

# **New York State Family and Consumer Sciences Education**

## **Home And Career Skills Core Curriculum**

**GRADES 5-8**



**THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
September 2005**

**THE UNIVERSITY OF THE STATE OF NEW YORK**  
**Regents of The University**

ROBERT M. BENNETT, <i>Chancellor</i> , B.A., M.S. ....	Tonawanda
ADELAIDE L. SANFORD, <i>Vice Chancellor</i> , B.A., M.A., P.D. ....	Hollis
DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D. . . . .	Staten Island
SAUL B. COHEN, B.A., M.A., Ph.D.....	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. ....	Peru
ANTHONY S. BOTTAR, B.A., J.D. ....	North Syracuse
MERRYL H. TISCH, B.A., M.A. Ed. D. ....	New York
GERALDINE D. CHAPEY, B.A., M.A., Ed.D.....	Belle Harbor
ARNOLD B. GARDNER, B.A., LL.B.....	Buffalo
HARRY PHILLIPS, 3rd, B.A., M.S.F.S. ....	Hartsdale
JOSEPH E. BOWMAN, JR., B.A., M.L.S., M.A., M.Ed., Ed.D .....	Albany
LORRAINE A. CORTÉS-VÁZQUEZ, B.A., M.P.A. ....	Bronx
JAMES R. TALLON, JR., B.A., M.A. ....	Binghamton
MILTON L. COFIELD, B.S., M.B.A., Ph.D. ....	Rochester
JOHN BRADEMAS, B.A., Ph.D. ....	New York

**President of The University and Commissioner of Education**

RICHARD P. MILLS

**Chief of Staff**

**Counsel and Deputy Commissioner for Legal Affairs**

KATHY A. AHEARN

**Chief Operating Officer**

**Deputy Commissioner for the Office of Management Services**

THERESA E. SAVO

**Deputy Commissioner for Elementary, Middle, Secondary, and Continuing Education**

JAMES A. KADAMUS

**Assistant Commissioner for Curriculum and Instructional Support**

JEAN C. STEVENS

---

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234.

# TABLE OF CONTENTS

I.	Acknowledgements.....	iv
II.	Foreword.....	1
III.	Addressing Middle Level Policy .....	2
	A. Intellectual Development.....	2
	B. Positive Youth Development.....	4
IV.	Essential Elements of Standards - Focused Middle-Level Programs.....	5
V.	Message to the Teacher .....	8
VI.	Curriculum Overview – Home and Career Skills.....	9
	A. Home and Career Skills Learning Standards	
	Intermediate or Middle School Level.....	10
	B. Career Development and Occupational Studies Learning Standards	
	Intermediate or Middle School Level.....	12
VII.	Introduction to Process Skills .....	20
	A. Communication Skills .....	21
	B. Leadership Skills .....	23
	C. Management Skills .....	25
	D. Thinking Skills.....	29
VIII.	Introduction to Content Topics.....	31
	A. Career Development .....	32
	B. Clothing Management .....	37
	C. Community Connections .....	40
	D. Consumer Resource Management .....	43
	E. Family/Parenting.....	46
	F. Financial Management.....	49
	G. Human Development .....	52
	H. Interpersonal Relationships .....	58
	I. Nutrition and Wellness .....	63
	J. Personal Environment Management.....	68

IX.	Appendices .....	71
	A. Definition of Educational Terms .....	72
	B. Best Practices Sample.....	76
	C. Home and Careers Skills Best Practices Rubric .....	78
	D. Resources .....	79

## I. Acknowledgements

Many educators contributed to the Home and Career Skills Curriculum Guide in 1984. Since then, many efforts have been made to maintain and update the integrity of the curriculum guide. This most recent revision brings Home and Career Skills into alignment with all educational requirements and recommendations at the State and National levels. A special thank you goes to the Board of Directors of the New York State Association of Family and Consumer Sciences Educators for their direction in coordinating this project.

### Curriculum Team – 2005

<u>NAME</u>	<u>SCHOOL</u>
Doreen L. Cechnicki	Schenectady City Schools, Schenectady
Ann M. Coleman	Niskayuna Central Schools, Niskayuna
Barbara M. Dozier	Yonkers Public Schools, Yonkers
Rosanna R. Frank	New York State Association of Family and Consumer Science Educators, past president, Brewster Central School District, retired
Jennifer S. Fritz	Rotterdam-Mohonasen Central Schools, Rotterdam
Sheryl R. Garofano	North Syracuse Central Schools, North Syracuse
Jane G. Hawkins	North Syracuse Central Schools, Syracuse
Geraldine M. Pace	Syracuse City School District, Syracuse
Theresa M. Phillips	New York State Association of Family and Consumer Science Educators, past president, Oneida Central School District, retired
Rosemarie Z. Posillico	Burnt Hills-Ballston Lake Central Schools, Glenville
Charlene G. Reagan	Mamaroneck Union Free School District, Mamaroneck
Anne C. Root	Massena Central Schools, Massena
Carol G. Ruby	Rochester City School District, Rochester
Dawn B. Scagnelli	Scotia Glenville Central Schools, Scotia
Linda G. Traynor	New York State Association of Family and Consumer Science Educators, past-president, Pittsford Central Schools, Pittsford
Shirley H. Ware	North Syracuse Central Schools, North Syracuse New York State Association of Family and Consumer Science Educators, president 2004-2006, Curriculum Team Coordinator
Linda M. Zakrzewski	Buffalo Public School District, Buffalo

## **II. Foreword**

The challenge to middle-level education is to make the transition from childhood to adolescence and from elementary school to high school a positive period of intellectual and personal development. The core curriculum satisfies the  $\frac{3}{4}$  unit requirement for Home and Career Skills, within the Family and Consumer Sciences area, which is to be completed by the end of grade 8. The New York State Education Department's Office of Curriculum and Instructional Support is responsible for implementing and supervising the Family and Consumer Sciences Education curriculum. This publication provides guidance to help those responsible for planning, implementing, and assessing the Home and Career Skills course. It promotes New York State Learning Standards that will support the goals of Career and Technical Education, as well as the National Family & Consumer Sciences Standards and the No Child Left Behind initiative.

### **III. Addressing Middle Level Policy**

According to the New York State Policy on Middle Level Education, high performing middle-level schools and programs in New York State have two compatible, complementary, and mutually supportive basic purposes:

- **The intellectual development and academic achievement of all students; and**
- **The personal and social development of each student (positive youth development).**

Middle-level schools will not succeed unless they attend to both.

#### **A. Intellectual Development**

The intellectual development and academic achievement of all students is the first pillar upon which successful middle-level education is built. Intellectual development occurs when a challenging standards-based curriculum is presented in a relevant, integrated and comprehensive manner. Academic rigor is balanced by the hands-on involvement of students in projects designed to enhance families, schools, workplace, and community settings.

It is appropriate to prepare students to explore opportunities and to meet responsibilities by providing them with challenging learning experiences that require practical application of academic skills. The Home and Career Skills course affords all students multiple opportunities to read, write, and compute in the context of relevant real-world situations. As identified in the following chart, the Home and Career Skills curriculum is directly aligned with the New York State Learning Standards in all disciplines.

**NEW YORK STATE FAMILY AND CONSUMER SCIENCES**  
**Home and Career Skills Curriculum**  
**Alignment with the New York State Learning Standards**

Home and Career Skills Curriculum	ELA				LOTE		MST							H/PE/FACS			SS					ARTS				CDOS				
	1	2	3	4	1	2	1	2	3	4	5	6	7	1	2	3	1	2	3	4	5	1	2	3	4	1	2	3	a	
<b>PROCESS SKILLS</b>																														
Communication (C)	*		*	*		*		*							*													*	*	*
Leadership (L)	*		*	*		*		*					*		*	*					*							*	*	*
Management (M)	*		*			*	*	*		*		*		*	*				*								*	*	*	
Thinking (T)	*		*			*	*		*		*		*	*	*	*				*	*		*		*	*	*	*	*	*
<b>CONTENT TOPICS</b>																														
Career Development (CD)	*		*	*		*	*	*	*	*		*		*	*	*			*	*							*	*	*	
Clothing Management (CM)	*		*			*		*	*	*		*		*	*					*	*	*	*				*	*	*	
Community Connections (CC)	*		*	*		*		*		*		*		*	*				*							*	*	*		
Consumer Resource Management (CRM)	*		*	*		*		*	*			*		*	*				*	*							*	*		
Family/Parenting (F)	*		*	*		*		*				*	*	*	*	*	*	*	*	*	*	*	*		*		*	*	*	
Financial Management (FM)	*		*			*		*	*	*		*		*				*									*	*	*	
Human Development (HD)	*		*	*		*		*		*		*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	
Interpersonal Relationships (IR)			*	*		*								*	*					*					*	*		*		
Nutrition and Wellness (NW)	*		*			*		*	*	*		*	*	*	*	*	*										*	*	*	
Personal Environment Mgt. (PEM)	*		*			*	*	*	*		*	*	*	*	*	*				*	*	*	*		*	*	*	*	*	

## **B. Positive Youth Development**

In addition to strong academic achievement, positive youth development is the other pillar upon which successful middle-level education is built. Positive youth development encompasses the following elements:

- Promoting positive relationships with peers and adults;
- Emphasizing individual strengths;
- Strengthening personal character and confidence;
- Empowering youths to assume leadership roles in families, schools, careers and community; and
- Developing and implementing service learning activities.

The New York State Policy on Middle-Level Education emphasizes the need for school districts to provide positive youth experiences to all students. These experiences may include, but are not limited to, clubs, sports, mentoring, and service learning activities. School and community organizations frequently focus on positive youth development.

The Home and Career Skills curriculum is designed to provide a wealth of experiences and resources to support school, community, and work-based learning. Students are given the opportunity to assimilate and apply what they learn both within and outside of the Family and Consumer Sciences program.

Development of leadership skills is an integral part of Career and Technical Education in New York State. All students should be provided the opportunity to participate in the educational activities of the student organization(s) which most directly relate(s) to their interests and chosen instructional program. There are a variety of student organizations which operate through the Career and Technical Education programs.

Leadership skills have been incorporated into the New York State Career and Technical Education curricula to assist students to become better citizens with positive qualities and attitudes. Every individual should develop skills in communication, leadership, management and thinking.

Students who elect to become active members of one of the student leadership organizations chartered by the New York State Education Department have the advantage of a practical forum to demonstrate leadership skills in an action-oriented format and have the potential for recognition of their achievement at the local, state, and national levels.

**Family, Career and Community Leaders of America (FCCLA)** is an integral part of Family and Consumer Sciences (FACS) education and an essential element in a complete FACS program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. The wide range of diverse activities, projects, programs, leadership opportunities and service learning experienced through FCCLA complement and augment the four process skills and the ten content topics of the Home and Career Skills curriculum ([See Appendix D](#)).

#### IV. Essential Elements of Standards - Focused Middle-Level Programs

Seven Essential Elements were identified by the State Education Department as being consistent with model middle-level schools. The following chart references how Home and Career Skills addresses the Essential Elements of Standards-Focused Middle-Level Schools and Programs.

<b>Essential Elements of Standards-Focused Middle-Level Schools and Programs</b>	<b>Addressing the Essential Elements of Standards-Focused Middle-Level Schools and Programs through Home and Career Skills</b>
<p>1. A philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents. Its basic aims are to educate and nurture.</p>	<ul style="list-style-type: none"> <li>• The Home and Career Skills course is based on the understanding that the ability to reason, to think critically and creatively, and to reflect on one’s actions, will empower students to act responsibly toward themselves, their families, their peers, and the larger society.</li> <li>• Basic to our mission is the understanding that as technology advances and societies change, the basic needs of food, clothing, shelter, and the desire for nurturing human relationships and satisfying work remain.</li> </ul>
<p>2. An educational program that is comprehensive, challenging, purposeful, integrated, and standards-based.</p>	<ul style="list-style-type: none"> <li>• The Home and Career Skills course is the vehicle used to directly deliver the NYS Learning Standards in Family and Consumer Sciences (FACS) and Career Development and Occupational Studies (CDOS).</li> <li>• Home and Career Skills is a skills-based curriculum. Students acquire and demonstrate communication, leadership, management and thinking skills that can be applied at home, in school, in the workplace, and community now and in the future. Each of the ten content topics in Home and Career Skills adds a comprehensive rigor to the curriculum.</li> <li>• The Home and Career Skills course affords all students multiple opportunities to read, write, and compute in the context of real-world situations that are relevant to early adolescents. Home and Career Skills projects show students the answer to the question, “Why do I have to know this?”</li> <li>• Middle-level FACS educators, under the leadership of SED’s Office of Standards, Assessment and Reporting, have developed scenarios to assess student mastery of the intermediate NYS FACS and CDOS Learning Standards.             <ul style="list-style-type: none"> <li>○ Scenario assessments are comprehensive, challenging, purposeful, integrated, and standards-based.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Scenarios are real life situations for current or future roles that pose a problem for the student to solve.</li> <li>○ Scenarios require students to apply academics as they relate to Home and Career Skills and the situation of the scenario.</li> <li>○ Scenarios require students to use technology as needed in problem solving.</li> <li>○ NYS Scenario Assessment in Home and Career Skills has provided a national model for states to assess their learning standards.</li> </ul>
<p>3. An organization and structure that support both academic excellence and personal development.</p>	<ul style="list-style-type: none"> <li>● There are many ways to schedule the Home and Career Skills course to support the efforts of teaming (academic and/or unified art curriculum).</li> <li>● The Home and Career Skills curriculum is comprehensive, and practice is needed in applying skills and concepts to daily living. The curriculum can be taught across grades 5, 6, 7, and 8. FACS teachers identify the appropriate topics to be taught at each grade level and differentiate between the level and depth at which the concepts and skills can be taught. The maturity of the student affects the level and sophistication that can be achieved in meeting the objectives. The course should be taught over more than one grade level in order to allow for student maturation and experiences related to their personal development.</li> <li>● Home and Career Skills programs offer connections with the community through service learning opportunities.</li> <li>● Experiential learning is a valuable component of Home and Career Skills.</li> </ul>
<p>4. Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers.</p>	<ul style="list-style-type: none"> <li>● Students enrolled in Home and Career Skills are early adolescents. Adolescent growth and development and developmental psychology are part of the Family and Consumer Sciences undergraduate teacher preparation. FACS teachers recognize the enormous range of individual differences in all areas of development. Home and Career Skills teachers deal with subject matter and issues that are personally relevant to students. The changes that occur during adolescence are an important consideration when planning, implementing, and evaluating the concepts and skills developed throughout the Home and Career Skills curriculum.</li> </ul>

<p>5. Strong educational leadership and a building administration that encourages, facilitates, and sustains involvement, participation, and partnerships.</p>	<ul style="list-style-type: none"> <li>• FACS teachers support building administrators by representing the ideals of their field on a multitude of committees and middle-level initiatives that are intended to improve student learning.</li> </ul>
<p>6. A network of academic and personal support available for students.</p>	<ul style="list-style-type: none"> <li>• Home and Career Skills and academic programs are mutually supportive. Home and Career Skills supports the achievement of academic standards for all students and the classroom affords hands-on, relevant, real-world applications of academic standards in a nurturing environment. Students in Home and Career Skills are provided the opportunity to experience success in attaining academic standards that they may have had difficulty achieving in traditional academic settings. In addition, the integration of academic standards in our curriculum contributes to the ultimate goal of academic intervention services for many of our students.</li> <li>• Home and Career Skills classes consist of heterogeneously grouped students. A team approach is used in adapting instruction for various populations. (FACS teacher, special education teacher, school counselor, nurse, librarian, psychologist, etc.).</li> </ul>
<p>7. Professional training and staff development that are ongoing, planned, purposeful, and collaboratively developed.</p>	<ul style="list-style-type: none"> <li>• Districts should encourage and support Home and Career Skills teachers' attendance at professional training and staff development offerings in both middle-level and FACS initiatives.</li> <li>• Home and Career Skills teachers should be provided with the technology needed to access web-based professional development.</li> </ul>

## V. Message to the Teacher

As a New York State mandate for all students in grades 5 through 8, the Home and Career Skills course introduces all students to the application of the process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the Home and Career Skills curriculum. The content topics fulfill the learning standards developed by National and New York State Family and Consumer Sciences Education and Career Development and Occupational Studies (CDOS) (See Appendix D).

The Home and Career Skills curriculum is in a unique position in the overall middle-level educational environment to support every academic area through its real-world experiences and to prepare students to participate effectively in family, community, and workplace settings. The Home and Careers Skills curriculum serves as a basis and a spring board for a strong high school Career and Technical Education program. Providing a challenging curriculum encourages students to pursue further learning at the high school level.

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their divergent paths. The charge to Family and Consumer Science educators is to empower students by engaging them in experiential activities that will guide them into the future.

## **VI. Curriculum Overview - Home and Career Skills**

### **1. What is Home and Career Skills?**

Home and Career Skills is a New York State mandated course taught in grades 5-8 in the discipline of Family and Consumer Sciences. It is a course designed to prepare students to meet their present and future responsibilities as family and community members, consumers, home managers, and wage earners. The goal is to educate students to think constructively, make sound decisions, solve problems, and manage resources.

### **2. What is the mandated requirement for Home and Career Skills?**

Part 100.4 of the Commissioner's Regulations states that **every student must complete a ¾ unit course in Home and Career Skills by the end of grade 8.** Some schools may find it convenient to schedule one full unit. The curriculum is comprehensive and practice is needed in applying the process skills to daily living. The local school determines how it will meet the requirement. Instruction should not be given prior to grade 5. It is strongly recommended that the entire course should not be taught in grades 5 and 6, but should be taught over multiple grade levels to allow for student maturation and experiences related to their personal development (See Essential Element #3).

### **3. Who can teach Home and Career Skills?**

This course must be taught by a certified Family and Consumer Sciences teacher ( See Essential Element #4).

### **4. How is Home and Career Skills organized?**

Home and Career Skills is organized into four process skills (the “how” of learning) and ten content topics (the “what” of learning). The process skills are not taught as separate entities but are infused into the content areas using the vehicle of essential questions (See Essential Element #2). In order for the full curriculum to be delivered, teachers must attempt to dovetail process skills with content topics.

The process skills include:

- Communication (C)
- Leadership (L)
- Management (M)
- Thinking (T)

The content topics include:

- Community Connections (CC)
- Career Development (CD)
- Clothing Management (CM)
- Consumer Resource Management (CRM)
- Family/Parenting (F)
- Financial Management (FM)

- Human Development (HD)
- Interpersonal Relationships (IR)
- Nutrition and Wellness (NW)
- Personal Environment Management (PEM)

## **5. How does the Home and Career Skills curriculum relate to the Learning Standards?**

This course is the vehicle through which the New York State Intermediate-Level Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) are delivered to students. It also addresses the New York State Intermediate-Level Learning Standards for Career Development and Occupational Studies (Career Development, Integrated Learning, and Universal Foundation Skills). Home and Career Skills can be used as a vehicle to deliver the intermediate standards in the required New York State Parenting course.

In addition, Home and Career Skills supports the New York State Learning Standards taught in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English, and the Arts by providing real-world opportunities in which to apply the key ideas and skills taught in those courses.

Home and Career Skills process skills and content topics align with the National Standards for Family and Consumer Sciences.

### **A. Home and Career Skills Learning Standards Intermediate or Middle School Level**

#### **Standard 1: Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

**Key Idea:** Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

#### **Performance Indicators**

- 1.1 Understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals.
- 1.2 Apply principles of food safety and sanitation.
- 1.3 Recognize the mental, social, and emotional aspects of good health.
- 1.4 Apply decision-making process to dilemmas related to personal health.

Connections to Home and Career Skills	
Process Skills	Content Topics
<ul style="list-style-type: none"> <li>▪ Thinking Skills (T)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Family/Parenting (F)</li> <li>▪ Human Development (HD)</li> <li>▪ Nutrition and Wellness (NW)</li> <li>▪ Personal Environment Management (PEM)</li> </ul>

**Standard 2: Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**Key Idea:** Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

**Performance Indicators**

- 2.1 Demonstrate the principles of safe and healthy childcare.
- 2.2 Know the basics of managing a safe and healthy home.
- 2.3 Use age-appropriate techniques to select and maintain clothing.

Connections to Home and Career Skills	
Process Skills	Content Topics
<ul style="list-style-type: none"> <li>▪ Communication Skills (C)</li> <li>▪ Leadership Skills (L)</li> <li>▪ Management Skills (M)</li> <li>▪ Thinking Skills (T)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career Development (CD)</li> <li>▪ Clothing Management (CM)</li> <li>▪ Community Connections (CC)</li> <li>▪ Consumer Resource Management (CRM)</li> <li>▪ Family/Parenting (F)</li> <li>▪ Human Development (HD)</li> <li>▪ Interpersonal Relationships (IR)</li> <li>▪ Nutrition and Wellness (NW)</li> <li>▪ Personal Environment Management (PEM)</li> </ul>

**Standard 3: Resource Management**

Students will understand and be able to manage their personal and community resources.

**Key Idea:** Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional and academic futures. They will know and access community resources.

### **Performance Indicators**

- 3.1 Understand how the family can provide for the economic, physical, and emotional needs of its members.
- 3.2 Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.
- 3.3 Are able to budget their time and money.
- 3.4 Understand how working contributes to a quality living environment.
- 3.5 Identify their own abilities and interests as possible guides to career choice.

<b>Connections to Home and Career Skills</b>	
<b>Process Skills</b>	<b>Content Topics</b>
<ul style="list-style-type: none"><li>▪ Communication Skills (C)</li><li>▪ Leadership Skills (L)</li><li>▪ Management Skills (M)</li><li>▪ Thinking Skills (T)</li></ul>	<ul style="list-style-type: none"><li>▪ Career Development (CD)</li><li>▪ Clothing Management (CM)</li><li>▪ Community Connections (CC)</li><li>▪ Consumer Resource Management (CRM)</li><li>▪ Family/Parenting (F)</li><li>▪ Financial Management (FM)</li><li>▪ Human Development (HD)</li><li>▪ Interpersonal Relationships (IR)</li><li>▪ Nutrition and Wellness (NW)</li><li>▪ Personal Environment Management (PEM)</li></ul>

## **B. Career Development and Occupational Studies Learning Standards Intermediate or Middle School Level**

### **Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

**Key Idea:** Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

### **Performance Indicators**

- 1.1 Continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.
- 1.2 Demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.
- 1.3 Understand the relationship of personal interests, skills, and abilities to successful employment.
- 1.4 Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
- 1.5 Understand the relationship of personal choices to future career decisions.

Connections to Home and Career Skills	
Process Skills	Content Topics
<ul style="list-style-type: none"> <li>▪ Communication Skills (C)</li> <li>▪ Leadership Skills (L)</li> <li>▪ Management Skills (M)</li> <li>▪ Thinking Skills (T)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career Development (CD)</li> <li>▪ Community Connections (CC)</li> <li>▪ Human Development (HD)</li> <li>▪ Interpersonal Relationships (IR)</li> </ul>

### Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

**Key Idea:** Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

### Performance Indicators

- 2.1 Apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national and international communities.
- 2.2 Solve problems that call for applying academic knowledge and skills.
- 2.3 Use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology).

Connections to Home and Career Skills	
Process Skills	Content Topics
<ul style="list-style-type: none"> <li>▪ Communication Skills (C)</li> <li>▪ Leadership Skills (L)</li> <li>▪ Management Skills (M)</li> <li>▪ Thinking Skills (T)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career Development (CD)</li> <li>▪ Clothing Management (CM)</li> <li>▪ Community Connections (CC)</li> <li>▪ Consumer Resource Management (CRM)</li> <li>▪ Family/Parenting (F)</li> <li>▪ Financial Management (FM)</li> <li>▪ Human Development (HD)</li> <li>▪ Nutrition and Wellness (NW)</li> <li>▪ Personal Environment Management (PEM)</li> </ul>

### Standard 3a – Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

**Key Idea: Basic skills** include the ability to read, write, listen, and speak, as well as perform arithmetical and mathematical functions.

### **Performance Indicator**

3a1.1 Listen to and read ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.

**Key Idea: Thinking skills** lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations.

### **Performance Indicator**

3a2.1 Evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.

**Key Idea: Personal qualities** generally include competence in self-management and the ability to plan, organize, and take independent action.

### **Performance Indicator**

3a3.1 Demonstrate an understanding of the relationships between individuals and society and interact with others in a positive manner.

**Key Idea: Interpersonal qualities** lead to teamwork and cooperation in large and small groups, family, social, and work situations.

### **Performance Indicator**

3a4.1 Demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.

**Key Idea: Technology** is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

### **Performance Indicator**

3a5.1 Select and use appropriate technology to complete a task.

**Key Idea: Information Management** focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

### **Performance Indicator**

3a6.1 Select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).

**Key Idea: Managing Resources** includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

**Performance Indicator**

3a7.1 Understand the material, human, and financial resources needed to accomplish tasks and activities.

**Key Idea: Systems** skills include the understanding of and ability to work within natural and constructed systems.

**Performance Indicator**

3a8.1 Understand the process of evaluating and modifying systems within an organization.

<b>Connections to Home and Career Skills</b>	
<b>Process Skills</b>	<b>Content Topics</b>
<ul style="list-style-type: none"> <li>▪ Communication Skills (C)</li> <li>▪ Leadership Skills (L)</li> <li>▪ Management Skills (M)</li> <li>▪ Thinking Skills (T)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career Development (CD)</li> <li>▪ Clothing Management (CM)</li> <li>▪ Community Connections (CC)</li> <li>▪ Consumer Resource Management (CRM)</li> <li>▪ Family/Parenting (F)</li> <li>▪ Financial Management (FM)</li> <li>▪ Human Development (HD)</li> <li>▪ Interpersonal Relationships (IR)</li> <li>▪ Nutrition and Wellness (NW)</li> <li>▪ Personal Environment Management (PEM)</li> </ul>

**6. Why is it important for students to study Home and Career Skills?**

As technology advances and societies change, the basic needs of food, clothing, shelter, and the desire for nurturing human relationships and satisfying work remain. The Home and Career Skills course is based on the understanding that the ability to reason, to think critically and creatively, and to reflect on one’s actions, will empower students to act responsibly toward themselves, their families, their peers, and the larger society (See Section IV. Essential Elements, #1).

Research has shown that permanent acquisition of knowledge is most likely when learning occurs in context and repeated practice is allowed. The experiential, hands-on, real life nature of Home and Career Skills promotes this type of learning.

## **7. How does Home and Career Skills meet the unique needs of early adolescence?**

Early adolescence encompasses an enormous range of individual differences in all areas of development – biological, social, and cognitive (See Section III. Essential Elements, #1). Since this stage of the life cycle is so intense in character, and teachers are dealing with subject matter and issues which are personally relevant to students, the teachers must keep the significant changes of adolescence clearly in mind when planning, implementing, and evaluating the concepts and skills to be developed throughout the curriculum (See Section IV. Essential Elements, #4).

The Home and Career Skills course affords all students multiple opportunities to read, write, and compute in the context of real-world situations that are relevant to early adolescents. Home and Career Skills projects show students the answer to the question, “Why do I have to know this?” Home and Career Skills is a skills-based curriculum. Students acquire and demonstrate communication, critical and creative thinking, and leadership and management skills that can be applied at home, in school, in the community and in the workplace now and in the future (See Section IV. Essential Elements, #2).

## **8. What is the scope and sequence of Home and Career Skills?**

When Home and Career Skills is taught over multiple grade levels, care must be taken to assure that all process skills and content topics are articulated and integrated. The curriculum can be divided in a variety of ways as long as the developmental level of the affected students is taken into consideration (See Section IV. Essential Element, #2). The charts in **Appendix D** can be used to plan the division of instruction. By inserting lessons taught in the appropriate spaces, the teacher will be able to evaluate whether the complete scope and sequence has been taught by the end of grade 8.

## **9. What instructional strategies best support student learning in Home and Career Skills?**

The purpose of the instructional strategies is to deliver the New York State Learning Standards in Family and Consumer Sciences and Career Development and Occupational Studies as well as applied academics. Teachers should select strategies and sample tasks that are aligned with the key ideas and performance indicators for each standard.

The Home and Career Skills course should be taught using a hands-on, experiential approach to learning so that knowledge and skills are applied in a planned, sequential manner.

Strategies which should incorporate appropriate technology could include, but are not limited to:

- Applied Academics
- Demonstrations
- Experiments
- FCCLA activities

- Group discussions
- Group problem solving
- Interviews
- Laboratory experiences
- Library research
- Multi-age activities
- Preschool activities
- Projects
- Scenarios
- Service learning
- Shadowing

It is recommended that the course be delivered within a laboratory setting and involve a minimum of 75 percent hands-on instruction. The use of real-world relevant tasks, laboratory simulations, scenarios, and community involvement is an integral part of the course as is the use of library research, class discussions, and group activities. The student is expected to be actively involved in learning in a participatory, supportive environment and to have the opportunity to practice and develop skills related to the course content. It should be recognized that through the practical, hands-on coordinated approach of Home and Career Skills, students recognize their responsibility for making choices, for taking action, and also for subsequent consequences.

The Home and Career Skills classroom affords hands-on, relevant, real-world applications of academic standards in a nurturing environment. Students in Home and Career Skills may experience success in attaining academic standards that have given them difficulty in traditional academic settings.

Providing student access to other school staff (e.g., guidance counselors, nurses, librarians, special education teachers, etc.) and community members as speakers or through service learning will strengthen their network of academic and personal support (See Section IV. Essential Elements, #2 and #6).

## **10. How does Home and Career Skills support positive youth development?**

In addition to strong academic achievement, positive youth development is the other pillar upon which successful middle-level education is built. The Home and Career Skills content topics of Human Development and Interpersonal Relationships directly address the personal and social development of each student. The youth development component of middle-level education can be organized as a co-curricular and/or extra-curricular activity. Projects, leadership opportunities, and service learning experiences through Home and Career Skills enhance the process skills and content topics. Students have the advantage of a practical forum to demonstrate leadership skills in an action-oriented format and have the potential for recognition of their achievement at the local, state, and national levels (See Section IV. Essential Element, #6).

## **11. How can special needs students succeed in Home and Career Skills?**

Family and Consumer Science educators acknowledge the need to differentiate instruction, recognize multiple intelligences, and maximize the strengths of varied learning styles to accommodate all students. This can be accomplished through a variety of alternative instructional and assessment strategies. Alternate performance indicators and sample tasks for Family and Consumer Sciences and Career Development and Occupational Studies New York State Learning Standards have been developed for students with special educational needs. The alternate performance indicators and sample tasks can be accessed at the New York State Education Department website [www.nysed.gov/vls](http://www.nysed.gov/vls). Information on adapting space and equipment for these students can be found in the Family and Consumer Sciences Facilities Guide at [www.emsc.nysed.gov/workforce/FACSE2/facsc.html](http://www.emsc.nysed.gov/workforce/FACSE2/facsc.html)

## **12. How can Home and Career Skills programs and student achievement of the New York State Family and Consumer Sciences Learning Standards be assessed?**

### **Program Assessment**

Program assessment should be an ongoing departmental activity. Teachers and administrators can evaluate Home and Career Skills programs using the Rubric “**The Middle-Level Checklist for Home and Career Skills.**” (See Appendix D) The Checklist includes program indicators for student performance, collaboration, curriculum, integration, youth development, professional staff, administrative support, scheduling/student access, instructional technology, facilities/equipment, and resources.

### **Student Assessment**

Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those skills to real-world situations through the use of:

- Authentic assessments
- Math computations
- Written reflections
- Tests and quizzes
- Public speaking
- Projects
- Portfolios
- Laboratories
- Scenarios

Scenario assessments are comprehensive, challenging, purposeful, integrated- and standards-based. Scenarios are real-life situations for current or future roles in which a problem is posed for the student to solve. Scenarios require students to apply academics as they relate to Home and Career Skills and the situation of the scenario. They require students to use technology as needed in problem solving and are assessed through the use of rubrics. Rubrics can also be used for evaluation along with other forms of assessments, such as portfolios, laboratories, projects,

etc. (See Section III. Essential Element, #2) (See New York State Education Department Middle-Level Checklist for Home and Career Skills at: [www.emsc.nysed.gov/rss/mle/clmemo.html](http://www.emsc.nysed.gov/rss/mle/clmemo.html))

A bank of scenarios, based on the Home and Career Skills process areas and content topics, has been developed and is available at:

<http://www.emsc.nysed.gov/workforce/FACSE2/fcscenario.html>

To develop valid and reliable scenarios, link to:

<http://www.emsc.nysed.gov/workforce/FACSE2/facsdocs/NYFACSfinal4.pdf>

## VII. Introduction to Process Skills

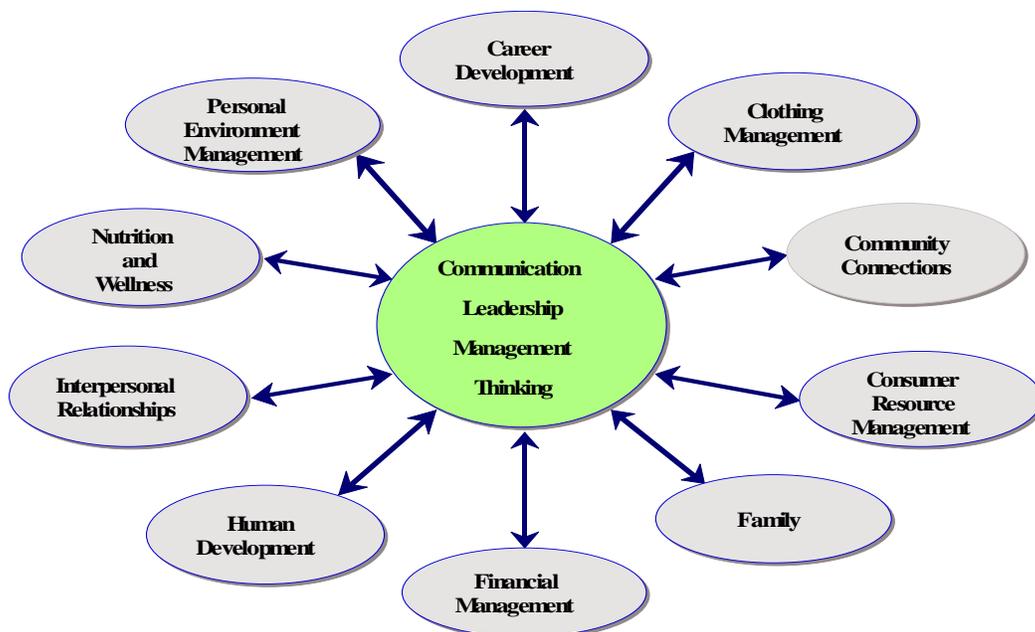
Process is a vehicle for obtaining, analyzing, and using content. Process skills are the “how” of learning while content is the “what” of learning. The emphasis on process skills within Home and Career Skills is grounded in needs and issues of society and in developments in Family and Consumer Sciences Education.

The need for process in education was emphasized in the report of the Secretary’s Commission on Achieving Necessary Skills (SCANS). Based on information gathered from businesses and industries across the country, the SCANS determined that process-oriented foundations and competencies are “at least as important as technical expertise...The competencies represent the attributes that today’s high performance employer seeks in tomorrow’s employee” (U.S. Department of Labor). The SCANS foundations and competencies harmonize closely with process skills developed through Family and Consumer Sciences. The New York State Education Department has adapted the SCANS skills into the Career Development and Occupational Studies (CDOS) Universal Foundation Skills (See Appendix D).

Most process skills related to Family and Consumer Sciences can be categorized into four organizing skills:

- ❖ Communication (C)
- ❖ Leadership (L)
- ❖ Management (M)
- ❖ Thinking (T)

These process skills were selected in order to create a manageable structure for the development of essential questions for the Home and Career Skills curriculum.



- A. **Communication Skills (C)** *How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?*

**Standards Connections**

**Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.**

### Rationale

Communication is the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver. Communication process skills are first experienced and learned within the social environment of the family. The process of learning to be an effective communicator begins in infancy, with babies and care givers engaging in interactive behaviors. As communication learning continues, families, schools, and communities play critical roles in expanding students' communication skills.

Communication process skills include listening, speaking, reading, and writing. Together they build a sense of cohesiveness within family, school, work, and community settings. They are a powerful cultural tool, a means for creating a sense of group identity through exchange of values, expectations, and ways of thinking and perceiving. Conflict management is facilitated when individuals are able to express their own ideas and assert their own views effectively, while at the same time listening to and respecting the views of others. Effective communication skills help students meet the challenges of living and working in a diverse global society (National Standards for Family and Consumer Sciences, Appendix D).

### Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academics concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

## **Performance Objectives and Supporting Competencies for Communication Skills**

### **Communication Skills Performance Objective 1**

#### **C.1 Demonstrate communication skills that contribute to positive relationships.**

##### **Communication Skills Objective 1 Supporting Competencies**

- C.1.1 Examine the roles and functions of communications in family, school, work, and community settings.
- C.1.2 Examine communication styles and their effects on relationships.
- C.1.3 Describe types of communication and characteristics of effective communication.
  - Verbal
  - Nonverbal
- C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- C.1.5 Distinguish between hearing and listening.
- C.1.6 Demonstrate effective (active) listening and feedback techniques.
- C.1.7 Examine barriers to communication in family, school, work, and community settings.
- C.1.8 Demonstrate effective communication skills in a group setting to accomplish a task.
- C.1.9 Demonstrate effective communication skills in family, school, work, and community settings.

**B. Leadership Skills (L)** *How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?*

**Standards Connections**

**Leadership Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management, and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.**

**Rationale**

Leadership process skills include helping a group, such as a family, school, or community shape a vision of purpose and goals, and encouraging others to commit themselves to accomplishing that vision. Being a responsible leader requires taking action for the common good of the group.

Leaders tell, sell, participate, and delegate, using different strategies at different times and with different group members, in order to involve and encourage everyone toward achieving the shared vision. Leadership skills are embraced in Home and Career Skills classes as students develop a common vision, cooperate with each other, and assume shared responsibility for their family, school, work, and community settings (National Standards for Family and Consumer Sciences, Appendix D).

**Key Ideas**

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop

competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

## **Performance Objectives and Supporting Competencies for Leadership Skills**

### **Leadership Skills Performance Objective 1**

**L.1 Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.**

#### **Leadership Skills Objective 1 Supporting Competencies**

- L.1.1 Examine the roles and functions of teamwork and leadership in family, school, work, and community settings.
- L.1.2 Identify qualities of effective leaders.
- L.1.3 Identify qualities of effective team members.
- L.1.4 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- L.1.5 Demonstrate strategies to motivate and encourage group members.
- L.1.6 Create strategies to utilize the strengths and limitations of team members.
- L.1.7 Demonstrate techniques that develop team and community spirit.
- L.1.8 Demonstrate ways to organize and delegate responsibilities.
- L.1.9 Create strategies to integrate new members into the team.
- L.1.10 Demonstrate processes for cooperating, compromising, and collaborating.
- L.1.11 Demonstrate leadership and teamwork in a group setting to accomplish tasks.
- L.1.12 Demonstrate leadership and teamwork in family, school, work, and community settings.

**C. Management Skills (M)** *How can I develop effective management skills in order to achieve goals for self, family, school, work, and community?*

### **Standards Connections**

**Management Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.**

#### **Rationale**

Management process skills are used to carry out actions in order to meet individual, family, school, work, and community needs. They include goal setting, planning, implementing, evaluating, problem solving, and decision making. Management involves determining the goals that can be realistically accomplished; planning the steps to take and resources to use; carrying out the plan in an efficient and cost effective way; and evaluating the implementation process and the result. Students in Home and Career Skills classes practice managing resources such as time, talent, energy, and money, in order achieve goals for self, family, school, work, and community (National Standards for Family and Consumer Sciences, Appendix D).

#### **Key Ideas**

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop

competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

## **Performance Objectives and Supporting Competencies for Management Skills**

### **Management Skills Performance Objective 1**

**M.1 Explain the importance of effective management of resources in a variety of relevant life situations.**

#### **Management Skills Objective 1 Supporting Competencies**

M.1.1 Explain *management* as it relates to personal, family, and work life.

M.1.2 Compare ways in which different people make different choices in the same situation.

### **Management Skills Performance Objective 2**

**M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).**

#### **Management Skills Objective 2 Supporting Competencies**

M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

### **Management Skills Performance Objective 3**

**M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.**

### **Management Skills Objective 3 Supporting Competencies**

- M.3.1 Define *needs, wants, values, goals, and standards*.
- M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.
- M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

### **Management Skills Performance Objective 4**

**M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.**

### **Management Skills Objective 4 Supporting Competencies**

- M.4.1 Define *resources*
- M.4.2 Classify human, economic, and environmental resources.
- M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
- M.4.4 Describe several ways to substitute or increase resources by combining them.
- M.4.5 Give examples and demonstrate how resources have credibility, change over the lifespan, and are influenced by changing needs and goals and availability.
- M.4.6 Determine individual and family responsibility in relation to the environmental trends and issues.
- M.4.7 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.

### **Management Skills Performance Objective 5**

**M.5 Apply the decision-making process in a logical, sequential manner to relevant life situations involving a choice.**

### **Management Skills Objective 5 Supporting Competencies**

- M.5.1 Define *decision making*.
- M.5.2 State sequentially the basic steps in the decision-making process.
- M.5.3 Apply the steps sequentially to make a decision.
- M.5.4 Apply the decision-making process in family, school, work, and community settings.

### **Management Skills Performance Objective 6**

**M.6 Use the problem-solving process to identify appropriate solutions, in a logical and sequential manner, and apply the solution chosen to real-life problem situations.**

## **Management Skills Objective 6 Supporting Competencies**

- M.6.1 Define *problem solving*.
- M.6.2 State sequentially the basic steps in the problem-solving process.
- M.6.3 Apply the steps sequentially to solve a problem situation.
- M.6.4 Apply the problem-solving process to solve problems in family, school, work, and community settings.
- M.6.5 Explain the appropriateness of alternative solutions.

## **Management Skills Performance Objective 7**

**M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.**

## **Management Skills Objective 7 Supporting Competencies**

- M.7.1 Define *goal*.
- M.7.2 Distinguish between long-term and short-term goals.
- M.7.3 State sequentially the basic steps in the goal-setting process.
- M.7.4 Apply the steps sequentially to achieve a goal.
- M.7.5 Apply the goal-setting process to set goals in family, school, work, and community settings.

## **Management Skills Performance Objective 8**

**M.8 Demonstrate management of individual and family resources, including food, clothing, shelter, money, time, and personal energy.**

## **Management Skills Objective 8 Supporting Competencies**

- M.8.1 Apply management skills to organize tasks and responsibilities.
- M.8.2 Implement management skills in the planning, purchasing, preparing, serving, and storing of safe and nutritious food.
- M.8.3 Implement management skills in the purchasing, creating, and/or maintenance of clothing
- M.8.4 Implement management skills involving personal space, housing, and furnishings.
- M.8.5 Implement management skills involving money.
- M.8.6 Implement management skills involving time.
- M.8.7 Implement management skills involving personal energy.

## **Management Skills Performance Objective 9**

**M.9 Demonstrate management of individual and family resources in family, school, work, and community settings.**

## **Management Skills Objective 9 Supporting Competencies**

- M 9.1 Allocate individual and family resources to complete a task.

**D. Thinking Skills (T)** *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

### **Standards Connections**

**Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.**

### **Rationale**

Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New York State Learning Standards for Career Development and Occupational Studies). Home and Career Skills classes provide students with opportunities to apply thinking strategies that are purposeful, reasonable, and goal-directed so that they may increase the probability of achieving desirable outcomes.

Two major types of thinking skills are critical thinking and creative thinking. Critical thinking emphasizes examination and critique of information in order to gain insight into meanings and interpretations. Home and Career Skills classes provide students with opportunities to use critical thinking skills to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values.

Creative thinking, in contrast, is the use of innovative, exploratory approaches to generate ideas. Home and Career Skills classes provide an environment where unusual ideas are valued and perspectives and explanations other than those which are immediately apparent are encouraged (National Standards for Family and Consumer Sciences, Appendix D).

### **Key Ideas**

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

## **Performance Objectives and Supporting Competencies for Thinking Skills**

### **Thinking Skills Performance Objective 1**

**T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.**

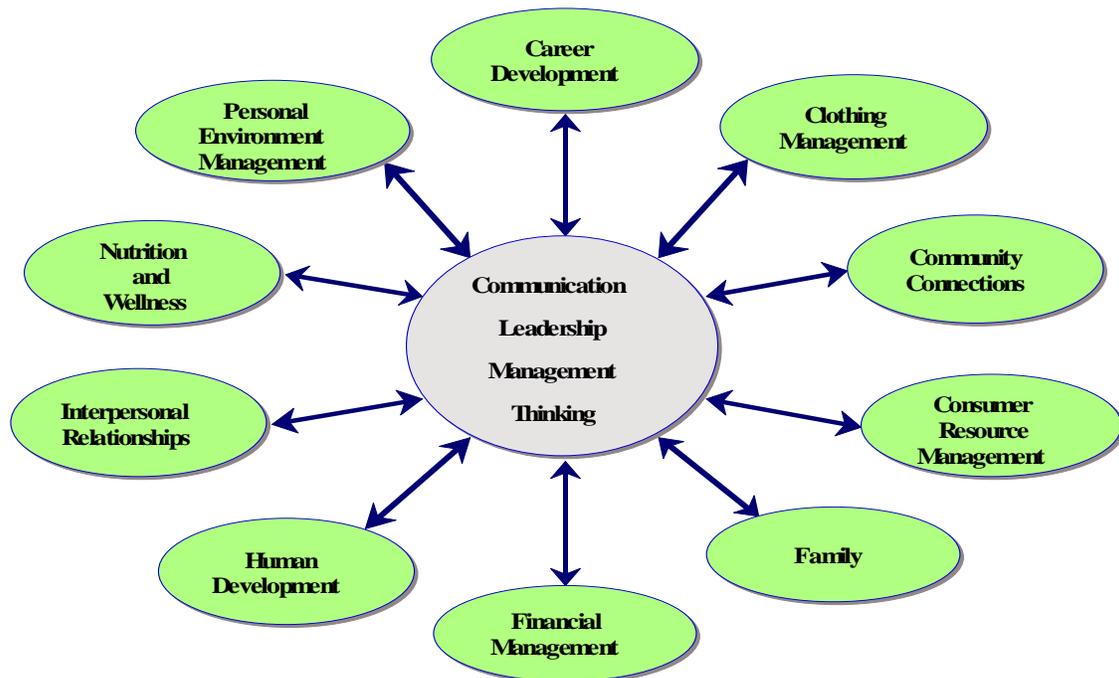
#### **Thinking Skills Objective 1 Supporting Competencies**

- T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
- T.1.2 Describe creative thinking skills.
- T.1.3 Describe critical thinking skills.
- T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.

## VIII. Introduction to Content Topics

Content is the essential knowledge and skills required by students for success in family, school, work, and community settings. Content is the “what” of learning while process skills are the “how” of learning. The content within Home and Career Skills is grounded in the needs and issues of society and in developments in Family and Consumer Sciences Education. Most content related to Family and Consumer Sciences can be categorized into ten organizing topics. These content topics were selected in order to create a manageable structure for the development of essential questions for the Home and Career Skills curriculum. The content topics are aligned with The National Standards for Family and Consumer Sciences, the New York State Learning Standards for Family and Consumer Sciences, the New York State Learning Standards for Career Development and Occupational Studies, and the New York State Middle-Level Policy. The Content Topics are listed alphabetically with all topics being equally important:

- ❖ Career Development (CD)
- ❖ Clothing Management (CM)
- ❖ Community Connections (CC)
- ❖ Consumer Resource Management (CRM)
- ❖ Family/Parenting (F)
- ❖ Financial Management (FM)
- ❖ Human Development (HD)
- ❖ Interpersonal Relationships (IR)
- ❖ Nutrition and Wellness (NW)
- ❖ Personal Environment Management (PEM)



A. **Career Development (CD)** *How can I develop skills to help me find meaningful work and determine the role work will play in my life?*

**Standards Connections**

Career Development supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

**Rationale**

The purpose of this content topic is to provide opportunities for students to apply communication, leadership, management, and thinking skills to career development. Home and Career Skills classes encourage students to form tentative career plans. The Career Development content topic offers Home and Careers Skills students the opportunity to apply the process skills through learning experiences that will help them to anticipate the future, identify employability traits, examine their relationship to the work environment, and to explore career possibilities including entrepreneurship. Students will also analyze strategies to manage individual, family, school, career, and community roles and responsibilities. Career paths in Career Development will be identified.

**Key Ideas**

NYS FACS 2 – Students can demonstrate the skills necessary to maintain their workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 – Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

NYS CDOS 3a – (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Technology) Students will use available resources to design and create things to satisfy personal and societal needs and wants.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

(Systems) Students will understand and be able to work within natural and constructed systems.

## **Performance Objectives and Supporting Competencies for Career Development**

### **Career Development Performance Objective 1**

**CD.1 Describe worker characteristics that contribute to the success of the individual and/or group, in a variety of work environments.**

#### **Career Development Objective 1 Supporting Competencies**

- CD.1.1 Compare the similarities and differences between home, school, and work environments.
- CD.1.2 Identify worker behaviors and characteristics which contribute to the success of the individual and/or group in home, school, work, and/or community settings (i.e. cooperation, compromise, assertiveness, integrity).
- CD.1.3 Explain how a variety of cooperative behaviors in the work environment may be needed to enable *all* persons (e.g., ethnic groups, gender, disabled) to be productive and to demonstrate their capabilities.

## **Career Development Performance Objective 2**

**CD.2 Describe reasons for working in a variety of paid and unpaid work environments.**

### **Career Development Objective 2 Supporting Competencies**

- CD.2.1 Describe tangible and intangible rewards of paid work.
- CD.2.2 Describe tangible and intangible rewards of unpaid work.
- CD.2.3 Discuss the *value of work* to the worker and to society.
- CD.2.4 Discuss *job satisfaction* and how it may change over time.

## **Career Development Performance Objective 3**

**CD.3 Demonstrate transferable and employability skills that contribute to the success of the individual and/or group, in a variety of workplace settings.**

### **Career Development Objective 3 Supporting Competencies**

- CD.3.1 Demonstrate worker behaviors and characteristics which contribute to the success of the individual and/or group in home, school, work, and/or community settings (e.g., cooperation, compromise, assertiveness, integrity, communication skills, teamwork skills, leadership skills, work ethics, professionalism).
- CD.3.2 Show how a variety of cooperative behaviors in the work environment may be needed to enable *all* persons to be productive and to demonstrate their capabilities.
- CD.3.3 Demonstrate job seeking and job keeping skills.
- CD.3.4 Apply successful worker behaviors and characteristics at home, school, and in the community.

## **Career Development Performance Objective 4**

**CD.4 Describe changes in society likely to occur in the near future as a result of technology and changing roles of people.**

### **Career Development Objective 4 Supporting Competencies**

- CD.4.1 Describe effects of technology on work, leisure and society.
- CD.4.2 Discuss changing roles of people and interrelationships and their effects on the home, school, work and community environments.
- CD.4.3 Describe effects of increased lifespan.
- CD.4.4 Identify changes likely to occur in the home, school, work, and community environments in the future.
- CD.4.5 Describe how employment opportunities can be expanded for *all* individuals.

## **Career Development Performance Objective 5**

**CD.5 Apply the process skills to career planning using related evaluation instruments.**

### **Career Development Objective 5 Supporting Competencies**

- CD.5.1 Identify and use available career resources to obtain information about careers and employment trends.
- CD.5.2 Identify career clusters and opportunities for the development of transferable skills.
- CD.5.3 Identify career paths in the Family and Consumer Sciences field.
- CD.5.4 Examine potential career choices to determine the knowledge, skills, and attitudes associated with each.
- CD.5.5 Match career characteristics and personal characteristics (e.g., abilities, values, interests, personality traits) and use as a guide in career planning.
- CD.5.6 Formulate a personal tentative career plan which includes short-range and long-range steps needed to carry out the career plan.
- CD.5.7 Apply career information to complete the New York State *Career Plan* (Intermediate Level).

## **Career Development Performance Objective 6**

**CD.6 Determine personal interests and explore the suitability of entrepreneurship as a career choice.**

### **Career Development Objective 6 Supporting Competencies**

- CD.6.1 Explain the concept of *entrepreneurship*.
- CD.6.2 Identify advantages and disadvantages of entrepreneurship.
- CD.6.3 Identify personal traits which would lead to success as an entrepreneur.
- CD.6.4 Assess personal interests and abilities relative to becoming an entrepreneur.

## **Career Development Performance Objective 7**

**CD.7 Analyze factors leading to success of a small enterprise.**

### **Career Development Objective 7 Supporting Competencies**

- CD.7.1 Explain the contributions of the worker to the enterprise.
- CD.7.2 Observe and discuss the personal interrelationships among workers and management which lead to success or to difficulties.
- CD.7.3 Promote a product or service to be sold.
- CD.7.4 Prepare simple records needed for successful operation.

## **Career Development Performance Objective 8**

**CD.8 Analyze strategies to manage individual, family, school, career, and community roles and responsibilities.**

### **Career Development Objective 8 Supporting Competencies**

- CD.8.1 Examine policies, issues, and trends in the workplace and community that impact individuals and families.
- CD.8.2 Analyze the impact of social, economic, and technological change on work and family.
- CD.8.3 Analyze the potential impact of career path decisions on balancing work and family.
- CD.8.4 Determine goals for lifelong learning and leisure opportunities.
- CD.8.5 Identify skills and knowledge needed to develop a life plan for achieving individual, family, and career goals.

B. **Clothing Management (CM)** *How can I develop skills that demonstrate effective clothing management and that show how clothing decisions affect me?*

### **Standards Connections**

**Clothing Management supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies 2 – Integrated Learning and 3a – Universal Foundation Skills.**

#### **Rationale**

The purpose of this content topic is to provide opportunities for students to apply the communication, leadership, management, and thinking skills to clothing and/or textile items. Clothing Management offers the Home and Career Skills student the opportunity to exercise independence, while learning and practicing the process skills through clothing/textile item selection, construction, care, repair, and personal style. Career paths in clothing, design, and textiles will also be identified.

#### **Key Ideas**

NYS FACS 2 – Students will be able to select and maintain safe and comfortable apparel for their homes and workplaces.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will know and access community resources.

NYS CDOS 2 – Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a – (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Technology) Students will use available resources to design and create things to satisfy personal and societal needs and wants.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use financial and human resources, and the elements of time and materials to successfully carry out a planned activity.

(Systems) Students will understand and be able to work within natural and constructed systems.

## **Performance Objectives and Supporting Competencies for Clothing Management**

### **Clothing Management Performance Objective 1**

**CM.1 Determine and carry out a procedure required to extend the wearability and usability of a clothing or accessory item.**

#### **Clothing Management Objective 1 Supporting Competencies**

- CM.1.1 Identify common hand sewing equipment and supplies.
- CM.1.2 Demonstrate safe use and storage of hand sewing equipment.
- CM.1.3 Demonstrate simple, basic hand sewing techniques needed for creating or repairing a textile product by using appropriate tools, equipment, and supplies.
- CM.1.4 Use creative ideas and materials to personalize an individual project.

### **Clothing Management Performance Objective 2**

**CM.2 Develop criteria to be considered when selecting clothing and/or accessory items, investigate sources for the purchase, and suggest alternative ways of obtaining items.**

#### **Clothing Management Objective 2 Supporting Competencies**

- CM.2.1 Identify characteristics of fiber performance, quality construction, durability, and style.
- CM.2.2 Use available textile legislation, standards, and labeling to make wise consumer selections.
- CM.2.3 Identify means and sources of acquiring clothing and accessories.
- CM.2.4 Assess alternatives to purchasing clothes by using personal and family resources.

### **Clothing Management Performance Objective 3**

**CM.3 Demonstrate skills needed to produce, alter, or repair clothing, accessories, and/or other textile products.**

#### **Clothing Management Objective 3 Supporting Competencies**

- CM.3.1 Identify common equipment and supplies used in machine sewing.
- CM.3.2 Demonstrate safe use and storage of equipment used in machine sewing.

- CM.3.3 Identify procedures required to extend the wearability and usability of a clothing or accessory item.
- CM.3.4 Demonstrate basic machine sewing techniques needed for creating or repairing a textile product by using appropriate tools, equipment, and supplies.
- CM.3.5 Use creative ideas and materials to personalize an individual and/or group project.

#### **Clothing Management Performance Objective 4**

**CM.4 Determine individual needs, wants, and values, and select appropriate clothing for relevant situations without exceeding financial and other resources.**

#### **Clothing Management Objective 4 Supporting Competencies**

- CM.4.1 Inventory personal wardrobe, noting condition and current appropriateness.
- CM.4.2 Identify and prioritize personal wardrobe needs, wants, and values related to clothing.
- CM.4.3 Identify appropriate clothing for individual's roles and activities.
- CM.4.4 Select wardrobe items based on personal finances and other resources.

#### **Clothing Management Performance Objective 5**

**CM.5 Determine and carry out a procedure required to extend the wearability and usability of a clothing item or accessory item.**

#### **Clothing Management Objective 5 Supporting Competencies**

- CM.5.1 Identify daily, weekly, and seasonal care of clothing and accessories.
- CM.5.2 Use care label information to select appropriate procedures for care of clothing and accessories.
- CM.5.3 Compare costs of laundering and dry cleaning clothing.

#### **Clothing Management Performance Objective 6**

**CM.6 Identify career paths in the textiles and apparel field.**

#### **Clothing Management Objective 6 Supporting Competencies**

- CM.6.1 Investigate a career in Clothing or Textiles and identify the pathways used to reach that career.

**c. Community Connections (CC)** *How can I integrate multiple life roles and responsibilities into family, school and community settings?*

**Standards Connections**

**Community Connections supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Learning Standard 1 – Career Development, 2 – Integrated Learning, and 3a -Universal Foundation Skills.**

**Rationale**

The purpose of this content topic is to provide opportunities for students to apply the communication, leadership, management, and thinking process skills when making connections through individual or group service in their family, school, work, and community settings. By integrating knowledge, skills, and practices often acquired through the Home and Career Skills curriculum, students will enhance their learning through positive actions. Students will analyze the impact of participation in community activities on their families, school, work, and community. Career paths in Community Connections will also be identified.

**Key Ideas**

NYS FACS 2 – Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused

observation and allow the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Technology) Students will use available resources to design and create things to satisfy personal and societal needs and wants.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use financial and human resources, and the elements of time and materials to successfully carry out a planned activity.

(Systems) Students will understand and be able to work within natural and constructed systems.

## **Performance Objectives and Supporting Competencies for Community Connections**

### **Community Connections Performance Objective 1**

**CC.1 Analyze the impact of participation in a local and/or global community activity.**

#### **Community Connections Objective 1 Supporting Competencies**

- CC.1.1 Identify community goals, resources, and systems of support available to individuals and families.
- CC.1.2 Analyze the reciprocal impact of individual participation in community activities.
- CC.1.3 Determine skills that provide beneficial services to the community.
- CC.1.4 Arrange a plan to develop skills that provide beneficial services to the community.

**Community Connections Performance Objective 2**

**CC. 2 Describe conditions of human dependence across the lifespan and demonstrate means of providing care and understanding for other age groups.**

**Community Connections Objective 2 Supporting Competencies**

- CC.2.1 Identify needs of individuals at various life stages and discuss when people are more and less dependent on others.
- CC.2.2 Explore the role adolescents can play in providing for the needs and enhancing the lives of others (e.g., elderly, disabled, infants and children, families).

D. **Consumer Resource Management (CRM)** *How can I develop skills that demonstrate responsible consumer practices?*

### **Standards Connections**

**Consumer Resource Management supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Learning Standard 2 – Integrated Learning, and 3a – Universal Foundation Skills.**

#### **Rationale**

The purpose of this content topic is to provide opportunities for students to apply the communication, leadership, management, and thinking skills to consumerism. Through Home and Career Skills classes, students will develop the knowledge and skills needed to become responsible consumers. Consumer Resource Management will provide students with the tools needed to deal with a myriad of products and services available for the individual and family, and will help them to exercise their rights and responsibilities in allocating resources. Career paths in Consumer Resource Management will be identified.

#### **Key Ideas**

NYS FACS 2 – Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of

knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use financial and human resources, and the elements of time and materials to successfully carry out a planned activity.

(Systems) Students will understand and be able to work within natural and constructed systems.

## **Performance Objectives and Supporting Competencies for Consumer Resource Management**

### **Consumer Resource Management Performance Objective 1**

**CRM.1 Identify various influences on the individual's and/or family's role as consumers, related to relevant consumer issues.**

#### **Consumer Resource Management Objective 1 Supporting Competencies**

- CRM.1.1 Distinguish between the influence of different individual and family priorities, needs, wants, and values on consumer decisions.
- CRM.1.2 Identify and describe the influence media and advertising have on consumer decision making.
- CRM.1.3 Analyze the influence peers have on consumer decisions across the lifespan.
- CRM.1.4 Determine the influence that availability of the resources of time, effort, money, and skills have on consumer decisions.
- CRM.1.5 Evaluate technology's influence on products and services and its impact on consumer decision making.
- CRM.1.6 Identify environmental and social issues that impact the rights of others in the context of consumer decisions.

## **Consumer Resource Management Performance Objective 2**

**CRM.2 Identify guidelines for consumers that include the roles of consumers in the marketplace and consumer rights and responsibilities.**

### **Consumer Resource Management Objective 2 Supporting Competencies**

- CRM.2.1 Describe the role of the responsible consumer in the local and/or global marketplace.
- CRM.2.2 Differentiate between consumer rights and responsibilities.
- CRM.2.3 Examine State and federal policies and laws providing consumer protection.
- CRM.2.4 Identify consumer protection agencies which assist the consumer in ensuring consumer rights.
- CRM.2.5 Describe adaptations and accommodations which have been made in response to rights and responsibilities for persons with disabilities as consumers.

## **Consumer Resource Management Performance Objective 3**

**CRM.3 Conduct a comparison-shopping experience culminating in a decision of whether or not to make a purchase, and if so, which product or service to purchase.**

### **Consumer Resource Management Objective 3 Supporting Competencies**

- CRM.3.1 Analyze needs and wants, relating them to personal and/or family goals and the rights and responsibilities of consumers.
- CRM.3.2 Identify possible alternatives and resources available to conduct a comparison-shopping experience.
- CRM.3.3 Access information on a specific product or service and conduct comparison-shopping.
- CRM.3.4 Use information on a product or service to make the most appropriate choice, and evaluate the decision and the comparison-shopping process.

## **Consumer Resource Management Performance Objective 4**

**CRM.4 Identify career paths in the consumer services field.**

### **Consumer Resource Management Objective 4 Supporting Competencies**

- CRM 4.1 Investigate a career in Consumer Resource Management and identify the pathways used to reach that career.

**E. Family/Parenting (F)** *How are the family and parenting important, and how do they impact the well-being of individuals and families?*

### **Standards Connections**

**Family/Parenting supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 – Resource Management; and NYS Career Development and Occupational Studies 2 – Integrated Learning, and 3a – Universal Foundation Skills.**

#### **Rationale**

The purpose of this content topic is to provide opportunities for students to apply the communication, leadership, management, and thinking skills to issues impacting the well-being of individuals and families. A healthy family cultivates and maintains positive relationships among its members, and uses support systems and services when necessary. The experiences in Home and Career Skills classes assist students in identifying traits of a healthy family and develop understanding of parenting roles and responsibilities. Students will understand human growth and development of individuals and families across the lifespan. Career paths in Family/Parenting and related services will be identified.

#### **Key Ideas**

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Technology) Students will use available resources to design and create things to satisfy personal and societal needs and wants.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use financial and human resources, and the elements of time and materials to successfully carry out a planned activity.

(Systems) Students will understand and be able to work within natural and constructed systems.

## **Performance Objectives and Supporting Competencies for Family/Parenting**

### **Family/Parenting Performance Objective 1**

**F.1 Evaluate the significance of family and its impact on the well-being of individuals and society.**

#### **Family/Parenting Objective 1 Supporting Competencies**

- F.1.1 Examine family as the basic unit of society.
- F.1.2 Determine the role of family in transmitting societal expectations.
- F.1.3 Examine global influences on today's society.
- F.1.4 Examine the role of family in teaching culture and traditions across the lifespan.
- F.1.5 Examine the role of family in developing independence, interdependence and commitment of family members.
- F.1.6 Distinguish between heredity and environmental influences by citing examples of each.
- F.1.7 Discuss how environmental conditions can nurture or impede development.
- F.1.8 Determine the impact of change and transitions on the family.
- F.1.9 Identify structural patterns of families.
- F.1.10 Identify the family as a major environmental influence and recognize that this relationship remains as structural patterns of families change.
- F.1.11 Determine the influence of family security, love, recognition, and respect on an individual's self-concept and personality.

- F.1.12 Demonstrate an appreciation for diverse perspectives, needs, and characteristics of individuals and families.
- F.1.13 Identify support groups, agencies, and organizations which assist the family in carrying out its basic functions.

**Family/Parenting Performance Objective 2**

**F.2 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.**

**Family/Parenting Objective 2 Supporting Competencies**

- F.2.1 Identify roles and responsibilities of parenting.
- F.2.2 Analyze physical, social, and emotional factors related to readiness for parenting.

**Family/Parenting Performance Objective 3**

**F.3 Identify career paths in the human services field.**

**Family/Parenting Objective 3 Supporting Competencies**

- F. 3.1 Investigate a career in Human Services and identify the pathways used to reach that career.

**F. Financial Management (FM)** *How can I develop skills that demonstrate effective money management?*

**Standards Connections**

**Financial Management supports the NYS Family and Consumer Sciences Learning Standards 3 – Resource Management and NYS Career Development and Occupational Studies 2 – Integrated Learning, and 3a – Universal Foundation Skills.**

**Rationale**

The purpose of this content topic is to provide opportunities for students to apply the communication, leadership, management, and thinking skills to Financial Management. The students in Home and Career Skills classes develop the knowledge and skills needed to make optimum use of financial resources to meet the goals of individuals and families across the lifespan. Career paths in financial management will be identified.

**Key Ideas**

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 2 - Students will use essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use financial and human resources, and the elements of time and materials to successfully carry out a planned activity.

## **Performance Objectives and Supporting Competencies for Financial Management**

### **Financial Management Performance Objective 1**

**FM.1 Demonstrate the need for financial management to meet the goals of individuals and families across the lifespan.**

#### **Financial Management Objective 1 Supporting Competencies**

FM.1.1 Examine the need for personal and family financial planning.

### **Financial Management Performance Objective 2**

**FM.2 Develop a personal spending and saving plan (budget) to meet established goals based on financial management principles.**

#### **Financial Management Objective 2 Supporting Competencies**

FM.2.1 Identify individual needs for money.

FM.2.2 Identify “reasonable” individual wants.

FM.2.3 Establish financial goals based on needs and wants.

FM.2.4 Identify and evaluate potential sources of income and types of expenses.

FM.2.5 Formulate a personal plan (budget) for use of money.

FM.2.6 Identify factors which lead to successful financial management.

### **Financial Management Performance Objective 3**

**FM.3 Evaluate safe, efficient, and profitable methods of saving money.**

#### **Financial Management Objective 3 Supporting Competencies**

FM.3.1 Identify the purpose of saving money.

FM.3.2 Survey safe, efficient, and profitable ways to save money.

FM.3.3 Describe banking services available for saving and the procedures for acquiring and using each.

FM.3.4 Cite criteria for judging an effective saving plan.

FM.3.5 Explain interest earned in relation to financial management.

#### **Financial Management Performance Objective 4**

**FM.4 Evaluate the use of financial services for paying for purchases (e.g., checking accounts, credit cards, debit cards, automated teller machines (ATMs), layaway plan).**

#### **Financial Management Objective 4 Supporting Competencies**

- FM.4.1 Identify the advantages and disadvantages of various ways to pay for purchases.
- FM.4.2 Describe banking services available for paying for purchases and the procedures for acquiring and using each.
- FM.4.3 Demonstrate the use and maintenance of a checking account.
- FM.4.4 Describe effective use of credit cards and the avoidance of excessive debt.
- FM.4.5 Explain interest in relation to financial management.

#### **Financial Management Performance Objective 5**

**FM.5 Identify procedures that can protect personal funds and avoid unnecessary risk, and apply the procedures appropriate to an individual's real life situations.**

#### **Financial Management Objective 5 Supporting Competencies**

- FM.5.1 Identify situations when money needs to be protected.
- FM.5.2 Demonstrate procedures to follow to prevent extortion and stealing of personal funds.
- FM.5.3 Identify obligations assumed when entering into a loan agreement (e.g., friends, family, and bank).
- FM.5.4 Describe problems created by overextending oneself through family or peer borrowing.
- FM.5.5 State procedures to be followed to prevent excessive debt including bankruptcy.
- FM.5.6 Design a plan for protecting and managing personal funds.

#### **Financial Management Performance Objective 6**

**FM.6 Identify career paths in the finance field.**

#### **Financial Management Objective 6 Supporting Competencies**

- FM 6.1 Investigate a career in Financial Management and identify the pathways used to reach that career.

**G. Human Development (HD)** *What are the roles and functions of individuals at each stage of the lifecycle?*

**Standards Connections**

Human Development supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

**Rationale**

The purpose of this content topic is to provide opportunities for students to apply the communication, leadership, management, and thinking skills to Human Development. Through a variety of engaging activities, students in Home and Career Skills classes learn to recognize personal strengths, aptitudes, and interests; and ways to work out problems and make decisions as part of daily living. Career paths in Human Development will be identified.

**Key Ideas**

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Technology) Students will use available resources to design and create things to satisfy personal and societal needs and wants.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use financial and human resources, and the elements of time and materials to successfully carry out a planned activity.

## **Performance Objectives and Supporting Competencies for Human Development**

### **Human Development Performance Objective 1**

#### **HD.1 Analyze principles of human growth and development across the lifespan.**

#### **Human Development Objective 1 Supporting Competencies**

- HD.1.1 Identify the stages of human growth and development across the lifespan.
- HD.1.2 Examine characteristics of physical, emotional, social, and intellectual growth and development.
- HD.1.3 Identify the interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- HD.1.4 Describe typical characteristics of physical, social, emotional, and intellectual development during the infancy, toddler, preschool, school age, adolescence, and teen stages.

- HD.1.5 Identify needs of individuals at various stages of the life cycle, and discuss when persons are more and less dependent on others.

## **Human Development Performance Objective 2**

**HD.2 Analyze strategies that promote/enhance growth and development across the lifespan.**

### **Human Development Objective 2 Supporting Competencies**

- HD.2.1 Examine the role of nurturance on human growth and development.
- HD.2.2 Examine the role of communication on human growth and development.
- HD.2.3 Demonstrate understanding of procedures required for the care of an infant or young child.
- HD.2.4 Cite experiences which can be provided for the young child to promote/enhance physical, social, emotional, and intellectual growth and development.
- HD.2.5 Apply information about promoting/enhancing child growth and development when observing and interacting with young children.
- HD.2.6 Identify additional resources available for those interested in meeting/promoting/enhancing growth and development needs of infants and children.

## **Human Development Performance Objective 3**

**HD.3 Analyze principles of human growth and development of adolescence.**

### **Human Development Objective 3 Supporting Competencies**

- HD.3.1 Distinguish between heredity and environment.
- HD.3.2 Review the stages of human growth and development across the lifespan.
- HD.3.3 Review characteristics of physical, emotional, social, and intellectual growth and development during adolescence.
- HD.3.4 Identify physical, social, and emotional changes that occur during adolescence and how they differ among individuals.
- HD.3.5 Identify the interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during adolescence.

## **Human Development Performance Objective 4**

### **HD.4 Analyze conditions that influence adolescent growth and development.**

#### **Human Development Objective 4 Supporting Competencies**

- HD.4.1 Investigate the impact of heredity and environment on human growth and development.
- HD.4.2 Determine the impact of social, economic, and technological forces on individual growth and development.
- HD.4.3 Examine the effects of gender, ethnicity, and culture on individual development.
- HD.4.4 Examine the effects of life events on one or more aspects of an individual's growth and development.

## **Human Development Performance Objective 5**

### **HD.5 Examine the meaning of self concept, explain factors which affect its formation and development, and apply the information by relating it to self.**

#### **Human Development Objective 5 Supporting Competencies**

- HD.5.1 Define the term *self-concept*.
- HD.5.2 Identify factors which affect the formation of self-concept.
- HD.5.3 Identify ways that an individual's self-concept changes.
- HD.5.4 Compare and contrast characteristics of a positive and negative self-concept.
- HD.5.5 Identify defense mechanisms which are used to protect one's self-concept.
- HD.5.6 Analyze self in relation to factors including but not limited to: needs, wants, emotions, strengths, weaknesses, and values.

## **Human Development Performance Objective 6**

### **HD.6 Observe and analyze individual self image, as well as images projected by others, and recognize that judgments made about others are affected by appearance, behavior, and other factors.**

#### **Human Development Objective 6 Supporting Competencies**

- HD.6.1 Identify the image projected by personal physical appearance, verbal and non-verbal communication, behavior and action.
- HD.6.2 Assess the impact of first impressions on the development of relationships.
- HD.6.3 Compare and contrast differences in interpretations of image among various groups, and individuals.

## **Human Development Performance Objective 7**

### **HD.7 Analyze the influence of peers and others on overall development.**

#### **Human Development Objective 7 Supporting Competencies**

- HD.7.1 Define the terms *peer* and *peer pressure* and relate them to assertiveness.
- HD.7.2 Identify several groups that adolescents can belong to (e.g., youth leadership organizations, sports, religious groups, music affiliations, and community service volunteers).
- HD.7.3 Analyze positive and negative aspects of peer pressure and ways to assert individual choices within the peer group structure.
- HD.7.4 Identify persons who have influenced his/her life.
- HD.7.5 Discuss how he/she has influenced others.
- HD.7.6 Compare and contrast the influence of family, peers, media, and others on decision making.
- HD.7.7 Apply the management process to relevant family or peer concern, taking into consideration values, resources, etc.

## **Human Development Performance Objective 8**

### **HD.8 Analyze how roles and the degree of responsibility change in relation to an individual's level of development.**

#### **Human Development Objective 8 Supporting Competencies**

- HD.8.1 Define rights, responsibility, and privilege in terms of accountability, reliability, and trust, etc.
- HD.8.2 Define *role* in relation to home, school, community, and workplace, noting similarities and differences.
- HD.8.3 Cite examples showing that the degree of responsibility changes from childhood to adulthood, according to an individual's level of maturity.
- HD.8.4 Discuss how responsibility for the rights of others changes from childhood to adulthood.
- HD.8.5 Identify multiple roles of individuals.
- HD.8.6 Demonstrate responsibility by applying the management process to complete a task.

## **Human Development Performance Objective 9**

### **HD.9 Identify concerns common to adolescents and develop techniques for more effectively dealing with these concerns.**

#### **Human Development Objective 9 Supporting Competencies**

- HD.9.1 Recognize that adolescents have problems in common.
- HD.9.2 Recognize the frequency of changes, the relationship to stress, and the need to develop coping skills.

- HD.9.3 Identify the causes of stress, and examine appropriate ways to manage stress.

**Human Development Performance Objective 10**

**HD.10 Establish a goal for personal improvement and apply the process skills to attain the desired goal.**

**Human Development Objective 10 Supporting Competencies**

- HD.10.1 Apply knowledge of human development to identify several short-term goals for personal improvement.  
HD.10.2 Using the process skills, design and implement a plan to attain a goal.

**Human Development Performance Objective 11**

**HD.11 Develop a time management plan to accomplish a particular task.**

**Human Development Objective 11 Supporting Competencies**

- HD.11.1 Acknowledge personal values, standards and goals.  
HD.11.2 Realistically assess the time it takes for different individuals to accomplish tasks.  
HD.11.3 Anticipate events that may come up which may impact on the plan.

**Human Development Performance Objective 12**

**HD.12 Analyze strategies that promote growth and development.**

**Human Development Objective 12 Supporting Competencies**

- HD.12.1 Review resources and access those appropriate to help promote and enhance adolescent growth and development.

**Human Development Performance Objective 13**

**HD.13 Identify career paths in the human services field.**

**Human Development Objective 13 Supporting Competencies**

- HD.13.1 Investigate a career in Human Development and identify the pathways used to reach that career.

**H. Interpersonal Relationships (IR)** *How can I develop skills that demonstrate appreciation of diversity and that facilitate effective relationships with others?*

**Standards Connections**

**Interpersonal Relationships support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills**

**Rationale**

The purpose of this content topic is to provide opportunities for students to apply the communication, leadership, management, and thinking skills to Interpersonal Relationships. Students in Home and Career Skills classes will develop skills that demonstrate an appreciation of diversity and that facilitate effective relationships across the lifespan in family, school, work, and community settings. Career paths in Interpersonal Relationships will be identified.

**Key Ideas**

NYS FACS 2 - Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application

of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Technology) Students will use available resources to design and create things to satisfy personal and societal needs and wants.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use financial and human resources, and the elements of time and materials to successfully carry out a planned activity.

## **Performance Objectives and Supporting Competencies for Interpersonal Relationships**

### **Interpersonal Relationships Performance Objective 1**

**IR.1 Demonstrate behaviors that promote positive character development and ethical behavior in family, school, work, and community settings.**

#### **Interpersonal Relationships Objective 1 Supporting Competencies**

- IR.1.1 Create an environment that enhances positive character development and respects ideas, perspectives, and contributions of all group members.
- IR.1.2 Demonstrate ethical behavior in family, school, work, and community settings.
- IR.1.3 Demonstrate processes for cooperating, compromising, and collaborating.

## **Interpersonal Relationships Performance Objective 2**

### **IR.2 Investigate relationships in family, school, work, and community settings.**

#### **Interpersonal Relationships Objective 2 Supporting Competencies**

- IR.2.1 Analyze functions and expectations of various types of relationships.
- IR.2.2 Examine processes for building and maintaining interpersonal relationships.
- IR.2.3 Examine the impact of various stages of the family life cycle on interpersonal relationships.
- IR.2.4 Determine factors that contribute to healthy and unhealthy relationships.
- IR.2.5 Identify processes for handling unhealthy relationships.
- IR.2.6 Determine stress management strategies for family, school, work, and community settings.

## **Interpersonal Relationships Performance Objective 3**

### **IR.3 Analyze personal needs and characteristics and their impact on interpersonal relationships.**

#### **Interpersonal Relationships Objective 3 Supporting Competencies**

- IR.3.1 Examine the impact of personal characteristics on relationships.
- IR.3.2 Consider the effect of personal needs on relationships.
- IR.3.3 Determine the effect of self-esteem and self-image on relationships.
- IR.3.4 Explain the impact of personal standards and codes of conduct on interpersonal relationships.

## **Interpersonal Relationships Performance Objective 4**

### **IR.4 Evaluate effective conflict prevention and management techniques.**

#### **Interpersonal Relationships Objective 4 Supporting Competencies**

- IR.4.1 Determine how similarities and differences among people affect conflict prevention and management.
- IR.4.2 Determine the roles of decision making and problem solving in reducing and managing conflict.
- IR.4.3 Create an environment that encourages and respects ideas, perspectives, and contributions of all group members.
- IR.4.4 Demonstrate processes for cooperating, compromising, and collaborating.

## **Interpersonal Relationships Performance Objective 5**

### **IR.5 Analyze the influence of peers on interpersonal relationships.**

#### **Interpersonal Relationships Objective 5 Supporting Competencies**

- IR.5.1 Define the terms “peer” and “peer pressure.”
- IR.5.2 Analyze the positive and negative aspects of peer influence.
- IR.5.3 Explain how individuals can assert individual choices within the peer group structure.
- IR.5.4 Identify peer groups adolescents can belong to (e.g., religious youth groups, youth leadership groups, community service groups).

## **Interpersonal Relationships Performance Objective 6**

### **IR.6 Demonstrate standards that guide behavior in interpersonal relationships.**

#### **Interpersonal Relationships Objective 6 Supporting Competencies**

- IR.6.1 Examine types of standards for making judgments about interpersonal relationships.
- IR.6.2 Apply guidelines for assessing the nature of issues and situations.
- IR.6.3 Demonstrate ethical behavior in family, school, work, and community settings.

## **Interpersonal Relationships Performance Objective 7**

### **IR.7 Analyze the influence of “significant others” on overall development.**

#### **Interpersonal Relationships Objective 7 Supporting Competencies**

- IR.7.1 Identify ways that an individual can have a positive impact on another individual’s life.
- IR.7.2 Describe the impact that “significant others” have had on an individual's overall development.

## **Interpersonal Relationships Performance Objective 8**

### **IR.8 Describe conditions of human dependence at various stages of the life cycle and demonstrate means of providing care and understanding for other age groups.**

#### **Interpersonal Relationships Objective 8 Supporting Competencies**

- IR.8.1 Identify needs of individuals at various stages of the life cycle and when they are more or less dependent on others.
- IR.8.2 Describe situations when parents become dependent upon adolescents.
- IR.8.3 Describe the role adolescents can play in providing for the needs of the elderly.
- IR.8.4 Describe ways adolescents can help individuals with disabling conditions become more independent.

**Interpersonal Relationships Performance Objective 9**

**IR.9 Demonstrate respectful and caring relationships in family, school, work, and community settings.**

**Interpersonal Relationships Objective 9 Supporting Competencies**

- IR.9.1 Create an environment that encourages and respects ideas, perspectives, and contributions of all group members.
- IR.9.2 Demonstrate ethical behavior in family, school, work, and community settings.
- IR.9.3 Demonstrate processes for cooperating, compromising, and collaborating.

**Interpersonal Relationships Performance Objective 10**

**IR.10 Identify career paths in the human service field.**

**Interpersonal Relationships Objective 10 Supporting Competencies**

- IR.10.1 Investigate a career in Interpersonal Relationships and identify the pathways used to reach that career.

**I. Nutrition and Wellness (NW)** *How can I develop skills that demonstrate nutrition and wellness practices that enhance individual and family well-being?*

**Standards Connections**

**Nutrition and Wellness supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 2 – Integrated Learning and 3a – Universal Foundation Skills**

**Rationale**

The purpose of this content topic is to provide opportunities for students to apply the communication, leadership, management, and thinking skills to food, nutrition, and wellness. Learning experiences in Home and Career Skills classes increase students' awareness of the impact their food choices have on their life-long health. The Nutrition and Wellness content topic offers the Home and Career Skills student the opportunity to practice the process skills through hands-on experiences in planning, selecting, purchasing, preparing, serving, and storing nutritious foods for individuals and families across the lifespan. Career paths in food, nutrition, and wellness will also be identified.

**Key Ideas**

NYS FACS 1 – Student will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

NYS FACS 2 - Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to

read, write, listen, and speak.

(Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Technology) Students will use available resources to design and create things to satisfy personal and societal needs and wants.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use financial and human resources, and the elements of time and materials to successfully carry out a planned activity.

(Systems) Students will understand and be able to work within natural and constructed systems.

## **Performance Objectives and Supporting Competencies for Nutrition and Wellness**

### **Nutrition and Wellness Performance Objective 1**

**NW.1 Apply the process skill of management to the preparation of a nutritious food in a laboratory situation.**

#### **Nutrition and Wellness Objective 1 Supporting Competencies**

NW.1.1 Identify common kitchen equipment and uses.

NW.1.2 Demonstrate effective safety and sanitation procedures when handling food.

- NW.1.3 Demonstrate accurate measuring of dry/solid, liquid, and small amounts of ingredients.
- NW.1.4 Explain basic food preparation techniques.
- NW.1.5 Demonstrate how to prepare a simple recipe.

### **Nutrition and Wellness Performance Objective 2**

**NW.2 Investigate the cultural, social, psychological, biological, economic, political, global, and leisure roles which affect food choices in daily living.**

#### **Nutrition and Wellness Objective 2 Supporting Competencies**

- NW.2.1 Explain how cultural and ethnic background influence food choices and nutrition practices.
- NW.2.2 Describe how food is used to celebrate social occasions and is served at social gatherings.
- NW.2.3 Investigate how psychological attitudes influence food choices and nutrition practices.
- NW.2.4 Describe how the media influences food choices and nutrition practices.
- NW.2.5 Recognize that individuals have biological needs for food which change across the lifespan.
- NW.2.6 Identify the governmental, economic, and technological influences on food choices and practices.
- NW.2.7 Recognize the impact of global and local events and conditions on food choices and nutrition practices.
- NW.2.8 Explore the role of food as a leisure time activity.

### **Nutrition and Wellness Performance Objective 3**

**NW.3 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan.**

#### **Nutrition and Wellness Objective 3 Supporting Competencies**

- NW.3.1 Identify the relationship of nutrition and wellness to individual and family health throughout the lifespan.
- NW.3.2 Appraise sources of food and nutrition information, including food labels, related to health and wellness.
- NW.3.3 Identify how various current dietary guideline patterns are used to help individuals meet nutrition and wellness needs.
  - USDA's *Dietary Guidelines for Americans*
  - Food Guide Pyramids
  - Nutrient density
- NW.3.4 Evaluate the relationship of food choices and physical activity to wellness.
- NW.3.5 Apply information on nutrition and physical activity in planning to meet individual wellness needs.

- NW.3.6 Design strategies that meet the health and nutrition requirements of individuals and families with special dietary and weight management needs (e.g., low sodium, low cholesterol, high fiber).
- NW.3.7 Identify the effects of food science and technology on meeting nutritional needs.
- NW.3.8 Examine current health issues in the food and nutrition field that impact wellness (e.g., eating disorders and obesity).

#### **Nutrition and Wellness Performance Objective 4**

**NW.4 Demonstrate the ability to plan, select, purchase, prepare, serve, and store nutritious and aesthetically pleasing foods for individuals and families across the lifespan.**

#### **Nutrition and Wellness Objective 4 Supporting Competencies**

- NW.4.1 Plan an aesthetically pleasing menu(s) for an occasion of predetermined size and economic condition that promotes wellness.
- NW.4.2 Create and organize a shopping list.
- NW.4.3 Identify merchandising practices retailers use to encourage buying.
- NW.4.4 Apply math skills to obtain appropriate quantity for planned meal(s).
- NW.4.5 Establish criteria for obtaining appropriate quality in a variety of food products.
- NW.4.6 Investigate information found on labels.
- NW.4.7 Explore ways to save money when purchasing food.

#### **Nutrition and Wellness Performance Objective 5**

**NW.5.0 Apply the process skills of management and critical and creative thinking to meal preparation and consumption in a laboratory situation.**

#### **Nutrition and Wellness Objective 5 Supporting Competencies**

- NW.5.1 Organize a work plan for efficiency and effective goal attainment.
- NW.5.2 Locate, select, and utilize information for food preparation.
- NW.5.3 Define terms and explain procedures used in recipes.
- NW.5.4 Select appropriate tools and equipment and use them safely and efficiently.
- NW.5.5 Accurately measure ingredients used in recipes.
- NW.5.6 Follow practices that maintain safe and sanitary conditions when working in the laboratory.
- NW.5.7 Follow established procedures and behaviors when working in the food preparation lab.
- NW.5.8 Create an eating environment, both physical and psychological, which promotes nutritious eating patterns.
- NW.5.9 Practice eating behavior which promotes social acceptance and shows consideration for others.

NW.5.10 Identify and project the impact of technological advances on selection, preparation, and home storage of food.

**Nutrition and Wellness Performance Objective 6**

**NW.6 Identify career paths in the nutrition, wellness, and culinary fields.**

**Nutrition and Wellness Objective 6 supporting Competencies**

NW.6.1 Investigate a career in Nutrition and wellness and identify the pathways used to reach that career.

**J. Personal Environment Management (PEM)** *How can I develop knowledge, skills, and practices required for effective management of my living space?*

**Standards Connections**

**Personal Environment Management supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 2 – Integrated Learning and 3a – Universal Foundation Skills.**

**Rationale**

The purpose of this content topic is to provide opportunities for students to apply the communication, leadership, management, and thinking skills to their individual living space, and their personal environment within the broader context of family, school, work, and community settings. Personal Environment Management offers the Home and Career Skills student the opportunity to practice the process skills through the design, selection, decorating, care, and use of personal space. Students develop an increased respect for shared environments, as well as identify careers paths in housing and interior design field.

**Key Ideas**

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Technology) Students will use available resources to design and create things to satisfy personal and societal needs and wants.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use financial and human resources, and the elements of time and materials to successfully carry out a planned activity.

(Systems) Students will understand and be able to work within natural and constructed systems.

## **Performance Objectives and Supporting Competencies for Personal Environment Management**

### **Personal Environment Management Objective 1**

**PEM.1 Explain the need for personal privacy and respect for the property of others in order to promote harmony in a family, school, work, and/or community settings.**

#### **Personal Environment Objective 1 Supporting Competencies**

- PEM.1.1 Identify ways to gain personal privacy within a family or group.
- PEM.1.2 Specify how belongings can be shared with others while respecting the property of others.
- PEM.1.3 Recognize that family, school, work, and/or community settings are all part of the individual's broader living space.
- PEM.1.4 Recognize the difference between use and abuse of public property.

### **Personal Environment Management Objective 2**

**PEM.2 Plan ways of maintaining a living space to achieve personal expression, ensure safety, and conserve natural resources.**

#### **Personal Environment Objective 2 Supporting Competencies**

- PEM.2.1 Identify ways of maintaining efficient living space to accommodate one's own personal lifestyle, creativity, interests, values, needs, wants, and standards.
- PEM.2.2 Identify household tasks needed for efficient care of living space.
- PEM.2.3 Identify safety hazards common to living space and means of avoiding accidents and injuries.
- PEM.2.4 Explain ways of conserving natural resources in family, school, work, and/or community settings.
- PEM.2.5 Identify specific considerations and/or adaptations which would improve a living space for individuals with disabling conditions.
- PEM.2.6 Apply the process skills to implement the effective use of living space.

### **Personal Environment Management Performance Objective 3**

**PEM.3 Identify career paths in the housing, interiors, and furnishings field.**

#### **Personal Environment Management Objective 3 Supporting Competencies**

- PEM.3.1 Investigate a career in Personal Environment Management and identify the pathways used to reach that career.

## **IX. Appendices**

- A.** Definition of Educational Terms
- B.** Best Practices Sample
- C.** Home and Career Skills Best Practices Rubric
- D.** Resources

## Appendix A

### Definition of Educational Terms

Authentic Assessment – An alternative assessment that tests students’ ability to solve problems or perform tasks resembling challenges of the “real-world” rather than solely by traditional norm-referenced testing.

Best Practices – Teaching and learning strategies that exemplify instruction which provides rich and rigorous curriculum experiences. Examples are provided for teachers to utilize and adapt to their classroom situation.

Career Development (CD) – The content topic offering students learning experiences to explore the world of work, determine the skills needed to find meaningful work, the role work will play in students’ lives, and form a tentative career plan.

Career Plan – As prescribed in the CDOS Learning Standards, a career plan is intended to promote exploration and research into broad career areas of interest to individual students. This utilizes the decision making process, self-evaluation, and goal setting.

CDOS (Career Development and Occupational Studies) – The CDOS Learning Standards are expectations for all students to prepare them to meet world-class workforce standards and enhance their opportunity to succeed in a globally competitive economy. New York State Learning Standards are defined as the knowledge, skills and understandings that individuals can demonstrate over time as a consequence of instruction and experience.

Clothing Management (CM) – The content topic providing students learning experiences to develop independence in clothing/textile item selection, construction, care, repair, and style.

Communication (C) – A process skill involving the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver.

Community Connections (CC) – The content topic providing students learning experiences integrating multiple roles and responsibilities in family, work, and community settings.

Consumer Resource Management (CRM) – The content topic providing students learning experiences to evaluate management practices related to the human, economic, and environmental resources.

Content Topics – The “what” of learning while process is the “how” of learning. The ten areas of study covered by the middle level Family and Consumer Sciences curriculum (Home and Careers Skills course).

CTE (Career and Technical Education) – is an instructional program designed to prepare students for gainful employment in an occupation or occupational career clusters. In New York

State, the CTE program fall into six career cluster areas; Family and Consumer Sciences, Business, Technology, Trade and Technical, Health, and Agriculture education.

Decision Making – A process of identifying a situation involving a choice, then analyzing, evaluating, and choosing among alternatives in order to make a choice.

Dovetail – To combine objectives from more than one task to make a more comprehensive learning experience.

Essential Questions – The thought provoking questions that engage students to critically think about the concepts and content being taught. Essential questions should challenge a student’s assumptions about a topic and open doors to inquiry, controversy, and different perspectives.

Family (F) – The content topic providing learning experiences for students to study the traits of healthy families and develop an understanding of parenting roles and responsibilities.

FCCLA (Family, Career and Community Leaders of America, Inc.) – A nonprofit, national career and technical student organization for young men and women in Family and Consumer Sciences education in private and public schools through grade 12.

Financial Management (FM) – The content topic providing learning experiences by which a student will develop knowledge and skills to make optimum use of financial resources to meet individual and family goals across the lifespan.

Hands-on/experiential learning – A practical experience, applied activity, simulation, or laboratory activity in which students are actively involved in gaining and applying knowledge.

Human Development (HD) - The content topic providing learning experiences by which a student will learn to recognize personal strengths, aptitudes, and interests, and ways to work out problems and make decisions as part of daily living throughout the family life cycle.

Interpersonal Relationships (IR) - The content topic providing learning experiences by which a student will explore respectful and caring relationships in family, school, work, and community settings at various stages of the life cycle.

Key Ideas – New York State Learning Standards Key Ideas define their respective learning standards in specific content areas or fundamental skills. Key ideas are the same for the elementary, intermediate and commencement level.

Knowledge – The accumulation of facts and/or information related to specific topics.

Leadership (L) – The process skill addressing the ability to facilitate group interaction in order to gain consensus and commitment to common goals.

Learning Standards – Standards established for all subject areas, totaling 28. The Learning Standards describe educational objectives at the elementary, intermediate, and commencement

levels prescribed by the New York State Board of Regents and the New York State Education Department.

Management (M) – The process skill used to carry out actions in order to meet individual, family, school, work, and community needs. They include goal setting, decision making, problem solving, planning, implementing, and evaluating.

Multiple Intelligences – Teachers must teach in a variety of ways to meet the learning styles of all intelligence types. There are many theories related to intelligence.

Nutrition and Wellness (NW) – The content topic providing learning experiences to increase a student’s awareness of the impact of food choices on life-long health. This content also offers hands-on experience in planning, selecting, purchasing, preparing, serving, and storing nutritious foods for individuals and families across the lifespan.

Parenting Education – This type of education provides students with the knowledge and skills necessary to be responsible parents and caring citizens. New York State requires parenting learning standards to be delivered by Family and Consumer Sciences/Health teachers.

Performance Indicators – Describe expectations for students and are used consistently for all 28 Learning Standards.

Performance Objective – A statement of a skill, knowledge, or behavior which is to be performed. The conditions under which this performance will take place and the standards of acceptable achievement are included and assure requisite ability or competency.

Personal Environment Management (PEM) – The content topic providing learning experiences by which a student examines the design, selection, care, and use of personal and shared spaces.

Planning Process – A process for making decisions. An example is the FCCLA planning process which includes the following steps: identify concerns, set a goal, form a plan, act, and follow up by evaluating your actions.

Portfolio – A purposeful collection of student work in a variety of formats that is representative documentation of his or her experiences and growth/accomplishment over a period of time.

Problem Solving – A process of implementing and evaluating decisions in complex situations; often as a result of outside circumstances. It excludes habitual actions.

Process Skills – The “how” of learning while content is the “what” of learning. These process skills can be categorized into four organizing skills: communication, leadership, management, and thinking.

Rationale – Explains the “why” of learning.

Rubric – Refers to a set of scoring guidelines, or standards, for giving scores to students’ work. Rubrics answer the question: What does mastery (and varying degrees of mastery) of this task look like?

Strategy – Listed in the Best Practices section (found in Appendix D) and gives sample approaches to teaching the process skills and content topics.

SCANS Skills (Secretary’s Commission on Attaining Necessary Skills) – A compilation of skills needed by young people to help them succeed in the world of work. The US Department of Labor published the SCANS Skills to encourage a high-performance economy characterized by high-skill, high-wage employment. The New York State Education Department adapted them to be included in Career Development and Occupational Standard 3A as Universal Foundation Skills (skills essential for success in the workplace).

Scenarios – Assessment tools with rubrics; scenarios are authentic life and work situations that place skills and knowledge in the context where the mastery of routine performance must be demonstrated, and a problem must be solved.

Scope and Sequence – Scope is the overall curriculum and the sequence is the order in which it is taught.

Service Learning – An educational methodology that connects classroom curriculum with community needs. Students are involved in projects that require the application of knowledge, skills, and systematic reflection.

Skill – The ability to perform a specific task.

Standards Based – The learning expectation for students as prescribed by the New York State Education Department in the 28 Learning Standards for all curricular areas.

Supporting Competency – Supportive skills, knowledge, and related information that a student must possess before being expected to satisfactorily complete a performance objective. They are not usually written in specific measurable terms.

Thinking (T) – A process skill addressing the complex multifaceted activities of the mind. Directed thinking is purposeful, reasonable, and goal oriented.

Universal Foundations Skills – New York State’s adaptation of the SCANS Skills used in the CDOS Learning Standards document.

## Appendix B - Best Practices Sample

**NYS LEARNING STANDARDS**

FACS 1   X  

2 \_\_\_\_\_

3   X  

CDOS 1 \_\_\_\_\_

2 \_\_\_\_\_

3a   X  

**Applied Academics:**

SS#5, ELA

**PROCESS SKILLS**

Communication   X  

Leadership   X  

Management   X  

Thinking   X  

**HOME & CAREER SKILLS**

**CONTENT TOPICS**

Career Development \_\_\_\_\_

Clothing Management \_\_\_\_\_

Community Connections \_\_\_\_\_

Consumer Resource Mgt. \_\_\_\_\_

Family/ Parenting   X  

Financial Management \_\_\_\_\_

Human Development \_\_\_\_\_

Interpersonal Relationships   X  

Nutrition and Wellness \_\_\_\_\_

Personal Environment Mgt. \_\_\_\_\_

**TITLE: Flower Pots and Families**

**Process Skills - Communication**

**Performance Objective** – C1 – Demonstrate communication skills that contribute to positive relationships.

**Process Skills - Leadership**

**Performance Objective** – L1 – Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.

**Process Skills - Management Skills**

**Performance Objective** – M1 – Explain the importance of effective management of resources in a variety of relevant life situations.

**Performance Objective** – M2 – Explain how decision making, problem solving, and goal setting assist with management of resources (e.g., time, money, energy).

**Performance Objective** – M4 – Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.

**Performance Objective** – M5 – Apply the decision-making processes in a logical, sequential manner to real-life situations involving a choice.

**Performance Objective** – M6 – Apply the problem-solving process and find appropriate solutions in a logical and sequential manner to real-life problem situations.

**Performance Objective** – M8 – Demonstrate management of individual and family resources, including food, clothing, shelter, money, time, and personal energy.

**Performance Objective** – M9 – Demonstrate management of individual and family resources in family, school, work, and community settings.

**Process Skills - Thinking**

**Performance Objective** – T1 – Demonstrate creative and critical thinking skills in family, school, and/or community.

**Content Topic - Family and Parenting**

**Performance Objective** 1. Evaluate the significance of family and its impact on the well being of individuals and society.

**Performance Objective** 3 Identify career paths in the human services field.

**Content Topic - Interpersonal Relationships**

**Performance Objective** 1. Demonstrate behaviors that promote positive character development and ethical behavior in family, school, work, and community settings.

**Performance Objective** 2. Investigate the role of relationships in family, school, work, and community settings.

**Performance Objective** 4. Evaluate effective conflict prevention and management techniques.

**Performance Objective** 7. Analyze the influence of “significant others” on overall development.

**Performance Objective** 8. Describe conditions of human dependence at various stages of the life cycle and demonstrate means of providing care and understanding for other age groups.

**Performance Objective** 9. Demonstrate respectful and caring relationships in family, school, work, and community settings.

**Content Topic - Human Development**

**Performance Objective** 2. Analyze strategies that promote/enhance growth and development across the lifespan.

## STRATEGY

In this activity, students will identify characteristics that flowerpots and families have in common. Examples of different sizes and styles (some very fancy, some very plain) of pots can be shown and discussed.

Examples of shared characteristics include:

Designed for purposes of nurturing life and growth

Come in many sizes and styles/no two are exactly alike

Contain imperfections even when new/are strong, yet fragile

May change over time/must be handled with care.

Divide class into groups or families. Give each group a flower pot, which is put in a paper bag and broken with a hammer. The group then identifies problems that can “break” families apart. They write these things on the pieces of the pot.

Examples of problems that can break families apart include:

Death

Divorce

Health Problems

Financial Problems

Addictions

Mental Illness

Next students are instructed to put the pot back together using masking tape.

On the tape have them write examples of resources that can be used for mending a broken family and identify ways the mended pots have changed.

Examples of resources include:

Friends and family

Effective communication

Good decision making

Counseling

Teachers

Clergy

As a conclusion, the students can write about what the activity means to them in terms of building a strong family. The pots can be lined with plastic wrap and seeds grown in them to show that even broken families can still grow and flower.

The class can brainstorm concepts learned from the activity and ways to build strong families.

## Appendix C

<b>Home and Career Skills Best Practices Rubric</b>				
<b>Indicators</b>	<b>1 Falls Below</b>	<b>2 Approaches</b>	<b>3 Meets</b>	<b>4 Exceeds</b>
<b>NYS FACS Learning Standards</b>	Does not connect to FACS Learning Standards.	Has limited connection to 1 FACS Learning Standard.	Adequately connects to 1 or more FACS Learning Standard.	Connects well to 2 or more FACS Learning Standards.
<b>NYS CDOS Learning Standards</b>	Does not connect to CDOS Learning Standards.	Has limited connection to 1 CDOS Learning Standard.	Adequately connects to 1 or more CDOS Learning Standard.	Connects well to 2 or more CDOS Learning Standards.
<b>New York State Learning Standards</b>	Does not connect to NYS Learning Standards.	Has limited connection to 1 NYS Learning Standard.	Adequately connects to 1 or more NYS Learning Standard.	Connects well to 2 or more NYS Learning Standards.
<b>Home and Career Skills Process Skills</b>	Does not integrate Process Skills.	Integrates 1 of the Process Skills.	Integrates 2 or more of the Process Skills.	Integrates 3 or more of the Process Skills.
<b>Home and Career Skills Content Topics</b>	Does not relate to Content Topics.	Utilizes 1 of the Content Topics.	Integrates 2 or more of the Content Topics.	Integrates 3 or more of the Content Topics.
<b>Implementation</b>	Does not flow in a logical sequence. Implementation would be difficult.	Follows a logical sequence. Can be implemented with some difficulty. Dovetails 1 or more of the Process Skills and 1 or more Content Topics.	Follows a logical sequence. Easy to implement and put into action. Dovetails 2 or more Process Skills and 2 or more Content Topics.	Follows a logical sequence. Easy to implement and put into action. Dovetails 3 or more Process Skills and 3 or more Content Topics.
<b>Strategy</b>	Instruction is heavily focused on textbooks, paper, and pencil.	<u>Hands-on</u> , experiential learning is limited to shared spaces and/or equipment.	Includes <u>75 percent hands-on</u> applications of principles being taught.	Includes more than <u>75 percent hands-on</u> applications of principles being taught.
<b>Relevance</b>	Presents a lesson which does not have relevance to the students in their environment.	Presents a lesson which is relevant to some students and their environment.	Presents a lesson which is relevant to most of the students and their environment.	Presents a lesson which is relevant to all of the students and their environment and teaches transferable skills.

## Appendix D

### Resources

**Home and Career Skills Best Practices and Template**

[www.emsc.nysed.gov/nysatl/FCS/index\\_old.html](http://www.emsc.nysed.gov/nysatl/FCS/index_old.html)

**National Family and Consumer Sciences Standards**

<http://ideanet.doe.state.in.us/octe/facs/natlstandards.htm>

**FCCLA (Family, Career and Community Leaders of America)**

<http://www.nysfccla.org/>

**New York State Learning Standards for Health, Family and Consumer Sciences and Physical Education**

<http://www.emsc.nysed.gov/ciai/pe/pub/hpefcle.pdf>

**New York State Learning Standards for Career Development and Occupational Studies**

<http://www.emsc.nysed.gov/workforce/careerdevelopment/cdlearn.html>

**New York State Education Department Middle Level Checklist**

<http://www.emsc.nysed.gov/rss/mle/clmemo.htm>

**National FACSE Teacher Standards**

<http://ideanet.doe.state.in.us/octe/facs/natlstandards.htm>

**Home and Career Skills Scenarios.**

<http://www.emsc.nysed.gov/workforce/FACSE2/fcscenario.html>

Links to information created and maintained by other public and private organizations are included in this document. These links are provided for the user's convenience. The Education Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to particular items is not intended to reflect their importance, nor is it intended to endorse any views expressed.