Career & Technical Education

Curriculum Alignment with

Common Core ELA & Math Standards

Life Skills
LIFE SKILLS

Course Description:
This comprehensive course provides an opportunity for acquiring basic life skills and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America.

Grade Level: 9 - 12
Credits: 1.0

Technical Content / Process

Students will:
1. examine personal values and character traits.
2. assess personal social skills and integrate an improvement plan.
3. identify and evaluate some positive and negative influences and consequences of peers on adolescent behavior, including high risk behaviors.
4. develop personal short-term and long-term SMART goals.
5. analyze the practical problems faced by families to balance the demands of work and family.
6. identify physical, psychological, social, economic, technology and health influences on personal wellness.
7. predict the results of accomplishing or failing to accomplish the developmental tasks of adolescence.
8. summarize ways of reducing or preventing teen pregnancy.
9. analyze financial, social, physical and emotional costs of parenthood.
10. demonstrate wise spending practices.
11. use the decision making process.
12. plan a personal budget.
13. calculate sales tax, price per unit, and sale discounts.
14. identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the work place.
15. formulate a culminating assessment using comparison shopping techniques, budgeting practices and managing resources (i.e. STAR Events Life Event Planning).
16. analyze the causes and consequences of diet, exercise, rest and other substance choices on various body systems.
17. plan, prepare and evaluate a menu using current Dietary Guidelines for Americans and the USDA MyPlate (choosemyplate.gov.).
18. identify proper kitchen equipment/utensils and demonstrate how to properly use them.
19. demonstrate and practice knowledge of food service safety and sanitation.
20. illustrate the design elements and principles.
21. compare and contrast societal housing trends within the United States.
22. utilize color schemes to create fashion apparel designs.
23. analyze career opportunities in the six Family and Consumer Sciences career majors.
24. demonstrate employability and social skills relevant to the career pathway.
25. utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development.
26. apply math, science and literacy skills within technical content.

Connections
- National Standards for Family and Consumer Sciences
- Partnership for 21st Century Skills
- Kentucky Core Academic Standards – Former PL/VS Program of Studies
- Common Core Standards for Mathematics and English/Language Arts
- Kentucky Occupational Skills Standards Assessment (KOSSA) Standards
National Standards
13.5.1 - Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
13.5.3 - Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
13.5.4 - Demonstrate techniques that develop team and community spirit.
13.5.5 - Demonstrate ways to organize and delegate responsibilities.
13.5.6 - Create strategies to integrate new members into the team.
13.5.7 - Demonstrate processes for cooperating, compromising, and collaborating.

Technical Content
25. Students will utilize activities of the Family, Career and Community Leaders of America (FCCLA) student organization as an integral component of course content and leadership development.

KY Core Academic Standards (Big Idea)
Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

English/Language Arts Common Core Standards
CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Technical Literacy Standards
Reading / 9-10 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text.
Reading / 9-10 / #9 – Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Mathematics Common Core Standards
CC.9-12.S.IC.6 Evaluate reports based on data.

21st Century Skills and Knowledge
Collaboration
Communication
Creativity and Innovation
Critical Thinking and Problem Solving
Leadership and Responsibility
Life and Career Skills
Productivity and Accountability

Learning Targets - Click here to view Sample Learner Activities
Determine opportunities and benefits of membership in the FCCLA student organization.
Discuss various leadership styles and evaluate personal style.
Propose multiple opportunities for leadership.
Identify the needs of the school and local community.
Provide opportunities for service learning activities.
Life Skills
This comprehensive course provides an opportunity for acquiring basic life skills and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Technical Content
1. Students will examine personal values and character traits.
2. Students will assess personal social skills and integrate an improvement plan.
3. Students will identify and evaluate some positive and negative influences and consequences of peers on adolescent behavior, including high risk behaviors.
4. Students will develop personal short-term and long-term SMART goals.
6. Students will identify physical, psychological, social, economic, technology and health influences on personal wellness.

National Standards
1.1.3 - Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
1.1.5 - Define goals for life-long learning and leisure opportunities for all family members.
1.2.3 - Apply communication skills in school, community and workplace settings.
7.5.3 - Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
13.1.6 - Demonstrate stress management strategies for family, work, and community settings.
13.2.1 - Analyze the effects of personal characteristics on relationships.
13.2.5 - Explain the effects of personal standards and behaviors on interpersonal relationships.
13.3.1 - Analyze communication styles and their effects on relationships.
13.3.2 - Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
13.3.7 - Analyze the roles and functions of communication in family, work, and community settings.

KY Core Academic Standards (Big Idea)
Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Common Core Standards
CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards
Reading / 9-10 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text.
Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Mathematics Common Core Standards
CC.9-12.S.IC.6 Evaluate reports based on data.*
CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*

21st Century Skills and Knowledge
Collaboration
Critical Thinking and Problem Solving
Communication
Leadership and Responsibility
Social and Cross-Cultural Skills

Learning Targets - Click here to view Sample Learner Activities
Students will examine personal values.
Define various positive character traits and how they relate to personal values.
Identify the types and styles of communication and role play effective strategies for communication.
Evaluate one's own self-esteem and self-image.
Apply problem solving techniques and incorporate team work to demonstrate positive work environment.
Assess various situations for appropriate skills (i.e. self-discipline, confidentiality, punctuality).
Develop short and long-term goals using the SMART goal-setting technique.
Discuss steps of the decision making process.
Identify physical, psychological, social, economic, technology and health influences.
Determine techniques for managing personal stress.
Identify positive and negative influences and consequences.
Predict consequences of high risk behaviors and utilize the decision making process.
Life Skills

This comprehensive course provides an opportunity for acquiring basic life skills and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites

Click here for Additional Resources

Unit Title

Relationships

Technical Content

5. Students will analyze the practical problems faced by families to balance the demands of work and family.

National Standards

6.1.2 - Analyze the role of family in transmitting societal expectations.
6.1.6 - Analyze the effects of change and transitions over the life course.
7.4.1 - Assess health, wellness, and safety issues of individual and families with a variety of disadvantaging conditions.
13.1.4 - Analyze factors that contribute to healthy and unhealthy relationships.
13.1.5 - Analyze processes for handling unhealthy relationships.

KY Core Academic Standards (Big Idea)

Employability Skills - Vocational Studies
Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Cultures and Societies - Social Studies
Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

English/Language Arts Common Core Standards

CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 9-10 / #1 – Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 9-10 / #5 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following standard format for citation.
Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Mathematics Common Core Standards
CC.9-12.S.IC.6 Evaluate reports based on data.

21st Century Skills and Knowledge
Communication
Flexibility and Adaptability
Critical Thinking and Problem Solving

Learning Targets - Click here to view Sample Learner Activities
Identify the benefits of positive friendships.
Differentiate between healthy and unhealthy relationships.
Assess characteristics of abusive relationships and strategies for prevention.
Explore possible consequences and long-term effects of sexual activity (i.e. STD's / STI's, emotional stress, etc.).
Review male and female reproductive systems.
Characterize the types of families and the family life cycle.
Analyze the practical problems faced by families.
National Standards

4.2.2 - Apply a variety of assessment methods to observe and interpret children's growth and development.

4.2.4 - Analyze abilities and needs of children and their effects on children's growth and development.

12.2.2 - Analyze the impact of social, economic, and technological forces on individual growth and development.

15.1.1 - Analyze parenting roles across the life span.

15.1.2 - Analyze expectations and responsibilities of parenting.

15.1.3 - Analyze consequences of parenting practices to the individual, family, and society.

15.1.4 - Analyze societal conditions that influence parenting across the life span.

15.1.5 - Explain cultural differences in roles and responsibilities of parenting.

15.4.1 - Analyze biological processes related to prenatal development, birth, and health of child and mother.

15.4.2 - Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child.

KY Core Academic Standards (Big Idea)

Biological Change (Biological Science) - Science

The only thing certain is that everything changes. At the high school level, students evaluate the role natural selection plays in the diversity of species. Modern ideas of evolution provide a scientific explanation for three main sets of observable facts about life on Earth: the enormous number of different life forms we see about us, the systematic similarities in anatomy and molecular chemistry we see within that diversity, and the sequence of changes in fossils found in successive layers of rock that have been formed over more than a billion years.

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

English/Language Arts Common Core Standards

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Technical Literacy Standards
Reading / 9-10 / #2 – Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
Reading / 9-10 / #9 – Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards
CC.9-12.S.IC.6 Evaluate reports based on data.*
CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*

21st Century Skills and Knowledge
Critical Thinking and Problem Solving
Financial, Economic, Business and Entrepreneurial Literacy
Flexibility and Adaptability
Leadership and Responsibility

Learning Targets - Click here to view Sample Learner Activities
Identify the stages of human growth and development.
Determine developmental areas and examples of each.
Evaluate each developmental task of adolescence.
Research financial, social, physical and emotional costs of parenthood.
Propose ways of reducing or preventing teen pregnancy.
Predict impacts of teen pregnancy on one's personal life.
4.1.1 - Explain the roles and functions of individuals engaged in early childhood, education, and services.

4.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.

4.1.3 - Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

Students will analyze career opportunities in the six Family and Consumer Sciences career majors.

Technical Content

National Standards

4.1 - Explain the roles and functions of individuals engaged in early childhood, education, and services.

4.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.

4.1.3 - Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

Fundamentals of Teaching

This comprehensive course provides an opportunity for acquiring basic life skills and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Technical Content

23. Students will analyze career opportunities in the six Family and Consumer Sciences career majors.

Prerequisites

none

Click here for Additional Resources

Unit Title

Fundamentals of Teaching

KY Core Academic Standards (Big Idea)

Career Awareness, Exploration, Planning - Vocational Studies

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Employability Skills - Vocational Studies

Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

English/Language Arts Common Core Standards

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Technical Literacy Standards

Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.

Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards

CC.9-12.S.IC.6 Evaluate reports based on data.
21st Century Skills and Knowledge

Creativity and Innovation
Critical Thinking and Problem Solving
Leadership and Responsibility
Life and Career Skills
Productivity and Accountability

Learning Targets

Differentiate between qualities of effective and ineffective teachers.
Explore daily roles and responsibilities of teachers through a variety of activities and opportunities.
National Standards

2.1.1 - Apply management and planning skills and processes to organize tasks and responsibilities.

2.4.1 - Summarize types of technology that affect family and consumer decision-making.

2.5.1 - Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.

2.5.2 - Analyze individual and family roles in the economic system.

2.6.1 - Evaluate the need for personal and family financial planning.

2.6.2 - Apply management principles to individual and family financial practices.

3.3.1 - Explain the effects of the economy on personal income, individual and family security, and consumer decisions.

3.3.2 - Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.

3.3.3 - Analyze the effect of consumer credit in long-term financial planning.

3.3.4 - Compare investment and savings alternatives.

3.5.3 - Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.

Technical Content

10. Students will demonstrate wise spending practices.

11. Students will use the decision making process.

12. Students will plan a personal budget.

13. Students will calculate sales tax, price per unit, and sale discounts.

15. Students will formulate a culminating assessment using comparison shopping techniques, budgeting practices and managing resources (i.e., STAR Events Life Event Planning).

National Standards

2.1.1 - Apply management and planning skills and processes to organize tasks and responsibilities.

2.4.1 - Summarize types of technology that affect family and consumer decision-making.

2.5.1 - Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.

2.5.2 - Analyze individual and family roles in the economic system.

2.6.1 - Evaluate the need for personal and family financial planning.

2.6.2 - Apply management principles to individual and family financial practices.

3.3.1 - Explain the effects of the economy on personal income, individual and family security, and consumer decisions.

3.3.2 - Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.

3.3.3 - Analyze the effect of consumer credit in long-term financial planning.

3.3.4 - Compare investment and savings alternatives.

3.5.3 - Analyze features, prices, product information, styles, and performance of consumer goods for potential trade-offs among the components.

KY Core Academic Standards (Big Idea)

Consumer Decisions - Vocational Studies

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Economics - Social Studies

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

Financial Literacy - Vocational Studies

Financial literacy provides knowledge so that students are responsible for their personal economic well-being. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one’s lifetime. Financial literacy will empower students by providing them with the knowledge, skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

English/Language Arts Common Core Standards

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Technical Literacy Standards
Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
Reading / 9-10 / #7 – Translate quantitative or technical information expressed in words in a text into visual form (e.g. chart/table) and translate information expressed visually or mathematically (e.g. in an equation) into words.
Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards
CC.9-12.N.VM.4 (+) Add and subtract vectors.
CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.*
CC.9-12.A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*
CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
CC.9-12.S.IC.6 Evaluate reports based on data.*
CC.9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*
CC.9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

21st Century Skills and Knowledge

Critical Thinking and Problem Solving
Financial, Economic, Business and Entrepreneurial Literacy
Life and Career Skills

Learning Targets
-Differentiate between needs and wants.
-Identify and describe consumer rights and responsibilities.
-Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
-Characterize various spending practices (i.e. checking account, debit card, credit card, etc.).
-Calculate sales tax, price per unit, and sale discounts.
-Identify advertising techniques and key concepts of each.
-Examine advertisements and label each advertising technique.
-Research qualities and characteristics of products.
-Critique and evaluate a family budget scenario.
-CREATE a balanced family budget using financial management strategies.
-Identify the importance and long-term rewards of saving and investing your funds.
-Formulate an assessment using comparison shopping techniques, budgeting practices and managing resources (i.e. STAR Events Life Event Planning).

Click here to view Sample Learner Activities
Course Title: Life Skills
Description: This comprehensive course provides an opportunity for acquiring basic life skills and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites: none

Unit Title: Hospitality, Recreation and Tourism

Technical Content
23. Students will analyze career opportunities in the six Family and Consumer Sciences career majors.

National Standards
10.3.1 - Apply industry standards for service methods that meet expectations of guests or customers.
10.3.2 - Analyze the relationship between employee attitude, appearance, and actions and guest or customer satisfaction.
10.3.3 - Apply a system to evaluate and resolve employee, employer, guest, or customer complaints.
10.3.4 - Analyze effects of customer relations on success of the hospitality, tourism, and recreation industry.
10.3.5 - Analyze effects of customer relations on meeting the hospitality, tourism, and recreation needs of special populations.
10.6.2 - Design themes, timelines, budgets, agendas, and itineraries.

KY Core Academic Standards (Big Idea)
Employability Skills - Vocational Studies
Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.
Research, Inquiry/Problem-Solving and Innovation - Technology
Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.

English/Language Arts Common Core Standards
CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Technical Literacy Standards
Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.
Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards
CC.9-12.S.IC.6 Evaluate reports based on data.

21st Century Skills and Knowledge
Financial, Economic, Business and Entrepreneurial Literacy
Global Awareness
Life and Career Skills
Learning Targets - Click here to view Sample Learner Activities
Research types of businesses within the hospitality industry.
Identify the qualities of effective customer service and its role on the success of the business / customer retention.
National Standards

Technical Content

8.2.1 - Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.

8.2.7 - Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and

8.4.2 - Apply menu-planning principles to develop and modify menus.

8.5.1 - Demonstrate professional skills in safe handling of knives, tools, and equipment.

9.2.1 - Analyze factors that contribute to food borne illness.

9.2.5 - Demonstrate practices and procedures that assure personal and workplace health and hygiene.

9.3.2 - Analyze nutritional data.

9.4.1 - Analyze nutritional needs of individuals.

9.4.2 - Analyze sources of food and nutrition information, including food labels, related to health and wellness.

14.2.3 - Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

14.2.4 - Analyze sources of food and nutrition information, including food labels, related to health and wellness.

14.3.1 - Apply various dietary guidelines in planning to meet nutrition and wellness needs.

14.3.2 - Analyze sources of food and nutrition information, including food labels, related to health and wellness.

NC Core Academic Standards (Big Idea)

Lifetime Physical Wellness (Physical Education) - Practical Living
Lifetime wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional and social health is strengthened by regular involvement in physical activities.

Nutrition (Health Education) - Practical Living
Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Personal Wellness (Health Education) - Practical Living
Wellness is maximum well-being or total health. Personal wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making behavioral choices and decisions each day that promote an individual’s physical well-being, the prevention of illnesses and diseases and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

English/Language Arts Common Core Standards
CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Technical Literacy Standards
Reading / 9-10 / #1 – Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Reading / 9-10 / #3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; attending to special cases or exceptions defined in the text.
Reading / 9-10 / #5 – Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
Reading / 9-10 / #7 – Translate quantitative or technical information expressed in words in a text into visual form (e.g. chart / table) and translate information expressed visually or mathematically (e.g. in an equation) into words.
Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Writing / 9-10 / #1 – Write arguments focused on discipline-specific content.
Writing / 9-10 / #2 – Write informative / explanatory texts, including narration of historical events, scientific procedures / experiments, or technical processes.
Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.
Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Mathematics Common Core Standards
CC.9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.*
CC.9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
CC.9-12.S.IIC.6 Evaluate reports based on data.*

21st Century Skills and Knowledge
Collaboration
Critical Thinking and Problem Solving
Health Literacy
Initiative and Self-Direction
Life and Career Skills

Learning Targets - Click here to view Sample Learner Activities
Plan, prepare and evaluate a menu using current Dietary Guidelines for Americans and the USDA MyPlate (choosemyplate.gov).
Review the 6 essential nutrients and their primary function(s) and sources.
Identify the components of a nutrition facts panel and analyze their role(s) in your daily food intake.
Analyze the causes and consequences of diet, exercise, rest and other substance choices on various body systems.
Differentiate between the three major types of eating disorders (Anorexia Nervosa / Bulimia Nervosa / Binge Eating Disorder) and their long-term effects on the human body.
Identify and demonstrate how to properly use common kitchen equipment and utensils.
Research the various types of food borne illnesses.
Identify causes of food borne illnesses (cross-contamination, poor hygiene, TDZ) and prevention techniques.
Demonstrate and practice appropriate food safety and sanitation.
11.2.1 - Evaluate the use of elements and principles of design in housing and commercial and residential interiors.

11.3.6 - Demonstrate design processes such as determining the scope of the project, programming, research, concept development, proposal, schematic design, design drawing, and design presentation.

16.3.3 - Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.

20. Students will illustrate the design elements and principles.

21. Students will compare and contrast societal housing trends within the United States.

22. Students will utilize color schemes to create fashion apparel designs.

This comprehensive course provides an opportunity for acquiring basic life skills and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Click here for Additional Resources
21st Century Skills and Knowledge
Creativity and Innovation
Critical Thinking and Problem Solving
Productivity and Accountability
Life and Career Skills
Social and Cross-Cultural Skills

Learning Targets - Click here to view Sample Learner Activities
Characterize the design elements and principles.
Illustrate proper use of each element and principle of design.
Produce a fashion and/or interior product utilizing the design elements and principles.
Compare and contrast societal housing trends within the United States.
Course Title: Life Skills
Description: This comprehensive course provides an opportunity for acquiring basic life skills and guides students to explore select specific areas for concentrated study. Emphasis is on family, employability skills, adolescent development, introduction to textiles, interiors and design, financial management, challenges of parenting, establishing healthy relationships, and creating a foundation for healthy lifestyles and nutrition. Leadership development will be provided through the Family, Career and Community Leaders of America (FCCLA) student organization.

Prerequisites: None

Unit Title: Careers

Technical Content
14. Students will identify individual work habits/ethics (individual/team skills, confidentiality, problem solving, punctuality, self-discipline, communication skills) and explain their importance in the workplace.
23. Students will analyze career opportunities in the six Family and Consumer Sciences career majors.
24. Students will demonstrate employability and social skills relevant to the career pathway.

National Standards
1.2.1 - Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
1.2.2 - Demonstrate job seeking and job keeping skills.
3.1.1 - Explain roles and functions of individuals engaged in consumer service careers.
3.1.2 - Analyze opportunities for employment and entrepreneurial endeavors.
3.1.3 - Summarize education and training requirements and opportunities for career paths in consumer services.
4.1.1 - Explain the roles and functions of individuals engaged in early childhood, education, and services.
4.1.3 - Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
7.1.1 - Explain the roles and functions of individuals engaged in family and community services careers.
7.1.3 - Summarize education and training requirements and opportunities for career paths in family & community services.
8.1.1 - Explain the roles, duties, and functions of individuals engaged in food production and services careers.
8.1.3 - Summarize education and training requirements and opportunities for career paths in food production and services.
9.1.1 - Explain the roles and functions of individuals engaged in food science, food technology, dietetics, and nutrition careers.
9.1.3 - Summarize education and training requirements and opportunities for career paths in food science, food technology, dietetics, and nutrition.
10.1.1 - Explain the roles and functions of individuals engaged in hospitality, tourism, and recreation careers.
10.1.3 - Summarize education and training requirements and opportunities for career paths in hospitality, tourism, and recreation careers.

KY Core Academic Standards (Big Idea)
Career Awareness, Exploration, Planning - Vocational Studies
Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education, learn how to plan for careers and integrate academic subjects.

Employability Skills - Vocational Studies
Employability skills will focus on student’s competencies with their work habits and academic/technical skills that will impact an individual’s success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

English/Language Arts Common Core Standards
CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
**Technical Literacy Standards**

Reading / 9-10 / #4 – Determine the meaning of symbols, key terms, and other domain-specific words/phrases as they are used in specific scientific and technical context.

Reading / 9-10 / #7 – Translate quantitative or technical information expressed in words in a text into visual form (e.g. chart / table) and translate information expressed visually or mathematically (e.g. in an equation) into words.

Reading / 9-10 / #9 – Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Reading / 9-10 / #10 – By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Writing / 9-10 / #4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Writing / 9-10 / #5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Writing / 9-10 / #6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Writing / 9-10 / #7 – Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing / 9-10 / #9 – Draw evidence from informational texts to support analysis, reflection, and research.

Writing / 9-10 / #10 – Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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**Mathematics Common Core Standards**

CC.9-12.S.IC.6 Evaluate reports based on data.*

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**21st Century Skills and Knowledge**

Communication

Life and Career Skills

Financial, Economic, Business and Entrepreneurial Literacy

Initiative and Self-Direction

Productivity and Accountability

Social and Cross-Cultural Skills

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**Learning Targets** - [Click here to view Sample Learner Activities]

- Name each of the six FCS career majors.
- Analyze career opportunities in each of the FCS career pathways.
- Demonstrate appropriate social skills relevant to the career cluster.
- Develop a career portfolio (sample job application / cover letter / resume / thank you letter).
- Identify and practice proper interviewing skills.
- Use National FCCLA Programs to enhance course content and career preparation.