

Career & Technical Education
Curriculum Alignment with
Common Core ELA & Math Standards

Introductory

Life Skills

INTRODUCTORY LIFE SKILLS

Course Description:

This course introduces students to Family and Consumer Sciences through various units of instruction. The units relate to personal growth and development, consumer and management skills, goal setting and decision making, family studies, nutritional needs, foods preparation and sanitation, career development and interpersonal relationships. Leadership development and community services will be provided throughout the curriculum with a strong emphasis on integration of the Family, Career and Community Leaders of America (FCCLA) student organization.

Grade Level: 5-8

Technical Content / Process

Students will:

1. utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
2. explore opportunities for volunteerism to enhance personal development skills.
3. identify developmental tasks of pre-adolescence and adolescence
4. demonstrate appropriate communication skills.
5. practice steps in setting and achieving goals.
6. identify and apply the steps of the decision making process.
7. determine the consequences of high risk behaviors.
8. identify personal grooming habits.
9. examine qualities needed to maintain friendship.
10. practice appropriate social skills in a given situation.
11. examine different family types and the roles of each family member.
12. identify the benefits of time management skills.
13. identify sources and management of income opportunities relevant for teens.
14. differentiate between wants and needs.
15. apply consumer rights and responsibilities for purchasing decisions.
16. examine the impact of consumer decisions on the environment
17. identify the influences of the different types of advertisements on the consumer
18. examine influences on eating habits.
19. plan healthy meals and snacks based on the current Dietary Guidelines for Americans and the USDA MyPlate .
20. calculate calories needed according to the Body Mass Index (BMI).
21. describe the correct and safe use of kitchen appliances and utensils.
22. use rules of sanitation and cleanliness in the kitchen.
23. use correct methods/techniques in preparing food.
24. analyze factors that influence clothing choice.
25. design a plan for care and storage of clothing.
26. construct a textile project by hand or machine.
27. predict the employment outlook based on the level of education
28. identify careers in Family and Consumer Sciences.
29. predict ways computers will affect daily and work life in the future.
30. apply math, science and communication skills within technical content.
31. examine employability skills relevant to the career clusters.

Connections

- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts

Course Title	Introductory Life Skills	Grade Levels	5-8	Credit Value
Description	This course introduces students to Family and Consumer Sciences through various units of instruction. The units relate to personal growth and development, consumer and management skills, goal setting and decision making, family studies, nutritional needs, foods preparation and sanitation, career development and interpersonal relationships. Leadership development and community services will be provided throughout the curriculum with a strong emphasis in the Family, Career and Community Leaders of America (FCCLA) unit.			
Prerequisites	none			
Unit Title	<u>Family, Career and Community Leaders of America</u>			

Technical Content

1. Students will utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
2. Students will explore opportunities for volunteerism to enhance personal development skills.

National Standards

- 1.1 - Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
- 1.2 - Demonstrate transferable and employability skills in school, community and workplace settings.
- 1.3 - Evaluate the reciprocal effects of individual and family participation in community activities.
- 13.5 - Demonstrate teamwork and leadership skills in the family, workplace, and community.

KY Core Academic Standards (Big Idea)

Employability Skills - Vocational Studies

Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Common Core Standards

CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.8.R.I.7 Integration of Knowledge and Ideas: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CC.8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CC.8.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.8.SL.5 Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CC.8.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Technical Literacy Standards

Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 6-8 / #10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing / 6-8 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.

Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 6-8 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

21st Century Skills and Knowledge

Financial, Economic, Business and Entrepreneurial Literacy

Civic Literacy

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Collaboration

Information Literacy

Initiative and Self-Direction

Leadership and Responsibility

Productivity and Accountability

Learning Targets - [Click here to view Sample Learner Activities](#)

Discuss the history of FHA/FCCLA.

Identify the purposes of Family, Career, and Community Leaders of America.

Describe the National Programs of FCCLA.

Identify the community services available and how to be involved in your local community.

Research the contributions and impact the services have on the community.

Recognize the roles and responsibilities of the FCCLA Executive Council.

Determine their own leadership potential.

Apply the knowledge obtained in class to a personal recognition program (ie. Power of One, STAR Events, and/or Junior and Chapter Degrees).

Course Title	Grade Levels	Credit Value
Introductory Life Skills Description This course introduces students to Family and Consumer Sciences through various units of instruction. The units relate to personal growth and development, consumer and management skills, goal setting and decision making, family studies, nutritional needs, foods preparation and sanitation, career development and interpersonal relationships. Leadership development and community services will be provided throughout the curriculum with a strong emphasis in the Family, Career and Community Leaders of America (FCCLA) unit.	5-8	
Prerequisites	none	

Unit Title **Personal Growth and Development**

Technical Content

3. Students will identify developmental tasks of pre-adolescence and adolescence.
4. Students will demonstrate appropriate communication skills.
5. Students will practice steps in setting and achieving goals.
6. Students will identify and apply the steps of the decision making process.
7. Students will determine the consequences of high risk behaviors.
8. Students will identify personal grooming habits.
9. Students will examine qualities needed to maintain friendship.
10. Students will practice appropriate social skills in a given situation.

National Standards

- 12.1 - Analyze principles of human growth and development across the life span.
- 12.2 - Analyze conditions that influence human growth and development.
- 12.3 - Analyze strategies that promote growth and development across the life span.
- 13.1 - Analyze functions and expectations of various types of relationships.
- 13.2 - Analyze personal needs and characteristics and their effects on interpersonal relationships.
- 13.3 - Demonstrate communication skills that contribute to positive relationships.
- 13.4 - Evaluate effective conflict prevention and management techniques.
- 4.3 - Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

KY Core Academic Standards (Big Idea)

Biological Change (Biological Science) - Science

The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Personal Wellness (Health Education) - Practical Living

Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Technical Literacy Standards

Reading / 6-8 / #1 – Cite specific textual evidence to support analysis of science and technical texts.

Reading / 6-8 / #2 – Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Reading / 6-8 / #3 – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 6-8 / #10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing / 6-8 / #1 – Write arguments focused on discipline-specific content.

Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 6-8 / #5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Writing / 6-8 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 6-8 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example,

21st Century Skills and Knowledge

Collaboration

Communication

Initiative and Self-Direction

Leadership and Responsibility

Life and Career Skills

Productivity and Accountability

Social and Cross-Cultural Skills

Learning Targets - Click here to view Sample Learner Activities

Recognize the differences between hereditary and environmental influences on their personal growth.

List the areas of growth and development relevant to adolescent growth (Physical, Intellectual/Mental, Emotional and Social/Moral).

Identify changes that occur during the adolescent years.

Discuss the steps in the decision making process.

Develop a goal setting plan.

Identify how values influence goals and decision making.

Recognize qualities of positive character traits.

Develop a personal growth plan to integrate positive character traits.

Describe the types of communication.

Identify and apply appropriate communication skills.

Identify the types of bullying (physical, verbal, social and cyber).

Identify the risk factors involved in bullying.

Propose methods to reduce/prevent bullying incidents.

Compare and contrast positive vs. negative peer pressure.

List areas of grooming.

Describe the benefits of appropriate grooming skills.

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Prerequisites	none	
Unit Title	<u>Family Studies and Early Childhood Education</u>	

Technical Content

- 10. Students will practice appropriate social skills in a given situation.
- 11. Students will examine different family types and the roles of each family member.

National Standards

- 1.1 - Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
- 12.1 - Analyze principles of human growth and development across the life span.
- 12.2 - Analyze conditions that influence human growth and development.
- 13.1 - Analyze functions and expectations of various types of relationships.
- 15.1 - Analyze roles and responsibilities of parenting.
- 15.2 - Evaluate parenting practices that maximize human growth and development.
- 15.4 - Analyze physical and emotional factors related to beginning the parenting process.

KY Core Academic Standards (Big Idea)

Biological Change (Biological Science) - Science
 The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Cultures and Societies - Social Studies
 Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Safety (Health Education) - Practical Living
 Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

English/Language Arts Common Core Standards

- CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CC.8.R.1.9 Integration of Knowledge and Ideas: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- CC.8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CC.8.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- CC.8.SL.5 Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CC.8.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.
- CC.8.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Technical Literacy Standards

Reading / 6-8 / #2 – Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 6-8 / #5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Reading / 6-8 / #7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. flowchart, diagram, model, graph, or table).

Reading / 6-8 / #8 – Distinguish among facts, reasoned judgment based on research findings, and speculation of a text.

Reading / 6-8 / #10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing / 6-8 / #1 – Write arguments focused on discipline-specific content.

Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 6-8 / #7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow multiple avenues of exploration.

Writing / 6-8 / #8 – Gather relevant information from multiple print and digital sources, using search terms effectively; address the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following standard format for citation.

Writing / 6-8 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Mathematics Common Core Standards

CC.8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example,

21st Century Skills and Knowledge

Critical Thinking and Problem Solving

Health Literacy

Life and Career Skills

Flexibility and Adaptability

Communication

Collaboration

Productivity and Accountability

Leadership and Responsibility

Learning Targets - Click here to view Sample Learner Activities

Identify the different family types (nuclear, extended, single-parent, blended, foster and adoptive).

Discuss the benefits of a family.

List the roles of family members.

Identify the male and female reproductive systems and their functions.

Describe the effects of STI's (sexually transmitted infections) on the reproductive system.

Discuss the benefits of sexual abstinence prior to marriage.

Identify the stages of development of a child.

List safety precautions that should be followed when caring for a child.

Course Title	Grade Levels	Credit Value
Introductory Life Skills	5-8	
Description	This course introduces students to Family and Consumer Sciences through various units of instruction. The units relate to personal growth and development, consumer and management skills, goal setting and decision making, family studies, nutritional needs, foods preparation and sanitation, career development and interpersonal relationships. Leadership development and community services will be provided throughout the curriculum with a strong emphasis in the Family, Career and Community Leaders of America (FCCLA) unit.	
Prerequisites	none	

Unit Title **Consumer and Family Management**

Technical Content

12. Students will identify the benefits of time management skills.
13. Students will identify sources and management of income opportunities relevant for teens.
14. Students will differentiate between wants and needs.
15. Students will apply consumer rights and responsibilities for purchasing decisions.
16. Students will examine the impact of consumer decisions on the environment.
17. Students will identify the influences of the different types of advertisements on the consumer.

National Standards

- 2.1 - Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
- 2.6 - Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 3.3 - Analyze factors in developing a long-term financial management plan.

KY Core Academic Standards (Big Idea)

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Economics - Social Studies

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

Financial Literacy - Vocational Studies

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

English/Language Arts Common Core Standards

CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.8.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.8.SL.5 Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CC.8.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.

CC.8.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Technical Literacy Standards

Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 6-8 / #7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. flowchart, diagram, model, graph, or table).

Reading / 6-8 / #10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 6-8 / #6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Writing / 6-8 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a

CC.8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

21st Century Skills and Knowledge

Collaboration

Communication

Critical Thinking and Problem Solving

Financial, Economic, Business and Entrepreneurial Literacy

Information Literacy

Life and Career Skills

Productivity and Accountability

Leadership and Responsibility

Learning Targets - Click here to view Sample Learner Activities

Identify who is a consumer and their importance in our society.

Recognize the impact of good consumer skills.

Plan a budget for an individual or a family.

Identify potential sources of income for a teen.

List ways to save money and the benefits of saving.

Identify the need for good time management.

List ways to budget time effectively.

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Prerequisites	none	
Unit Title	<u>Culinary and Food Services</u>	

Technical Content

- 18. Students will examine influences on eating habits.
- 19. Students will plan healthy meals and snacks based on the current Dietary Guidelines for Americans and the USDA MyPlate .
- 20. Students will define Body Mass Index (BMI).
- 21. Students will describe the correct and safe use of kitchen appliances and utensils.
- 22. Students will use rules of sanitation and cleanliness in the kitchen.
- 23. Students will use correct methods/techniques in preparing food.

National Standards

- 8.2 - Demonstrate food safety and sanitation procedures.
- 9.3 - Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
- 9.4 - Apply basic concepts of nutrition and nutritional therapy in a variety of settings.
- 12.1 - Analyze principles of human growth and development across the life span.

KY Core Academic Standards (Big Idea)

Nutrition (Health Education) - Practical Living
 Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Safety (Health Education) - Practical Living
 Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving a motor vehicle, falls, drowning, fires, firearms and poisons can occur at home, school and work. Safe behavior protects a person from danger and lessens the effects of harmful situations.

Personal Wellness (Health Education) - Practical Living
 Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Common Core Standards

- CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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- CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CC.8.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- CC.8.SL.5 Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CC.8.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.

Technical Literacy Standards

Reading / 6-8 / #3 – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 6-8 / #6 – Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Reading / 6-8 / #7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. flowchart, diagram, model, graph, or table).

Reading / 6-8 / #9 – Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Reading / 6-8 / #10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing / 6-8 / #1 – Write arguments focused on discipline-specific content.

Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 6-8 / #7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow multiple avenues of exploration.

Writing / 6-8 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example,

21st Century Skills and Knowledge

Health Literacy

Environmental Literacy

Critical Thinking and Problem Solving

Creativity and Innovation

Collaboration

Communication

Leadership and Responsibility

Productivity and Accountability

Learning Targets - Click here to view Sample Learner Activities

List the 6 essential nutrients.

Describe the functions and sources of each nutrient.

Design a series of healthy meal plans.

Create healthy snack options.

Identify the sections of the USDA My Plate.

Describe the benefits of using My Plate when developing a menu.

Identify the current Dietary Guidelines for Americans.

Evaluate the benefits of using the current Dietary Guidelines for Americans.

Identify proper handling and storage of food products.

Describe appropriate cooking methods for various foods.

Describe appropriate cleaning techniques for the kitchen.

Demonstrate the correct usage of utensils and appliances in the kitchen.

Demonstrate appropriate table manners in a variety of situations.

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Prerequisites	none			
Unit Title	<u>Textiles and Apparel</u>			

Technical Content

24. Students will analyze factors that influence clothing choice.
25. Students will design a plan for care and storage of clothing.
26. Students will construct a textile project by hand or machine.

National Standards

- 1.1 - Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
- 1.2 - Demonstrate transferable and employability skills in school, community and workplace settings.
- 2.1 - Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital
- 16.3 - Demonstrate fashion, apparel, and textile design skills.
- 16.4 - Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.

KY Core Academic Standards (Big Idea)

Information, Communication and Productivity - Technology

Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, increase productivity and become competent users of technology.

Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts.

English/Language Arts Common Core Standards

CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Technical Literacy Standards

Reading / 6-8 / #3 – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 6-8 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

CC.7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

CC.7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

21st Century Skills and Knowledge

Creativity and Innovation

Critical Thinking and Problem Solving

ICT (Information, Communications, and Technology) Literacy

Initiative and Self-Direction

Leadership and Responsibility

Life and Career Skills

Learning Targets - [Click here to view Sample Learner Activities](#)

Demonstrate knowledge in assessing clothing and textiles for care and storage.

Recognize the need for safety in the sewing lab.

List ways to prevent accidents in the sewing lab.

Know the proper way to use and maintain sewing utensils and equipment.

Construct a sewing project by hand or machine.

Course Title	Grade Levels	Credit Value
Introductory Life Skills Description This course introduces students to Family and Consumer Sciences through various units of instruction. The units relate to personal growth and development, consumer and management skills, goal setting and decision making, family studies, nutritional needs, foods preparation and sanitation, career development and interpersonal relationships. Leadership development and community services will be provided throughout the curriculum with a strong emphasis in the Family, Career and Community Leaders of America (FCCLA) unit.	5-8	
Prerequisites	none	
Unit Title	<u>Careers and Employability Skills</u>	

Technical Content

- 27. Students will predict the employment outlook based on the level of education.
- 28. Students will identify careers in Family and Consumer Sciences.
- 29. Students will predict ways computers will affect daily and work life in the future.
- 31. Students will examine employability skills relevant to the career clusters.

National Standards

- 1.1 - Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
- 1.2 - Demonstrate transferable and employability skills in school, community and workplace settings.
- 3.1 - Analyze career paths within consumer service industries.
- 4.1 - Analyze career paths within early childhood, education & related services.
- 7.1 - Analyze career paths within family and community services
- 8.1 - Analyze career paths within the food production and food services industries.
- 9.1 - Analyze career paths within food science, food technology, dietetics, and nutrition industries.
- 10.1 - Analyze career paths within the hospitality, tourism and recreation industries.
- 11.1 - Analyze career paths within the housing, interior design, and furnishings industries.
- 16.1 - Analyze career paths within textile apparel and design industries.

KY Core Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies
 Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Employability Skills - Vocational Studies
 Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

English/Language Arts Common Core Standards

- CC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CC.8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- CC.8.SL.4 Presentation of Knowledge and Ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- CC.8.SL.5 Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Technical Literacy Standards

Reading / 6-8 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 6-8 / #7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. flowchart, diagram, model, graph, or table).

Reading / 6-8 / #10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing / 6-8 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 6-8 / #5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Writing / 6-8 / #6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Writing / 6-8 / #7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow multiple avenues of exploration.

Writing / 6-8 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example,

21st Century Skills and Knowledge

Financial, Economic, Business and Entrepreneurial Literacy

ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

Global Awareness

Learning Targets - Click here to view Sample Learner Activities

Describe the social and economic influences of working.

Identify the impact on society of employment vs. unemployment.

Identify the 14 Kentucky State Career Clusters.

Organize a list of jobs under each cluster.

Identify the employment outlook for our local community.

Research the worldwide employment outlook for jobs in their own interest areas.

List careers in Family and Consumer Sciences.

Select careers in the FCS area and research the qualifications of that career.

Identify current technology and common technological capabilities that are required in various career fields.