat as they see themselves overweight even when they are dangerously underweight
2. Attitude — a person's basic outlook on life or a specific topic or issue
3. Binge — indulging in something to excess, such as eating or drinking
4. Bulimia Nervosa — a person with this disorder repeatedly binges and then purges, by vomiting or taking laxatives, to prevent weight gain
5. Cliques — a group of people who exclude others from their circle
6. Communication — process of sending and receiving messages to share thoughts and feelings
7. Date — a shared social activity between people of the opposite gender
8. Date rape — forced sexual intercourse that takes place in a dating situation
9. Drug — chemical substance which causes changes in mind and body functions
10. Empathy — the ability to understand what someone else is experiencing
11. Environment — a person's surroundings and everything in them, including both human and non-human factors
12. Etiquette — manners established by society
13. Family — a person or group of persons joined together by blood, marriage, adoption, or other bonds who are committed to each other and provide emotional support
14. Habit — regular repetition of acquired behavior pattern
15. Health — combined state of physical, mental, and social well being
16. Heredity — the sum of all the qualities a person inherits from his or her parents at birth
17. Hygiene — practices that promote good health and prevention of disease, such as cleanliness and maintenance of skin, hair and nails
18. Infatuation — an intense emotional involvement that begins with a sudden strong attraction based on physical appearance or other obvious traits
19. Menopause — in females, the time later in life when hormonal changes occur and menstruation ends
20. Menstruation — monthly process, which occurs in women from adolescence through middle age, in which blood is discharged from the uterus through the reproductive tract
21. Negative self-concept — the mental picture you have of yourself as not being equal with other people
22. Peer pressure — persuasion to conform to by people in your age group

23. Peers – people in a person's age group
24. Personality – the characteristics that make a person unique
25. Positive self-concept – the mental picture you have of yourself as being equal with other people
26. Responsibility – an obligation or duty for which a person is held accountable
27. Rights – special privilege, benefit, or personal favor to which one is entitled
28. Self-concept – the mental picture people have of themselves; their opinion about themselves
29. Stalking – to pursue obsessively and to the point of harassment
30. Stress – physical or psychological tension and strain
31. Substance abuse – misuse of drugs that damages an individual's health and ability to function
32. Sympathy – the ability to share another person's trouble or suffering
33. Tolerance – the ability to overlook or accept things you do not agree with; accepting and respecting other people's customs and beliefs
34. Verbal communication – expressing ideas to others by using spoken words
35. Wellness – the process of acquiring and maintaining physical, mental, emotional, and social health

Unit 3: Housing and Interior Design

1. Color Scheme – a pleasing combination of colors based on their respective positions on the color wheel
2. Color Wheel – a tool for understanding and using color
3. Conservation – protecting the environment and natural resources against waste and harm
4. Elements of design – tools such as line, form, space, mass, texture and color used to create designs
5. Energy – usable power or the resources for producing usable power; the bodies ability to do work
6. Personal living space – an area of a home usually understood to belong to one person and defined by their style and taste; examples include bedroom, workroom, home office or study
7. Physical needs – the most basic human needs, including food, water, clothing, shelter and sleep
8. Principles of design – guidelines for working with the elements of design; the principals are proportion, scale, balance, emphasis, and rhythm
9. Psychological needs – needs related to the mind, and emotional needs related to feelings that must be met in order to live a satifying life
10. Recycle – to reprocess resources to be used again
11. Room accessories – additional items such as pictures, vases, paintings, and other items
12. Shade – a darker value of a color, created by adding black to the color
13. Tint – a lighter value of a color, created by adding white to the color

Unit 4: Clothing and Textiles

1. Accessories – additional items such as belts, scarves, hats, ties, and jewelry that are part of your wardrobe
2. Alterations – modifications made to a pattern or garment for a better fit
3. Casing – a closed tunnel of fabric that holds a piece of elastic or a drawstring inside
4. Clip – make a tiny snip in the seam allowance
5. Directional stitching – stitching with, or in the same direction, as the fabric grain
6. Fabric – material, or cloth, made from yarn
7. Fiber – a basic unit from which fabric is made
8. Grade – to trim each layer of fabric to a different width to reduce bulk
9. Grain of fabric – the direction in which the threads run in a fabric
10. Illusion – an image that fools the eye
11. Interfacing – a piece of fabric placed between the outer fabric and facing to prevent stretching and adds shape
12. Iron – to remove wrinkles or smooth fabrics with a heated iron
13. Layout – a diagram included in sewing instructions that shows how to place the pattern pieces on fabric
14. Natural fiber – a fiber that comes from plants or hair of animals
15. Notions – small items that become a permanent part of the garment
16. Pattern envelope – the package that a pattern is sold in; it contains information such as price, views, yardage, sizes, notions, and suggested fabrics
17. Pattern guide sheet – step by step information for cutting, marking, and sewing fabric pieces together
18. Pattern markings – lines and symbols marked on the pattern and transferred to the fabric to help guide construction
19. Press – raising and lowering the iron from one area to the next
20. Selvage – the factory finished edge of a fabric
21. Silhouette – the outline or outer shape of an object
22. Staystitching – a row of machine stitches through one layer of fabric in order to prevent stretching
23. Synthetic Fiber – fibers manufactured from substances such as wood pulp, petroleum, or natural gas

24. Topstitching – a row of stitching done on the outside of a garment
25. Understitching – a row of stitching used to keep the facing or bottom layer of fabric rolled out of sight
26. View – a variation on a sewing pattern design
27. Yardage – the amount of fabric needed to complete a project
28. Yarn – fibers twisted together or laid side by side

Unit 5: Child Development

1. Authoritarian parenting style – a parenting style where parents are highly demanding and controlling, with little or no affection
2. Caregiver – a person that provides care for and meets the needs of someone else.
3. Conception – union of an ovum and sperm, resulting in the beginning of a pregnancy
4. Cooperative play – activity in which children actually play with one another
5. Democratic parenting style – the leader shares, is people-oriented and is open minded
6. Development – to go through a natural process of growth
7. Discipline – training that corrects, molds, and perfects ones actions
8. Emotional development – a developmental process that refers to the ability to experience, express, and control emotions
9. Guidance – the act or function of providing leadership and direction on how to make wise decisions
10. Imitation – learning that occurs by watching and copying the actions of others
11. Intellectual development – a developmental process that refers to the growth of the brain and the use of mental skills
12. Needs – anything necessary to sustain life
13. Parallel play – activity in which children play side by side without interacting
14. Parenting – the process of caring for children and helping them grow and learn
15. Permissive parenting style – a parenting style that allows freedom, lax parenting that doesn't set limits or enforce rules constantly
16. Physical development – a developmental process that refers to the physical growth of a person's body; this growth affects height, weight, and internal body systems
17. Prenatal – from conception to birth
18. Responsibility – an obligation or duty for which a person is held accountable
19. Self-discipline – the ability to direct your own behavior in a responsible way
20. Sibling – a brother or sister
21. Socialization – the process by which children gradually learn socially acceptable behavior

Unit 6: Food and Nutrition

1. Abbreviation – a shortened form of a word
2. Anemia – a condition that results from deficiencies of various nutrients, which is characterized by a reduced number of red blood cells in the blood stream
3. Cholesterol – a waxy substance produced and needed by the body, also found in animal fats and some plant foods
4. Cover – the arrangement of the table ware that each diner will need for a meal; also called a place setting
5. Curdling – formation of curds that happen when milk is overheated or an acid food is added to milk products
6. Diet – all the food and drink a person regularly consumes
7. Dovetail – fitting tasks together to make the best use of time; doing two tasks at the same time
8. Dry heat cooking – cooking food uncovered without added liquid or fat
9. Enriched – processed foods, especially grain products in which nutrients lost in processing have been replaced; using additives to increase the nutritive value of processed foods beyond the level contained in the food before processing
10. Equivalent – the same amount expressed in different ways by using different units of measure
11. Expiration Date – the last day a product is considered fresh
12. Fiber – indigestible polysaccharides that make up the tough, fibrous cell walls of plants and is used by the body to help move food through the digestive system
13. Flatware – forks, spoons, knives and serving utensils used to serve and eat food
14. Ingredient – any one of the individual food items needed to make a recipe
15. Legumes – dry beans and peas
16. Moist heat cooking – method in which food is cooked in hot liquid, steam, or a combination of both
17. Nutrient – chemical substances in food that help to maintain the body
18. Place setting – the arrangement of the table are that each diner will need for a meal; also called a cover
19. Pull date – the last day a product may be sold
20. Recipe – detailed instructions for preparing particular foods
21. Sanitation – maintaining a clean condition in order to promote hygiene and prevent disease
22. Serving size – the amount of food item customarily eaten at one time
23. Unit pricing – the price of an item per ounce, pound, or other accepted unit of measure

24. UPC – Universal Product Code

25. Wellness – the process of acquiring and maintaining physical, mental, emotional, and social health

Unit 7: Home Management and Consumer Education

1. Advertising – a message to persuade consumers to purchase a particular product or service
2. Alternatives – the different choices you can make to deal with a situation
3. Attitude – a person's basic outlook on life or a specific topic or issue
4. Budget – an orderly program for spending, saving, and investing the money you earn to achieve desired goals; also called a financial plan or spending plan
5. Cancelled check – a check that is stamped to show it has been paid
6. Check – a written order directing a bank to pay money as instructed from a particular account
7. Check register – a record of deposits to and withdrawals from a checking account
8. Comparison shopping – comparing products and prices in different stores before making a purchase
9. Consumer – a person who uses goods and services
10. Credit – an arrangement that allows consumers to buy goods or services now and pay for them later
11. Credit card – a card entitling the holder to goods and services which are charged to his account
12. Credit rating – a record of whether or not a person has paid his or her bills on time in the past
13. Deposit – a payment that is a partial amount of the cost of a good or service, or to add money to an account
14. Expense – the cost of goods and services
15. Financial plan – an orderly program for spending, saving, and investing the money you earn to achieve desired goals; also called a budget or spending plan
16. Fixed expenses – set costs that must be paid such as rent, insurance, and car payments
17. Fraud – act of deceiving or misrepresentation
18. Identity theft – the illegal use of someone else's personal information
19. Impulse buying – making an unplanned or quick purchase without giving it much thought
20. Income – money received that is available to spend and save
21. Insurance – protection against financial loss
22. Interest – the price a borrower pays a creditor for the use of money over a period of time
23. Investment – savings that are used to earn income

24. Management – using resources effectively to achieve goals and solve problems
25. Occupation – a regular activity, especially a person's employment or job
26. Outstanding check – those checks issued by a depositor but not yet reported on a bank statement
27. Teller – a person who receives or pays out money at a bank
28. Warranty – a written promise by a manufacturer that a product will meet specified standards of performance