

Glendale Unified School District

Middle School

May 1, 2018

Department: Career Technical Education

Course Title: Exploratory Family Consumer Sciences

Course Code: 5258GV

Grade Level(s): 6-8

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

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

Course Credits: 5

Recommended  
Prerequisite: None

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: Exploratory Family & Consumer Sciences course is an exploratory to the study of the discipline of Consumer and Family 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 such as consumer education, individual and family health, fashion and interior design, food and nutrition. 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.

## Course Content

### Unit 1: Individual & Family Health

(5 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. 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 2: Food & Nutrition

(5 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 and pass a safety test. 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 3: **Fashion & Interior Design**

(5 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 practice basic hand-stitching and basic repairs. 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 4: **Consumer Education**

(5 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.

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