

# CURRICULUM

Family and Consumer Science

## **SINGLE SURVIVAL**

(Elective Course)

### **Supports Academic Learning Expectation # 1**

Students and graduates of Ledyard High School will read and write critically and effectively for a variety of purposes

### **Supports Academic Learning Expectation # 3**

Students and graduates of Ledyard High School will employ problem-solving skills effectively

Approved by Instructional Council  
6/10/08

## STUDENT LEARNING OBJECTIVES

### Single Survival

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<b>GOAL: District Goal # 1 (State Standard #1)</b> <b>Integrate multiple roles and responsibilities in family, work, and community settings</b>	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global)</p> <p>1.2 Demonstrate transferable and employability skills in school, community and workplace settings</p>	<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>a. Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members</li> <li>b. Analyze potential effects of career path decisions on balancing work and family</li> <li>c. Develop a written life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals</li> </ul> <ul style="list-style-type: none"> <li>a. Analyze potential career choices to determine the knowledge, skills and attitudes associated with each career</li> <li>b. Demonstrate job seeking and job keeping skills such as how/where to find jobs and participate in a mock job interview</li> <li>c. Apply communication skills in school, community and workplace settings such as creating a resume and writing a thank you letter for an interview</li> <li>d. Demonstrate teamwork skills in school, community, and workplace settings such as creating a budget for a roommate situation and creating a division of responsibilities for the household</li> <li>e. Demonstrate work ethics and professionalism by comparing the classroom skills to a business setting</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Single Survival

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard #2)	
Evaluate management practices related to the human, economic, and environmental resources	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital</p> <p>2.2 Analyze the relationship of the environment to family and consumer resources</p> <p>2.4 Evaluate the effects of technology on individual and family resource</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Examine how individuals and families make choices to satisfy needs and wants</li> <li>b. Analyze decisions about providing safe and nutritious food for individuals and families</li> <li>c. Apply consumer skills to providing and maintaining clothing such as mending, ironing, laundering, and purchasing</li> <li>d. Apply consumer skills to decisions about housing, utilities, and furnishings</li> <li>e. Apply consumer skills to acquire and maintain transportation that meets the needs of individual and family members</li> <li>f. Apply consumer skills when budgeting for recreation</li> </ul> <ul style="list-style-type: none"> <li>a. Analyze individual and family responsibility in relation to the environmental trends and issues</li> </ul> <ul style="list-style-type: none"> <li>a. Summarize types of technology that affect family and consumer decision-making such as use of computer skills involving in budgeting, purchasing and seeking reliable consumer reports</li> </ul>

**STUDENT LEARNING OBJECTIVES**

**Single Survival**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 2 (State Standard #2)	
Evaluate management practices related to the human, economic, and environmental resources	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<i>Students will know how to:</i>	<i>Students will be able to:</i>
2.5 Analyze relationships between the economic system and consumer actions	<ul style="list-style-type: none"> <li>a. Analyze the use of resources in making choices that satisfy needs and wants of individuals and families</li> <li>b. Examine practices such as budgeting and financial planning that allow families to maintain economic self-sufficiency</li> </ul>
2.6 Demonstrate management of financial resources to meet goals of individuals and families across the life span	<ul style="list-style-type: none"> <li>a. Evaluate the need for personal and family financial planning</li> <li>b. Apply management principles to individual and family financial practices by creating a budget</li> <li>c. Apply management principles to decisions about insurance for individuals and families by selecting the appropriate coverage for home, health, life and car</li> </ul>

## STUDENT LEARNING OBJECTIVES

### Single Survival

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

<b>GOAL: District Goal # 3 (State Standard # 3)</b> Integrate knowledge, skills, and services needed for a career in consumer services	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>3.2 Analyze factors that affect consumer advocacy</p> <p>3.3 Analyze factors in developing a long-term financial management plan</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Apply consumer skills to reduce the risk of consumer fraud such as identify theft prevention</li> <li>b. Analyze the effects of consumer protections laws on advocacy such as “the Lemon Law”</li> <li>a. Explain the effects of the economy on personal income, individual and family security, and consumer decisions</li> <li>b. Demonstrate components of a financial planning process that reflects the distinction between needs, wants, values, goals, and economic resources by creating a budget</li> <li>c. Analyze the effect of consumer credit in long-term financial planning</li> <li>d. Compare and contrast investment and savings alternatives</li> <li>e. Evaluate the effect of key life transitions on financial planning such as buying a house, losing your job and starting a family</li> <li>f. Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance</li> </ul>

**STUDENT LEARNING OBJECTIVES**  
**Single Survival**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 10 (State Standard # 13)	
Demonstrate respectful and caring relationships in the family, workplace and community	
<b>LEARNING OBJECTIVES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<i>Students will know how to:</i>	<i>Students will be able to:</i>
13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community	<ul style="list-style-type: none"> <li>a. Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members</li> </ul>

**STUDENT LEARNING OBJECTIVES**

**Single Survival**

As a result of family and consumer sciences education, students independently and collaboratively will be able to:

GOAL: District Goal # 11 (State Standard # 14)	
Demonstrate nutrition and wellness practices that enhance individual and family well being	
LEARNING OBJECTIVES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>Students will know how to:</i></p> <p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span</p> <p>14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs</p>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>a. Analyze the effect of nutrients on health, appearance, and peak performance</li> <li>b. Examine the relationship of nutrition and wellness to individual and family health throughout the life span</li> <li>c. Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness</li> <li>d. Evaluate sources of food and nutrition information, including food labels, related to health and wellness</li> </ul> <ul style="list-style-type: none"> <li>a. Demonstrate the ability to select and purchase nutritious and aesthetically pleasing foods by developing menus and shopping on <a href="http://www.PEAPOD.com">www.PEAPOD.com</a> for the appropriate ingredients needed for meal preparation</li> </ul>