

Glendale Unified School District

High School

June 19, 2018

Department: Career Technical Education

Course Title: Life Management & Career Development

Course Code: 9131V

Grade Level(s): 9-12

School(s)
Course Offered: Allan F. Daily High School

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

Course Credits: 5

Recommended
Prerequisite: Family & Consumer Sciences course or Life Management 1-2

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 and Career Development is the study of the discipline of Family Consumer Sciences and equips students with career development and essential skills for living. This course focuses on teaching students skills for managing personal, family, and work responsibilities.. It provides students with the opportunity to gain life management skills through leadership and career development activities and through instruction in areas of communication, guidance; consumer education; family and human development; personal hygiene; food and nutrition; 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, Food Handlers Permit.

First Semester-Course Content

Unit 1: Introduction to Careers

(1 week)

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

(1 week)

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**

(2 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**

(4 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.

Unit 5: **Individual & Family Health**

(1 week)

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**

(1 week)

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: **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 -

1. Applying Life Skills, Joan Kelly-Plate & Eddy Eubanks (Authors), The McGraw-Hill
2. The 7 Habits of Highly Effective Teens, Sean Covey (Author), Simon & Schuster
3. So...You Want A Great Job When You Graduate?!, John R. Jell (Author) ISBN: 1-57886-228-0 Roman & Littlefield Publishing Group, Inc.