

Glendale Unified School District

Middle School

May 1, 2018

Department: Career Technical Education

Course Title: Life Management 1-2

Course Code: 9129GV8/9130GV8

Grade Level(s): 8

School(s)
Course Offered: Wilson, Rosemont, Toll, Roosevelt

UC/CSU Approved
(Y/N, Subject): N/A

Course Credits: 10

Recommended
Prerequisite: Exploratory Family & Consumer Sciences

Recommended
Textbook: Preparing for Life and Career, Louise A. Liddell (Author), Yvonne S. Gentzler (Author) ISBN 978-1-60525-625-2, Goodheart-Willcox; 7th edition

Course Overview: Life Management course is an introduction to the study of the discipline of Family Consumer Sciences and equips students with essential skills for living. This course focuses on teaching students skills for managing personal, family, and work responsibilities and provides a solid foundation for further study in the Consumer and Family Sciences content areas and/or for entering one of the industry-related career pathway programs. It provides students with the opportunity to gain life management skills through leadership and career development activities and through instruction in the seven content areas of child development and guidance; consumer education; family and human development; fashion, textiles and apparel; food and nutrition; housing and furnishings; and individual and family health. This course provides rigorous, standards-driven instruction and assessment, along with project-based

learning, which integrates academic and career-technical concepts through Foundation Standards, and contributes significantly to students' academic achievement. At the end of this class, students will have the option to complete one or all of the certificates from the following options: CPR Certification, First Aid Certification, Babysitter Certification, Food Handlers Permit.

First Semester-Course Content

Unit 1: Introduction to Careers

(2 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 3.0, 4.0, 7.0, 9.0

CTE Pathway Standards: ECDFS-A3.0, FID-A3.0, HTR-A3.0

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. In this unit, students are introduced to FCS careers and pathways/programs. Career Technical Education is defined. Career pathways within the FCS Industry Sectors are explored. The relationship between the application transferable life skills and successful career goals is analyzed. Opportunities available from participation in Career Technical Students Organizations, such as Skills USA or FCCLA are explained and encouraged. Students will understand that managing one's life and understanding career roles help create a link to successful living.
- B. In this unit, the student will be able to identify career possibilities according to their interests and educational goals. They will evaluate information gathered and synthesize judgments and criteria to determine if a certain career is suitable for their interests and personality. Students will create a PowerPoint to be presented to the class on a specific career on which the student has researched information on the skills, education and interests appropriate to this specific career.

Unit 2: Child Development & Guidance

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: ECDFS - A10.6, A10.7, A10.8, A10.9, A10.15, A10.17

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. Students will evaluate the reasons for learning about children and be able to recognize how development during early childhood impacts individuals as adults. They will be able to identify factors in personal life that have impact on a child's growth and development.

- B. Students will create a game that is age appropriate for one of the stages of child development.

Unit 3: **Family & Human Development**

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: ECDFS - A10.13, A10.15

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. This unit will investigate various types of families and recognize the differences in family structures. It examines how families contribute to society. How culture and socio-economics influences affect the family will be explored. Family changes, such as children, ageing, illness, or death are classified and discussed. Various strategies for coping with conflicts and crises in families will be listed, defined, and demonstrated.
- B. Students will create a tool; pamphlet or ring and index cards with methods and strategies for dealing with conflict or crisis in the family. They will use this tool to make recommendations to scenarios presented by the teacher. They will evaluate the effectiveness of their tool according to how well they think their recommendations would help the family cope in crisis.

Unit 4: **Food & Nutrition**

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: HTR- A10.5, A10.6, A10.7

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. During labs students will demonstrate kitchen safety procedures and sanitation techniques as well as be able to identify health and hygiene requirements for food handling. Students will be able to identify and use methods that prevent food-borne illness. The types of food-borne illness, their symptoms and common sources of contamination will be explained. Cross-contamination, the temperature Danger Zone and the correct way to thaw food will also be explored. Students will also be able to identify proper refrigeration storage to avoid cross-contamination. Principles of nutrition and their relationship to good health are the heart of this unit. Basic food preparation, meal management, and kitchen and food safety are presented and taught. Food purchasing skills, including unit pricing and reading food packaging are included. The major nutrients and their functions to good health are explored. Commonly accepted food customs and table setting are demonstrated and taught. Students will learn how to follow simple recipes and use proper measuring techniques. They will identify proper food storage methods.

- B. Students will complete food and kitchen safety training comparable to that required for the ServSafe Food Handlers Certificate after several cooking/baking labs. Students will work in groups to prepare and serve a meal using correct food preparation, nutrition, food safety and etiquette for the class. They will prepare detailed lab write-ups showing nutritional values, specific cooking techniques and appropriate ways the food will be served to students. Students will identify the sources and functions of the six major nutrients and apply appropriate food preparation techniques. They will actively participate in the preparation of food from scratch and apply appropriate food preparation techniques to preserve nutrients.

Second Semester-Course Content

Unit 5: Individual & Family Health

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: ECDFS- A10.5, A10.17, A10.18

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. Students gain an understanding of their self-concept and values. Students will develop and write both long and short term goals in relation to future decisions relating to high school, college, career and personal relationships. Students will incorporate and practice the five step decision-making process in this unit's contents.
- B. Students will explore the current Dietary Guidelines/ChooseMyPlate.gov. They will log their food intake and analyze their eating habits and summarize their findings.

Unit 6: Consumer Education

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: ECDFS- A10.10, A10.11, A10.12

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. In this unit, students will learn the process of making consumer decisions and purchases. How money helps us achieve our goals is described. Basic financial management and services will be defined and students will be able to demonstrate how to manage basic financial services, such a checking and online accounts, credit, and loans. Consumer rights and responsibilities will be explained. The role of government and purpose of taxes will be introduced. Consumer math skills will be reinforced. Students will compare and contrast consumer choices for value.
- B. Given a teacher generated scenario, students will create a budget. They will be given

guidelines for income, bills, needs, wants, goals, and lifestyle. The budget can be analyzed and evaluated for meeting the needs of the scenario and for other possible outcomes and solutions.

Unit 7: **Fashion & Interior Design**

(6 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CTE Pathway Standards: FID- A10.5, A10.6, A10.7, A10.8, A10.9

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. In this unit, students will explore how clothing meets social, physical and psychological needs. The elements and principles of design and color will be presented and defined. Historical and cultural influences on clothing are explored. Principles of wardrobe planning and maintenance of clothing will be demonstrated and taught. Factors that influence a person's apparel budget are analyzed. In the area interior design, student will understand how selections in housing and furnishing meet social, physical and psychological needs will be defined. Factors that influence housing decisions will be evaluated. Students will compare and contrast styles of housing and furnishing and identify current trends. Floor plans will be analyzed for appropriate use of space and arrangement of furnishings. Students will learn how to draw to-scale floor plans and elevations.
- B. Students will research a decade of the 20th century and present to the class fashion of the era. They will explain why and how fashion changed during that era. Students will make a sample showing various stitching and basic repairs. They will this to construct a basic sewing project. Students will be given a teacher generated scenario of a room to design. They will make a scale drawing of the floor plan for the room using an architectural scale, and arrange the furnishings, showing traffic patterns and the function of the room. They will provide samples or pictures of the furnishings, textiles, colors, and accessories for the room. They will explain the placement of all the furnishing according to the elements and principles of design. They will define their color scheme. They will keep a record of the expenses for the design of the interior space. They will present this project to the class.

Unit 8: **Leadership & Employability Skills**

(2 weeks)

STANDARDS

CCTE Anchor Standards: 2.0, 3.0, 4.0, 5.0, 7.0, 8.0, 9.0

CTE Pathway Standards: ECDFS- A2.0, A3.0 FID- A2.0, A3.0 HTR- A2.0, A3.0

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. Students will take the Myers-Briggs Type Indicator and reveal their personality type and how it relates to future decisions regarding relationships and career choices.
- B. Students will develop and write short and long-term goals based upon their personal interests and the results of the Myer-Briggs Type Indicator. Using this information, students will demonstrate the decision making process for each goal, helping them to condense their focus on one long-term goal. Students will write a reflective essay evaluating how this process is a helpful tool which can be used in future life decisions. Students will have the option to complete one or all of the certificates from the following options: CPR Certification, First Aid Certification, Babysitter Certification, Food Handlers Permit.

Additional Recommended Materials -

Applying Life Skills, Joan Kelly-Plate & Eddy Eubanks (Authors), The McGraw-Hill
Clothing Fashion, Fabrics & Construction, Jeanette Weber (Author), The McGraw-Hill
The 7 Habits of Highly Effective Teens, Sean Covey (Author), Simon & Schuster