

# Family and Consumer Sciences

2007



Littleton Public Schools

# Grades 6-12 Family and Consumer Sciences Curriculum Guide

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### Instructional Materials

## **Family and Consumer Sciences Philosophical Assumptions**

Family and Consumer Sciences Education empowers students to manage the challenges of living and working in a diverse society. The focus is on family, career, community and their interrelationships.

*A quality comprehensive 6<sup>th</sup>-12<sup>th</sup> grade Family and Consumer Sciences curriculum includes:*

- ✓ Consumer and Resource Management
- ✓ Fashion Design and Apparel
- ✓ Food, Nutrition and Culinary Arts
- ✓ Individual, Child/Adolescent and Family Development
- ✓ Interior Design
- ✓ Personal and Professional Development

The Family and Consumer Sciences curriculum will:

- Provide students with information to develop and maintain a healthy lifestyle.
- Provide practical application experiences which require the student to integrate knowledge from academics and other elective curriculum areas.
- Provide opportunities to develop skills to meet the ever changing needs of individuals and families to balance family, home, personal and professional lives.
- Provide opportunities for students to utilize technology to access current information and trends through the use of technology.
- Encourage students to develop positive character traits and become responsible citizens and leaders within family, career and community settings.
- Teach students to identify and manage resources necessary to meet the challenges of everyday living.
- Allow students to explore career pathways related to Family and Consumer Sciences.

## **GLOSSARY OF TERMS**

### **Family and Consumer Sciences**

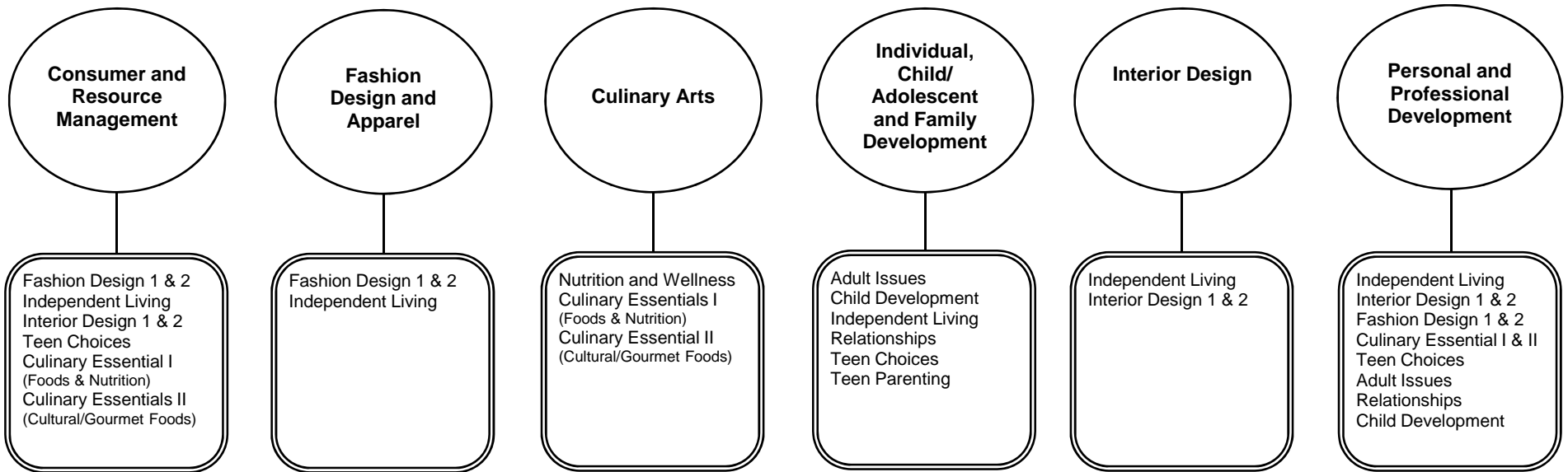
<b>Consumer</b>	Purchaser of goods and services. One that utilizes economic goods.
<b>Core</b>	Curriculum which includes: Adult Issues, Child Development, Independent Living, Relationships, and Teen Choices.
<b>Crosswalk</b>	Standards for CORE Curriculum that have been matched to Colorado's Academic Standards.
<b>Elective</b>	Courses that students select to further expand their knowledge of consumer and family studies skills and concepts.
<b>Exploratory</b>	Courses that provide students an introduction to consumer and family studies skills and concepts.
<b>Proficiency</b>	A vocational certificate of completion is awarded to students who successfully complete 3-4 semester-long courses with a grade of C or better.
<b>Skills</b>	The specific abilities which prepare students to accomplish tasks.
<b>Standard</b>	A statement of what a student should know and be able to do at a performance level. The desired performance level of any proficiency.

# Family and Consumer Sciences Scope and Sequence

## Middle School Level



## High School Level (Students may select from any of the following areas of specializations)



**Program Completer** A Career and Technical student is considered a program completer for state funding purposes when they successfully complete 2 semester long courses with a grade of C or better. These courses are chosen from the state required CORE curriculum courses which include: Adult issues, Child and Adolescent Development, Independent Living, Relationships, Teen Choices, and Teen Parenting.

**Career Pathways** Students may also complete a career pathway program by taking both semesters of Interior Design, Fashion Design, or Culinary Essentials.

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## **SIXTH GRADE FAMILY AND CONSUMER SCIENCES**

### **Course Description**

Family and Consumer Sciences is a comprehensive nine week course for sixth grade designed as an introduction to money management, foods and nutrition, child care, and sewing. Students will gain an awareness of managing money through the use of checking accounts, develop basic food preparation techniques, complete a child care unit, and develop hand sewing skills by completing a sewing project.

### **Unit 1: Money Management**

#### **Learner Objectives**

##### **The learner will. . .**

- explain the purpose of a checking account
- identify types of checking accounts
- identify the nine parts of a check
- demonstrate the ability to write out checks on samples given
- demonstrate the ability to reconcile a checkbook register
- demonstrate how to endorse a check correctly
- demonstrate how to deposit funds for a checking account correctly

### **Unit 2: Foods and Nutrition**

#### **Learner Objectives**

##### **The learner will. . .**

- identify food groups, number of servings, recent changes to the Food Guide Pyramid, and classify foods in the correct food group
- recognize what counts as serving sizes (portion sizes) in the food groups of the Food Guide Pyramid
- identify the names and functions of common food preparation equipment
- identify abbreviations in recipes
- demonstrate and practice safety procedures in a foods lab
- demonstrate correct measuring and food preparation techniques

### **Unit 3: Child Care**

#### **Learner Objectives**

##### **The learner will. . .**

- identify sitter responsibilities when babysitting
- explain the characteristics of a good babysitter
- list guidelines for any babysitting job
- identify ways to keep children safe
- demonstrate basic first aid and emergency procedures
- identify characteristics and needs of the stages of children

### **Unit 4: Sewing**

#### **Learner Objectives**

##### **The learner will. . .**

- demonstrate and practice safety procedures in the sewing lab
- identify basic sewing equipment and the correct use of equipment
- demonstrate hand and/or machine stitches by completing a sewing project
- explain terminology related to sewing
- read and interpret project instructions

## **SEVENTH GRADE FAMILY AND CONSUMER SCIENCES**

### **Course Description**

Family and Consumer Sciences is a nine week course for seventh grade designed as an introduction to nutrition, food preparation techniques, consumer skills, and use of the sewing machine. Students will develop basic food preparation techniques, develop consumer skills, and develop machine sewing skills.

### **Unit 1: Nutrition**

#### **Learner Objectives The learner will. . .**

- explain the terms nutrition and nutrient
- identify the functions and food sources of the six nutrients
- identify and interpret nutrition information on a food label
- analyze foods for their nutrient contribution
- evaluate daily food intake for a specified period of time to determine if a nutritionally adequate diet is provided

### **Unit 2: Food Preparation**

#### **Learner Objectives The learner will. . .**

- define food preparation terminology and methods used in recipes
- demonstrate safety and sanitation in food preparation
- demonstrate ability to read, and interpret recipe directions
- apply mathematical equivalents for measuring
- identify food preparation equipment and their functions
- demonstrate correct procedures in food preparation during labs

### **Unit 3: Consumer Skills**

#### **Learner Objectives**

##### **The learner will. . .**

- identify factors that influence consumer choices
- explain how to be a smart shopper
- apply strategies to resolve consumer problems effectively

### **Unit 4: Use of the Sewing Machine**

#### **Learner Objectives**

##### **The learner will. . .**

- demonstrate and practice safety procedures with sewing equipment and the sewing machine
- identify parts of the sewing machine and their function
- demonstrate correct threading of the sewing machine
- demonstrate control of the sewing machine: backstitching, pivoting, sewing curves, and use of stitch lengths and widths
- demonstrate how to make simple repairs and adjustments to the sewing machine

### **Unit 5: Use of Pattern and Construction Techniques**

#### **Learner Objectives**

##### **The learner will. . .**

- demonstrate ability to read, follow, and interpret pattern directions, markings, and layout diagrams
- define terminology used in sewing
- demonstrate correct use of sewing equipment for measuring, marking, cutting, sewing, and pressing
- read and interpret markings on a tape measure, ruler, hem gauge, and yard stick
- demonstrate correct use of measuring equipment when pinning on a pattern
- demonstrate correct layout, cutting and marking
- demonstrate clipping, notching, grading of seam allowances
- apply sewing machine techniques in the construction of a project

**EIGHTH GRADE  
FAMILY AND CONSUMER SCIENCES**

**Course Description**

Family and Consumer Sciences is a semester course for eighth grade which focuses on nutrition and wellness, skills and techniques used in food preparation, meal planning, cultural foods, consumer skills, and construction of a sewing project. Additional units may include personal and family relations, textiles and clothing care, and interior design.

**Unit 1: Nutrition and Wellness**

**Learner Objectives  
The learner will. . .**

- identify the functions and food sources of the six nutrients
- summarize recommendations of the Dietary Guidelines for Americans
- explore food and nutrition related health concerns
- evaluate diets using dietary guidelines and the food guide pyramid
- identify causes, symptoms, and sources of help for eating disorders

**Unit 2: Food Safety and Sanitation**

**Learner Objectives  
The learner will. . .**

- identify ways to prevent food borne illness
- demonstrate safe and sanitary ways for handling food and equipment

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### **Unit 3: Meal Planning**

#### **Learner Objectives**

##### **The learner will. . .**

- identify and explain the importance of meal planning guidelines
- plan menus using food combinations that have variety in color, texture, flavor, shape, size, temperature, and preparation methods to achieve the recommended servings from the Food Guide Pyramid
- evaluate meals utilizing meal planning guidelines

### **Unit 4: Food Preparation**

#### **Learner Objectives**

##### **The learner will. . .**

- demonstrate safe and correct use of kitchen equipment, basic food preparation techniques, and proper lab procedures
- apply math skills for doubling, tripling, and dividing a recipe in half
- demonstrate food preparation skills in a variety of food labs
- demonstrate ability to read and interpret recipe directions and terminology

### **Unit 5: Cultural Foods**

#### **Learner Objectives**

##### **The learner will. . .**

- describe the historical background of cultural foods in the United States
- identify recipe terminology for cultural foods
- prepare and demonstrate correct techniques for cultural foods from the different regions of the U.S.

**Unit 6: Consumer Skills****Learner Objectives****The learner will. . .**

- identify factors that influence consumer choices
- evaluate the benefits, drawbacks, and deceptive practices of advertising
- compare various shopping options and evaluate what is a good buy
- identify consumer rights and responsibilities
- identify steps to take in making a consumer complaint

**Unit 7: Sewing****Learner Objectives****The learner will. . .**

- demonstrate and use safety procedures in the sewing lab
- identify and review parts of the machine and their function
- demonstrate correct threading, operation, and control of the machine
- use measuring equipment in the construction of a project
- read, interpret, and follow project directions, terminology, and diagrams
- complete construction of a project using the sewing machine

**Unit 8: Textiles and Clothing Care****Learner Objectives****The learner will. . .**

- demonstrate correct procedures to use when caring for various fibers
- identify and select appropriate laundry methods
- describe how to store clothes properly and make simple repairs
- compare different types of fibers
- explain methods of making fabric

## **Unit 9: Interior Design**

### **Learner Objectives**

#### **The learner will. . .**

- describe the basic elements and principles of design
- explain how the principles of design apply to the design of a room
- create a poster or model of a room utilizing the elements of design

## **Unit 10: Personal and Family Relations**

### **Learner Objectives**

#### **The learner will. . .**

- identify how changes in human development affect the concept of self and relationships with others
- apply communication skills within the context of the family unit
- examine ways to adjust to changes in the family
- identify ways to develop friendships
- apply decision-making skills when making informed choices in peer relationships

## ADULT ISSUES

### Course Description

This one semester course is designed specifically for juniors and seniors to explore and problem solve issues facing them as young adults. Several models for problem solving and decision-making are explored while allowing students to learn about themselves and directly apply the information in everyday life. Many relationship and social issues are explored that are real and relevant to their future success as mature adults in today's society.

### Unit 1: A Closer Look at You

#### Learner Objectives The learner will. . .

- investigate the impact of factors in heredity and environment on personality development
- explain the types of traits that combine to make up each individual's personality
- identify aspects of unique personality traits to heighten self awareness
- explain how the development of values, as an important aspect of personality, guides decision making

### Unit 2: Effective Decision Making

#### Learner Objectives The learner will. . .

- list and explain the steps in the decision-making process
- explain why it is important to take responsibility for personal decisions
- determine the roles of decision-making and problem solving in reducing and managing conflict
- utilize steps of the decision-making/problem-solving process, including brainstorming, analyzing and evaluation

### **Unit 3: Understanding Sexuality**

#### **Learner Objectives**

##### **The learner will. . .**

- explain how gender roles are formed and the role they play in male/female relationships
- examine the responsibilities and consequences of sexual decision making
- utilize steps of the decision-making/problem-solving process to practice making responsible sexual decisions

### **Unit 4: The Challenge of Change**

#### **Learner Objectives**

##### **The learner will. . .**

- examine the effects of life events on the lives of individuals and families
- define stress as a result of dealing with change and the link between stress and personality
- describe how stress can be a helpful tool in problem solving
- identify coping strategies to be used by individuals faced with unexpected changes

### **Unit 5: Handling Crisis**

#### **Learner Objectives**

##### **The learner will. . .**

- describe what a crisis is and how a crisis situation can be identified
- explain the physical and emotional effects of crisis situations
- discriminate between situations that require personal prevention or intervention and those situations that require professional assistance
- examine community resources and systems of formal and informal support available to individuals

## **Unit 6: Understanding Loss**

### **Learner Objectives**

#### **The learner will. . .**

- identify the different losses experienced throughout the life cycle
- explain how different circumstances affect attitudes toward loss
- describe the stages of adjustment to loss
- recommend ways to help others deal with loss
- identify helpful resources in dealing with loss

## **Unit 7: Caring For Parents/the Elderly**

### **Learner Objectives**

#### **The learner will. . .**

- determine the impact of life span events and conditions on the relationships between adult children and aging parents
- analyze how the stages of the life cycle affect family dynamics and decisions surrounding the care of aging parents
- identify the options for care of elderly or seriously ill parents and relatives
- create a living environment that encourages and respects the ideas, perspectives, and contributions of all family members
- identify helpful resources in making decisions for the care of elderly or seriously ill parents and relatives

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## CHILD DEVELOPMENT

### Course Description

A one semester course introducing students to the importance of studying children and parenting and the development of children from conception through the adolescent years. Development includes not only physical maturation, but also an understanding of how emotional, social, and intellectual development are fostered and hindered. Students integrate knowledge, skills, and practices for positive parenting. Throughout, the interrelationship of all areas of development is stressed. Students will also explore current research, theories of development and other trends.

### Unit 1: Childhood and Parenting

#### Learner Objectives

##### The learner will. . .

- discuss reasons why childhood is an important time of development
- describe the benefits of studying children
- analyze the roles, responsibilities and rewards of healthy parenting and the impact on children
- discuss the physical, social and emotional implications of various types of parenting (single, step, adoptive, foster and teen parent)

### Unit 2: Pregnancy and Birth

#### Learner Objectives

##### The learner will. . .

- examine biological processes related to prenatal development, birth, and health of mother and child
- describe the stages of prenatal development and the birth process
- analyze conditions that influence human growth and development, including genetics, environment, health, and personal habits
- identify neonatal care essential to promoting growth and development
- describe postnatal care essential to the well being of the mother
- describe the physical and emotional needs and experiences of new parents

### **Unit 3: The First Year of Life**

#### **Learner Objectives**

##### **The learner will. . .**

- describe physical, emotional, social and intellectual growth and development during the first year of life
- analyze conditions and strategies that influence human growth and development
- analyze physical and emotional adjustments experienced and the implications for families

### **Unit 4: Development through the Years**

#### **Learner Objectives**

##### **The learner will. . .**

- identify and examine the physical, social, emotional, and intellectual development of children at different life stages, including:
  - Toddler
  - Preschool
  - School age
  - Teen
- describe developmentally appropriate activities and practices that promote growth and meet developmental needs
- examine various theories of child development and their implications for child growth and development
- examine strategies for creating a safe and healthy environment for each stage of development

### **Unit 5: Challenges of Parenting**

#### **Learner Objectives**

##### **The learner will. . .**

- examine different styles of parenting and their impact
- explore discipline methods and guidance practices and their roles in the development of pro-social behavior
- determine criteria for selecting care and services for children outside of the home
- identify career paths that involve the areas relating to child and adolescent development and parenting
- research and report on current topics related to children

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**CULINARY ESSENTIALS I****Course Description:**

This class is an introduction to the world of culinary arts. Students will experience a combination of formal instruction, food preparation labs, demonstrations and observations. The focus for the semester will be on culinary cooking techniques, professional kitchen equipment, culinary nutrition, an introduction to baking and pastry, and career opportunities. Topics will include sanitation and safety, basic knife skills, food preparation across the pyramid, moist and dry cooking techniques, planning and costing a catered event and basic dining service.

**Unit 1: The Food Service Industry****National Standard****8.1**

## Essential Learning

*Analyze the roles and functions of individuals engaged in food production and food service careers*

**Learner Objectives****The learner will. . .**

- describe career opportunities related to food production and food service
- demonstrate positive work ethic
- identify the roles and duties of each member of the service staff
- serve food and beverages properly
- demonstrate different styles of meal service

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**Unit 2: Safety and Sanitation Principles****National Standard****8.2**

## Essential Learning

*Demonstrate food safety and sanitation procedures***Learner Objectives****The learner will. . .**

- identify workplace safety guidelines and safe use of equipment
- practice fire safety measures
- describe basic first aid measures
- recognize and prevent the sources of direct contamination and cross contamination
- demonstrate appropriate grooming, use of gloves and proper hand washing in the work place
- determine and apply safety measures when preparing, holding and serving food
- practice the steps involved in cleaning and sanitizing all work areas and surfaces in the kitchen

**Unit 3: Professional Kitchen Skills****National Standard****8.3****8.4**

## Essential Learning

*Apply the skills and knowledge needed in a professional kitchen***Learner Objectives****The learner will. . .**

- identify the different work stations within the kitchen
- explain the task of “mise en place” in the food preparation process
- demonstrate selecting, using and maintaining food production equipment
- identify the parts of a knife

- select appropriate knives for specific tasks and perform basic cutting techniques
- demonstrate proper knife safety, sanitation and storage guidelines
- apply menu-planning principles to develop and modify menus
- discuss the role that standardized recipes play and describe the parts of a recipe
- describe different measurement techniques and demonstrate when each is used

#### **Unit 4: Culinary Applications**

##### **National Standards**

**9.3.3**

**9.5.3**

##### Essential Learning

*Prepare and evaluate food production for presentation and nutritive value*

##### **Learner Objectives**

###### **The learner will. . .**

- explain the purpose of the Dietary Guidelines for Americans, nutrition labels and the Food Guide Pyramid
- evaluate how cooking affects a food's nutritive value, texture, color, aroma and flavor
- demonstrate dry and moist cooking techniques when preparing:
  - eggs
  - meat/meat substitutes
  - dairy
  - vegetables
  - grains
  -
- identify and prepare types of foods in a "garde manger" work station
- plan, cost, and prepare foods for a catered event

## Unit 5: Baking and Pastry Applications

### National Standard

#### 8.5.10

#### Essential Learning

*Apply scientific principles to the preparation of high quality pastry and baked products*

#### Learner Objective

#### The learner will...

- understand and apply principles used in the preparation of quick breads, yeast breads and pastry
- explain baking formulas and the use of exact ingredients
- identify the different categories of ingredients and their roles in the baking process
- evaluate the characteristics of high quality quick bread, yeast bread and pasty products
- analyze standardized recipes and adjust for climate/altitude

## CULINARY ESSENTIALS II

### Course Description:

This class is a continuation of Culinary Essentials I. This class will further expand students knowledge of culinary arts. This semester-long course will serve as the foundation of techniques necessary to produce all fine cuisine. The focus will be on garde manger (*i.e. person responsible for cold food preparation*), seasonings and flavorings, international cuisine, American regional cuisine, dining service skills, culinary nutrition and sensory analysis, planning and costing a catered event, and career opportunities.

### Unit 1: Safety and Sanitation Principles

#### National Standard

#### 8.2

#### Essential Learning

*Demonstrate food safety and sanitation procedures*

#### Learner Objectives

#### The learner will. . .

- discuss the role of Hazard Analysis Critical Control Points (HACCP) in the food service industry
- review food service management safety/sanitation procedures
- review food handling and preparation techniques that prevent direct and cross contamination
- demonstrate proper receiving and storage of both raw and prepared foods

**Unit 2: Professional Kitchen Skills****National Standard****8.3**

## Essential Learning

*Apply the skills and knowledge needed in a professional kitchen***Learner Objectives****The learner will. . .**

- demonstrate selecting, using and maintaining large food production equipment
- select, use, and care for small-wares (*i.e. hand tools, measuring equipment, and cookware*) for specific tasks
- review basic knife skills and introduce advanced knife skills
- evaluate menus and identify the elements that influence menu style and design
- demonstrate the methods of menu pricing
- review the use of standardized recipes and recipe conversions to maintain product consistency
- practice different styles of meal service
- demonstrate methods of calculating and controlling food costs

**Unit 3: Culinary Applications****National Standard****8.4****8.5**

## Essential Learning

*Prepare and evaluate food production for presentation and nutritive value***Learner Objectives****The learner will. . .**

- describe the tools and techniques used in a garde manger (*i.e. cold food preparation*) work station
- use of a variety of herbs, seeds and spices to enhance food
- explain how to use creativity in cooking to make meals more attractive, interesting, and varied

- practice ways to improve the appearance of foods through the use of garnishes
- understand the purpose of dietary guidelines, nutrition labels, and the Food Guide Pyramid, and apply knowledge of special dietary needs to menu planning
- critique and apply the practices of sensory evaluation including plate composition
- plan, cost and prepare foods for a catered event

#### **Unit 4: International Cuisine**

#### **National Standard 8.5**

##### *Essential Learning*

*Recognize a variety of cultures and prepare international cuisine*

#### **Learner Objectives The learner will. . .**

- introduce the classifications of international cuisine
- assess how and why customs evolved in various cultures
- recognize the influence of geography, climate, and cultural factors on customs and cuisines around the world
- research and present information on specific cultures and cuisines
- prepare cuisine from a variety of international cultures

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**Unit 5: New World and American Regional Cuisine****National Standard****8.5**

## Essential Learning

*Recognize a variety of cultures and prepare new world and American regional cuisine***Learner Objectives****The learner will. . .**

- identify the cultures classified as new world cuisines
- recognize the world cultures that have influenced the major regions of the United States
- describe the geography, climate and culture of both new world and American cuisine
- explore foods common to the different cultures and regions
- prepare foods characteristic of the different cultures and regions

**Unit 6: Career Opportunities****National Standard****8.1**

## Essential Learning

*Analyze career paths within food production and food service industries***Learner Objectives****The learner will. . .**

- discuss the skills and qualifications necessary to work in food related occupations
- explore opportunities for employment and entrepreneurial endeavors
- examine education and training requirements and opportunities for career paths

## **Unit 7: Career Opportunities**

### **Learner Objectives**

#### **The learner will. . .**

- identify careers related to the food industry
- discuss the skills necessary to work in food related occupations
- list the qualifications needed to work in each career area
- explain the steps involved in finding and securing a job

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## FASHION DESIGN I AND II

### Course Description:

This year-long career pathway is designed for students interested in pursuing fashion as a potential career. In this course students will be introduced to the world of fashion design and clothing construction. During the first semester students will study fashion history, prominent designers, the elements and principles of design, fashion drawing, textiles, and basic construction techniques. During the second semester students will focus on the design and merchandising process, fashion capitals, cycles, trends, and technology, as well as advanced construction techniques. Career information and educational opportunities will be explored throughout both semesters.

**Essential Learnings:** Students will develop the necessary skills to pursue a career pathway within the Fashion Design field by demonstrating a knowledge of...

### Learner Objectives:

#### Unit 1: Introduction to Fashion

##### The learner will . . .

- explore and understand the basic concepts of the fashion industry
- understand and use accurate vocabulary to discuss fashion and apparel
- discuss the concept of fashion cycles that occur over time
- analyze the relationship between today's fashions and the history of fashion
- identify and discuss fashion capitals, their history, and their impact on global fashion
- explain and identify the names, roles, and achievements of famous fashion designers and their role in product development
- analyze career paths within the fashion industry

## **Unit 2: Design Concepts**

### **The learner will . . .**

- recognize and apply the elements and principles of design as they relate to fashion
- critique fashion based on the elements and principles of design
- demonstrate apparel and textile design skills
- illustrate fashion design using body templates (croquis)
- analyze career paths within fashion illustration and design

## **Unit 3: Fashion Selection**

### **The learner will . . .**

- explain how individuals express themselves through the use of clothing
- analyze factors that determine the selection of clothing in relation to personal style, body types, and figure variations
- critique current fashions based on personal analysis
- explain how an illusion of size can be created by the proper selection of clothing using the elements and principles of design
- relate the importance of accessories to fashion
- evaluate and compare proper fit, quality, and value when making purchases
- utilize consumer skills when purchasing apparel
- analyze career paths as a personal shopper and stylist

**Unit 4: Raw Materials of Fashion****The learner will . . .**

- analyze and compare characteristics of various fibers
- research the qualities of fibers for use in the fashion industry for optimal garment or product performance
- explain the formation of yarn and the qualities of each type of yarn within various types of fabric
- identify and describe the different methods used when making yarn into fabric
- explain how the properties of each type of fabric differ
- evaluate the performance to be expected from different fabric finishes as they are applied to fabrics
- identify the information that must be included on a care label by law
- interpret labeling information to determine care procedures for various fabrics
- analyze career paths within the textiles industry

**Unit 5: Apparel Construction****The learner will . . .**

- identify and apply the uses of sewing equipment, their function, safety and maintenance
- select an appropriate pattern for a project, determine and purchase supplies needed, and track the cost to produce the project
- complete project preconstruction by selecting, preparing, cutting and marking fabric, utilizing the pattern envelop and guide sheet, and applying pattern alterations
- identify and practice various construction techniques following the pattern guide sheet
- assess principles of quality apparel construction
- analyze career paths for apparel manufacturing

## **Unit 6: Fashion Merchandising**

### **The learner will . . .**

- identify and practice the stages of fashion production and merchandising
- explore strategies of the retail market and determine concepts of successful selling
- compare and contrast the effectiveness of different advertising and promotional techniques
- describe characteristics of positive customer service and selling strategies
- examine the impact of technology on fashion design and production
- explain the relationship of textiles and apparel to developing nations and how to discover offshore sources and opportunities
- analyze career paths within the merchandising field

## **Unit 7: Product Development**

### **The learner will . . .**

- develop a product that utilizes the skills students have acquired through design, construction, and merchandising
- identify a need/gap in the market that can be met through research, design, and production
- analyze research and brainstorm possible solutions for a design brief
- evaluate product options according to their specifications to support final design and production
- create a marketing plan for the product
- develop a product package

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## INDEPENDENT LIVING

### Course Description

A one semester course designed to allow students to learn how to successfully manage the many aspects of living on their own. Personal relationships, managing finances, selecting housing, purchasing a vehicle, consumer rights and responsibilities and maintaining a healthy life style, are all important issues explored in this course.

### Unit 1: Managing Self

#### Learner Objectives The learner will. . .

- clarify personal values for a better understanding of self
- formulate realistic long and short term personal goals
- examine methods and steps of the decision making process, including brainstorming, analyzing and evaluating
- utilize decision-making/problem solving skills to evaluate personal decisions of time and money
- apply management and planning skills to organize personal time commitments and responsibilities
- examine community resources and systems of formal and informal support available to individuals

### Unit 2: Managing Job and Career

#### Learner Objectives The learner will. . .

- examine policies, issues, and trends in the workplace and community that impact individuals
- analyze the potential impact of career decisions on balancing future roles
- examine potential career choices to determine the knowledge, skills, and attitudes associated with each
- demonstrate job seeking and job keeping skills including communication, teamwork and leadership

- examine strategies to manage the impact of changing technologies in workplace settings
- demonstrate work ethics and professionalism

### **Unit 3: Managing Individual Finances**

#### **Learner Objectives The learner will. . .**

- evaluate available sources of income and examine the need for personal financial planning
- analyze factors in developing a long-term financial management plan
- examine components of a financial planning process that reflect the distinction between needs and wants, values, goals, and economic resources
- examine investment and savings alternatives
- apply management principles to individual financial practices: budgeting, banking, saving and investing
- accurately compute and compare the financial benefits and costs of credit cards, loans, interest rates, and other related issues
- investigate credit reports and ratings and practice effective credit management techniques

### **Unit 4: Managing Consumer Skills/Choices**

#### **Learner Objectives The learner will. . .**

- examine skills used in seeking information related to consumer rights
- examine how media and technological advances impact family and consumer
- examine labeling, packaging, and support materials of consumer goods
- determine strategies to reduce the risk of consumer fraud and identity theft
- explore strategies that enable consumers to become advocates

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## Unit 5: Managing Individual Resources

### Learner Objectives

#### The learner will. . .

- evaluate housing decisions in relation to available resources and options
- assess human needs, safety, space and technology as they relate to housing selection
- critique design plans that address needs, goals and resources
- implement decisions about housing and furnishings
- examine documents related to securing housing and the financial ramifications
- apply management principles to decisions about individual and family insurances: life, house, renters, and auto
- apply consumer skills to acquire and maintain transportation that meets the needs of individuals
- implement decisions about purchasing, creating and maintaining clothing

## Unit 6: Managing Personal Wellness

### Learner Objectives

#### The learner will. . .

- assess the effect of nutrients on health, appearance, and peak performance
- appraise sources of food and nutrition information, including food labels, related to health and wellness
- apply various dietary guidelines in planning to meet nutrition and wellness needs
- demonstrate the ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods that provide the best value for the dollar
- practice good personal hygiene/health procedures
- examine information about procuring and maintaining health care to meet the needs of individuals
- evaluate and plan for leisure time activities

## **INTERIOR DESIGN I AND II**

### **Course Description**

This year long course will include both residential and commercial design. Units include the understanding of blueprints, basic construction of homes, elements and principles of design, color harmonies, furniture styles, construction and arrangement, textile coordination, computer drafting, architectural scales and career exploration. Students may also participate in the Colorado FCCLA (Family, Career, and Community Leaders of America) Interior Design event. Upon completion of this course students will have several portfolio ready projects appropriate for applying to a design school or program.

### **Essential Learning**

Students will develop the necessary skills to pursue a career pathway within the Interior Design field by demonstrating knowledge of . . .

### **Unit 1: Introduction to Design**

#### **Learner Objectives**

#### **The learner will. . .**

- define housing and identify types of housing
- identify the basic physical and psychological needs that housing satisfies
- compare and contrast housing needs among people of different ages, life stages, and special needs
- outline the evolution of housing
- distinguish the unique characteristics of commercial design vs. residential design

## **Unit 2: Education and Career Options**

### **Learner Objectives**

#### **The learner will. . .**

- explain how personal characteristics relate to career decisions
- locate and use career information resources
- identify the different classifications of careers, the skills necessary to obtain them, and give examples of each
- differentiate various educational opportunities, credentialing requirements and professional organizations within the field

## **Unit 3: History of Architecture and Design**

### **Learner Objectives**

#### **The learner will. . .**

- explain how American housing was influenced by culture and the environment
- identify how the available natural resources affected the designs of homes throughout time
- describe the structural features derived from early English, German, Dutch, Spanish, Swedish, and French homes
- compare and contrast housing styles in the eighteenth, nineteenth, twentieth, and twenty-first centuries

## **Unit 4: Housing and Design trends**

### **Learner Objectives**

#### **The learner will. . .**

- describe how lifestyles changes are reflected in housing
- summarize current trends in housing and commercial design and evaluate their usefulness
- identify the major challenges facing housing today and in the future
- differentiate between reality T.V. and professional practices within the interior design industry
- describe ways designers, builders, and consumers can conserve resources

## **Unit 5: Construction Basics**

### **Learner Objectives**

#### **The learner will. . .**

- explain the importance of understanding how a home is built
- describe and interpret the information shown on a building plan or blueprint including the architectural symbols
- describe the major components of a home's basic structure
- evaluate materials used to finish the exterior of a home
- analyze construction materials, methods, and workmanship in interior construction

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**Unit 6: Elements and Principles of Design****Learner Objectives****The learner will. . .**

- recognize and apply the elements and principles of design
- demonstrate ways to use the elements and principles to create specific effects within a design
- explain why color is the most significant element of design and analyze how it can be used to create moods and illusions
- use critical thinking skills to evaluate quality designs based on the elements and principles

**Unit 7: Design Development****Learner Objectives****The learner will. . .**

- explain what backgrounds are and why they are important
- examine the characteristics of various textiles used in both residential and commercial design
- select appropriate floor coverings, wall coverings, and window treatments for a design
  
- identify and describe major styles of American Furniture
- describe the types of furniture choices available to designers
- evaluate furniture by comparing methods of construction, materials, cost and differentiate between case goods and upholstered goods
- identify factors to consider when arranging space
- explain the function of different types of light sources and fixtures
- summarize guidelines for choosing and placing appropriate lighting
- determine ways to use accessories to enhance an interior design

## **Unit 8: Design Drawings**

### **Learner Objectives**

#### **The learner will. . .**

- identify and differentiate types of design drawings
- draw an interior space to scale using correct architecture symbols and drafting skills
- create floor plans using computer design software
- practice and apply the basic drawing techniques
- demonstrate competence in illustrative sketching and architectural lettering

## **Unit 9: The Design Process**

### **Learner Objectives**

#### **The learner will. . .**

- identify and practice the steps in developing a design plan including assessing client needs, preliminary budgets and space planning
- analyze information and research design solutions
- design appropriate schematics and concepts
- express ideas clearly in visual, oral, and written communication when presenting designs
- explain how to implement, coordinate, and evaluate the design plan

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## RELATIONSHIPS

### Course Description

The purpose of this course is to acquire academic knowledge and understanding necessary for healthy, respectful, and caring relationships across the life span. Students integrate knowledge, skills, and practices required by individuals and families to develop, manage, and strengthen intrapersonal, interpersonal, adult, and family relationships. The focus is on the development of the individual as an adult family leader. Emphasis is placed on family dynamics, effective communication, and healthy interpersonal relationships.

### Unit 1: Intrapersonal Relationships: Understanding Self

#### Learner Objectives

##### The learner will. . .

- examine the impact of personal characteristics on relationships
- consider the effect of personal needs on relationships
- examine the effect of self-esteem and self-image on relationships
- clarify personal values for a better understanding of self

### Unit 2: Interpersonal Relationships: Communication

#### Learner Objectives

##### The learner will. . .

- examine communication styles and their effects on relationships
- demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication
- demonstrate effective listening and feedback techniques
- examine barriers to communication in family, work, and community settings
- examine effective conflict prevention and management techniques

**Unit 3: Adult Relationships: Lifestyle Options****Learner Objectives****The learner will. . .**

- analyze functions and expectations of various types of lifestyle options
- identify the components of long-term relationships and lifestyles
- analyze how the stages of the life cycle affect decisions with engagement and marriage
- appreciate the diversity of roles and responsibilities of each partner in the development of the family
- demonstrate processes for cooperating, compromising, and collaborating

**Unit 4: Family Relationships: Family Concepts****Learner Objectives****The learner will. . .**

- examine family as the basic unit of society
- identify various family structures
- determine the role of family in transmitting societal expectations
- examine the role of family in teaching culture and traditions across the life span
- compare characteristics of functional versus dysfunctional families
- examine various issues/events and the impact they have on the family
- explore birth order characteristics and the impact they have on relationships

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**TEEN CHOICES****Course Description**

The purpose of this course is to acquire academic knowledge and understanding necessary for healthy decision-making during the teen years. Students integrate knowledge, skills, and practices required by individuals to develop, manage and strengthen:

- Personal Power and Success
- Personal Wellness
- Personal Relationships
- Teens and the Law
- Understanding of Destructive Behaviors and Addictions

**Unit 1: Personal Power and Success****Learner Objectives****The learner will. . .**

- define and discuss characteristics of a positive self-concept
- examine the effect of self-image and self esteem on relationships and decision-making
- define and demonstrate communication skills that contribute to positive life experiences in the home, school and work environment
- explore various types of refusal skills for dealing with peer pressure
- assess various situations and apply the steps of the decision making process
- examine factors that affect school success including individual learning styles, study skills, school involvement, and test taking and develop plans for achieving success in high school
- write appropriate short and long-term goals and the objectives necessary to accomplish each goal
- analyze the use of personal resources such as time, and energy used to reach goals
- identify skills that provide beneficial services to the community

**Unit 2: Personal Wellness****Learner Objectives****The learner will . . .****The learner will . . .**

- examine physical, emotional, social, psychological, and spiritual components of individual and family wellness
- assess the impact of food choices, diet fads, food addictions, and eating disorders on wellness
- determine stress management strategies/coping strategies and how stress can be a positive motivator in life
- examine causes, symptoms and signs of depression and suicide
- examine the responsibilities and consequences of sexual decision-making as it relates to individual wellness

**Unit 3: Personal Relationships****Learner Objectives****The learner will . . .**

- discuss the importance of the role each individual plays within his or her family
- examine processes for building and maintaining interpersonal relationships
- determine factors that contribute to healthy and unhealthy relationships
- explore dating relationships, and the rights and responsibilities of the individual
- explore processes for handling unhealthy relationships
- develop skills to cope with the conflicts and changes often experienced within relationships

## **Unit 4: Teens and the Law**

### **Learner Objectives**

#### **The learner will. . .**

- analyze the responsibilities of becoming independent within the limits of the law
- explore the consequences of individual choices and behaviors including drinking and driving

## **Unit 5: Understanding Destructive Behaviors and Addictions**

### **Learner Objectives**

#### **The learner will. . .**

- recognize the difference between use and abuse
- identify health risks and consequences of using drugs, alcohol and tobacco products
- identify characteristics of an addictive personality
- define enabling and co-dependency as it relates to substance abuse

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## TEEN PARENTING

### Course Description

This two-semester course is designed for students who are or will be teen parents. The students learn about skills necessary for effective and rewarding parent-child relationships. Child growth and development patterns are studied, emphasizing the needs of a child and the responsibilities of a caregiver. Expectant parents will learn about pre- and post-natal care for mom and infant. All students will cover topics on infants through toddlers that include: nutritional needs, health care issues and skills, coping strategies for common problems, recognizing and finding good child care and community resources.

### Unit 1: Beginning the Parenting Process

#### Learner Objectives

##### The learner will. . .

- identify the signs of pregnancy
- examine biological processes related to prenatal development, birth and health of child and mother
- consider the emotional factors of prenatal development and birth in relation to the health of the parents and child
- discuss the importance of good prenatal care, risks to the fetus and available resources
- investigate methods of family planning
- determine legal and ethical impacts of technology on human reproduction

### Unit 2: Care of the Newborn

#### Learner Objectives

##### The learner will. . .

- examine the role of nurturance on human growth and development
- recognize changes and adjustments that occur during the first days of parenthood
- describe the appearance and abilities of a newborn
- explain the proper techniques for holding, feeding, bathing, clothing, and soothing a newborn

- examine criteria for selecting infant clothing and equipment

### **Unit 3: Growth and Development**

#### **Learner Objectives The learner will. . .**

- compare current research on physical, emotional, social and intellectual development with historical perspectives–(Maslow, Freud, Erickson etc.)
- examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development
- determine the impact of heredity and environment on human growth and development
- determine the impact of social, economic, and technological forces on individual growth and development
- examine the effects of gender, ethnicity, and culture on individual development
- examine the effects of life events on individuals' physical and emotional development
- examine the role of communication on human growth and development
- evaluate the role of support systems and methods of assessing human growth and development

### **Unit 4: Nutrition and Feeding**

#### **Learner Objectives The learner will. . .**

- evaluate feeding choices for newborns
- recognize the nutrition needs of infants through toddlers
- compare costs of purchased vs. home-prepared baby food
- plan and prepare age appropriate meals and nutritional snacks for children

### **Unit 5: Health Care**

#### **Learner Objectives**

**The learner will. . .**

- recognize the importance of childhood immunizations, regular medical and dental checkups and record keeping
- identify symptoms of common childhood illnesses, indicators for calling a doctor and describe standard treatments
- demonstrate techniques for taking temperatures and administering medications
- demonstrate proper use of CPR and first aid
- identify sleeping needs and habits of infants through toddlers

**Unit 6: Parenting Skills and Practices****Learner Objectives****The learner will. . .**

- examine expectations and responsibilities of parenting
- determine consequences of parenting practices to the individual, family and society
- choose nurturing practices that support human growth and development
- select communication strategies that promote positive self-esteem in family members
- assess common practices and emerging research about discipline on human growth and development
- determine criteria for selecting care and services for children
- assess the impact of abuse and neglect on children and families and determine methods for prevention
- determine effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges

## **Unit 7: Parenting Resources**

### **Learner Objectives**

#### **The learner will. . .**

- assess public and private community resources and services available to families for managing parenting responsibilities
- appraise community resources that provide opportunities related to parenting
- review current laws and policies related to parenting
- determine criteria for selecting care and services for children
- examine strategies for influencing public policies and agencies that impact parenting

## **Unit 8: Special Areas of Study**

### **Learner Objectives**

#### **The learner will. . .**

- determine causes of biting and appropriate reactions
- examine expectations for toilet training and successful strategies
- recognize indicators of separation anxiety and identify ways to alleviate it
- explore guidance practices for dealing with behavioral issues

**FAMILY AND CONSUMER SCIENCE  
TEXTBOOKS  
Proposed May 19, 2005**

**Grades 6-8 Proposed Materials**

Glencoe: *Discovering Food and Nutrition*, Kowtaluk, 2005

Glencoe/McGraw-Hill: *Creative Living*, Glosson, Meek, Smock, 2006

Glencoe/McGraw-Hill: *Today's Teen*, Kelly-Plate, Eubanks, 2004

**Grades 9-12 Proposed Materials**

Glencoe: *Discovering Food and Nutrition*, Kowtaluk, 2005

Glencoe: *Families Today*, Sasse, 2004

Glencoe: *Food For Today*, Kowtaluk and Kopan, 2005

Glencoe: *Homes: Today and Tomorrow*, Sherwood, 2002

Glencoe: *The Developing Child*, Brisbane, 2005

Goodheart-Wilcox: *Guide To Good Food*, Largen and Bence, 2004

Goodheart-Wilcox: *Parents and Their Children*, Ryder, 2004

Goodheart-Wilcox: *The Confident Consumer*, Wolfe, 2004

Goodheart-Wilcox: *Fashion*, Wolfe, 2002

**Grades 9-12 Supplemental Materials**

Glencoe: *Fashion, Fabrics, Construction*, Weber, 2003

Goodheart-Wilcox: *World of Fashion Merchandising*, Wolfe, 2003