

**Cleveland Heights-University Heights City School District**

**WORK AND FAMILY LIFE PROGRAMS**

**GRADS PROGRAM**

**ADAPTED WORK AND FAMILY LIFE PROGRAM**

**COURSE OF STUDY**

**December 5, 2005**

**Deborah S. Delisle  
Superintendent of Schools**

## **STATEMENT OF APPROVAL**

THIS COURSE OF STUDY HAS BEEN EXAMINED BY THE CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS BOARD OF EDUCATION.

THE DOCUMENT WAS FORMALLY APPROVED FOR ADOPTION BY THE BOARD OF EDUCATION ON DECEMBER 5, 2005.

**RESOLUTION #05-12-148**

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## **ACKNOWLEDGMENTS**

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**RECOMMENDATION BY CAREER AND TECHNICAL ADVISORY  
COMMITTEE**

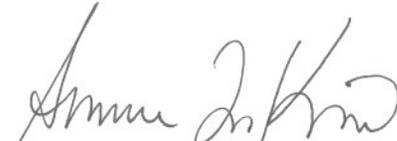
**Work and Family Life  
Cleveland Heights-University Heights School District**

The Career and Technical Advisory Committee of the Work and Family Life Program, Cleveland Heights-University Heights School District, has reviewed this course of study and recommends it for use as the foundation for instruction in classroom, laboratory, and cooperative occupational experiences.

The developers of the course of study have considered local labor market needs and the school district's ability to offer specialized programs. The competencies found on the Integrated, Technical & Academic Competencies (ITAC) for this program have been reviewed, modified and accepted as being congruent with our school district's philosophy and student outcome measures. Additional competencies related to the Work and Family Life Program have been incorporated into the course of study.

We believe that this course of study adequately and correctly focuses upon the development of technical competencies, attitudes, values and appreciation's critical to success in Work and Family Life.

The Work and Family Life Advisors Advisory Committee recommended this course of study on November 15, 2005.  
(date)

  
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Committee Member

  
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Committee Member

  
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Committee Member

## **DISTRICT PHILOSOPHY**

### PHILOSOPHY OF EDUCATION

The educational organization, administration, development and programs within our school system are to be guided by the following premises:

1. All children are entitled to a public education that will encourage the fullest development of their individual talents.
2. Learning is essential to individual independence and the general welfare of the changing American society.
3. Effective learning develops both intellectual and emotional qualities and is for action; its proper evaluation lies in the quality of resultant activity, not mere response.
4. Organized education, a deployment of human and material resources as means toward learning, implies learning for all - - students, teachers, administrators -- at different levels of understanding and maturity.
5. Organized education is at its best when graced with experimental attitudes and dedicated to the proposition that all issues between organization and learning shall be resolved in favor of learning.
6. All rewards and penalties adopted in the organization of education become legitimate only insofar as they assist learning.
7. For purposes of learning and growth, internal motivations are more valuable than the external, such as, grades and competition.

The primary people in our school system are first, the students, and next, the teachers. Accordingly, they will be given primary consideration in any action taken by the Board of Education.

Our school system will provide training in the basic skills.

Our school system should provide a framework in which basic problem-solving and personal adjustment methods can be learned in an orderly, phased, and wholly accessible manner.

Our school system should educate toward both responsibility and responsiveness. It should provide greatly enriched conditions for individual growth in self-awareness, in a larger social awareness, and in controlled and meaningful response both to inner and outer influences. It should strive to heighten the developing student's appreciation of the cultural and individual diversity within the human family, and improve his/her skill in working harmoniously and creatively with that diversity, since this is a rich resource for innovative and successful growth.

A major effort of the teaching-learning process should be the early development of positive self-assurance and the continuing development of individual potential to deal with a changing society, to think rationally and creatively, to be independent and productive, and to choose rewarding life activities. Thinking, creativity, independence, productivity, and activity are also characterized by individual differences. Yet they must meet external requirements, and these change with the changing society.

\*Ohio Administrative Code 3301-35-02

Approved by Board of Education February 9, 1970

Revised by Board of Education January 31, 1977

Re-adopted by Board of Education January 3, 1978; March 14, 1983;  
December 11, 1989

**PROGRAM DESIGN**  
Work and Family Life  
Cleveland Heights-University Heights School District

**PROGRAM PHILOSOPHY**

**Work and Family Life Program**

We believe that the Career and Technical Education Work and Family Life Program in the Cleveland Heights-University Heights City School District is to empower students for the work of home and family and the interaction of work and family life. The Work and Family Life Program fosters the development of fully functioning individuals who take action that is best for self, family, and society. Since all students are involved in the work of the family and will be expected to assume a role as a responsible citizen, the Career and Technical Education Work and Family Life Program courses are an integral part of the Cleveland Heights-University Heights City Schools. The courses assist students in developing skills to solve problems, relate positively to others, manage resources, nurture human development of self and others, and balance work and family life. Although these skills are interrelated with many disciplines of education, Family and Consumer Sciences is the only discipline that addresses these skills within the context of the enduring, recurring problems faced by families.

We believe that the Work and Family Life Program should foster the development of fully functioning individuals who take action to better their family, their workplace, and society. To manage in the increasingly complex and global world, adolescents and parenting adolescents need to develop reasoning skills. The practical reasoning curricular design selected for this program focuses on practical problems of the family member at home, school and work, and helps learners develop the knowledge and skills to resolve those problems in real life.

We believe the Work and Family Life Program should enable students to continue their education, learn about child development and positive parenting techniques, develop skills to cope with the stress of caring for all family members, practice employability skills for job attainment, and obtain emotional support from peers and caring adults. The Work and Family Life Program courses should encourage student participation and interaction with other students, develop leadership skills, improve self-esteem and experience more purposeful use of leisure time through the inter-curricular student organization activities.

## **GRADS Program**

We believe that the GRADS program's primary goal is to develop productive teen parents who control their own lives by successfully solving problems related to self-esteem, pregnancy, parenting and economic independence.

We believe that the GRADS program should foster the development of fully functioning individuals who take action to better their family, their workplace, and society. To manage in the increasingly complex and global world, adolescent parents need to develop reasoning skills. The practical reasoning curricular design selected for this program focuses on perennial and practical problems of the adolescent parent at home, school and work, and helps learners develop the knowledge and skills to resolve those problems in real life.

We believe that the GRADS program should enable teenage parents to continue their education, learn about child care and positive parenting techniques, develop skills to cope with the stress of caring for all family members, practice employability skills for job attainment, and obtain emotional support from peers and caring adults.

We believe that the GRADS program should encourage student participation and interaction, develop leadership skills, improve self-esteem and experience more purposeful use of leisure time through student organizations such as FCCLA.

## **Adapted Work and Family Program**

Work and Family Life coursework addresses life activities; it encourages individuality and creativity. The purpose of Family and Consumer Sciences is to acknowledge situations, as they exist; to practice management skills that coordinate the family, home and career; and to help students achieve their personal goals. Family and Consumer Sciences believe the family is the basic unit of society and acknowledges the family within the global society.

## **PROGRAM GOALS**

### **Work and Family Life Program**

Work and Family Life is an in-school program that fosters the development of a fully-functioning family member and societal worker. This person takes actions that are in the best interest of the family, their place of employment, and the society. A responsible individual makes reasoned judgments, is humanly caring, and acts responsibly for self and others.

Family is defined as a unit of intimate, transacting and interdependent persons who share values and goals, share responsibility for decisions and use of their resources, and have commitment to one another over time.

The program's goals are to develop:

1. Skills needed for:
  - a. thinking critically and creatively
  - b. solving practical problems
  - c. life in the family, at home and at work
  - d. interpersonal relationships and communications
  - e. leadership in the workplace, home and community
  - f. providing an opportunity to obtain these additional skills to further their work and family life skills
  
2. Values related to qualities desired in home and family life including a personal philosophy of:
  - a. psychologically and physically healthy family members
  - b. a balanced life which includes work, play and family
  - c. pride in self, other family members and work performance
  - d. equitable role-sharing of work and family responsibilities
  - e. a network of supportive interdependent relationships
  - f. concern for the well-being of self, family and others
  
3. Ability to take reasoned action to:
  - a. work as a team member in career, community and family life
  - b. manage resources to meet developmental needs of all family members throughout the career-family life cycle
  - c. improve societal conditions to enhance the family;
  - d. search out, recognize and evaluate life's opportunities
  - e. become a nurturing individual
  - f. plan for integration of career and family life cycles

## **GRADS Program**

GRADS (Graduation, Reality and Dual-Role Skills) is an in-school program for pregnant and parenting students. This program's goals are to develop:

1. Personal management skills which increase the likelihood that participants will remain in school during their pregnancy and after the birth of their child to the point of graduation, and focusing on:
  - Self-esteem
  - Pregnancy
  - Parenting
  - Economic Independence;
2. The academic knowledge, related skills and attitudes of positive parenting practices by carrying out positive health-care practices for themselves and their children in both the prenatal and postnatal stages of development;
3. Competencies in balancing work and family roles by providing an orientation to the world and by encouraging the setting of goals that support the dual-role of employee and parent.

Note: Most GRADS students are also enrolled in career and technical job-training, Work and Family Life or OWE programs.

## **Adapted Work and Family Life Courses Program**

The Family and Consumer Sciences curriculum goals are to:

1. Develop skills to evaluate information related to family, career and community life.
2. Promote the development of individual values that will assist the student in reaching goals that he/she has formulated;
3. Develop decision making skills that foster achievements of one's aspirations;
4. Encourage exploration of family and consumer sciences' careers.
5. Provide an opportunity to obtain and use additional academic skills to further work and family life skills
6. Acquire skills and basic knowledge in the subject being studied;
7. Practice skills in resource management, teamwork and leadership.

## **PROGRAM OVERVIEW**

### **Work and Family Life Program**

This program focuses on the successful coordination of work life and family life, which helps the individual, the family and the society. The courses serve as a laboratory for learning the adult life skills of preparing nutritious foods; nurturing human development; creating living environments; encouraging wellness; meeting family clothing needs; developing healthy family relationships; career exploration; managing finances and managing personal resources. Course activities encourage critical thinking, problem solving and the application of strategies for making decisions.

### **GRADS Program**

GRADS (grades 9-12) is an in-school family and consumer sciences program. Subject matter and learning activities are concerned with self-formation, communication skills and relationships as they relate to development of a positive self, wellness, cost of parenthood, prenatal and postnatal care as they relate to adolescent pregnancy; adjustment to parenting, child development, childcare, daycare issues and family relationships as they relate to adolescent parenting; and career exploration, employability, economic resources and the integration of work and family as they relate to economic independence.

### **Adapted Work and Family Life Program**

The courses in these programs focus on the lifespace that protects, nurtures and fulfills our physical, psychological and lifestyle needs; the creation of clothing meeting our psychological and lifestyle needs; and prepares student to take an active role in their careers and community. Topics of elements and principles of design, textiles and careers, communications, teamwork and problem solving are covered in the various courses.

## **POPULATION TO BE SERVED**

### **Work and Family Life Program**

All students in grades 9 through 12 who are interested in improving the quality of life in their home and workplace environments. Educationally, economically and/or physically disadvantaged students are mainstreamed unless disability prevents a student from benefiting from the program or creates a significant safety hazard to self or others.

## **GRADS Program**

All students in a comprehensive senior high school, regardless of educational, economic and/or physical disadvantage, who are pregnant and/or parenting, male or female, may elect to enroll in the program for credit. Middle school students may not enroll in the program for credit, but may be served by the program instructor.

## **Adapted Family and Consumer Sciences**

All students in grades 9 through 12 who are interested in improving the quality of life in their home and workplace environments. Educationally, economically and/or physically disadvantaged students are mainstreamed unless disability prevents a student from benefiting from the program or creates a significant safety hazard to self or others.

## **HOUSING OF THE PROGRAM**

### **Work and Family Life Program**

All programs comprise classroom and laboratory experiences and are located in the local school facilities that meet minimum state standards.

### **GRADS Program**

The GRADS program activities and laboratory experiences are conducted by the GRADS teacher in a traditional daily class structure in the local high school facility that meets minimum state standards. Students also participate in field trips and other class activities.

### **Adapted Work and Family Life Program**

All program activities and laboratory experiences are located in the local school facility that meets minimum state standards.

## **SUPERVISOR OF THE PROGRAM**

### **Work and Family Life Program**

#### **GRADS**

### **Adapted Work and Family Life Program**

Career and Technical Education Supervisor for the Cleveland Heights-University Heights School District.

## **OCCUPATIONS ADDRESSED BY THE PROGRAM**

### **Work and Family Life Program**

Work and Family Life Program addresses the issues of family membership; balancing work and family life responsibilities; parenting; life span planning; and planning for career preparation. The program addresses the relationship of those issues to prepare students for success in the world of work.

### **GRADS Program**

Program is not job-specific. The program consists of core competencies required for the dual-role of parenting and employment.

### **Adapted Work and Family Life Program**

Interior design students study careers related to a) decorating and furnishing homes; b) designing living spaces to meet the needs of families and those with special needs; and c) selecting homes and apartments.

## **BASIC PROGRAM OPERATION**

### **Work and Family Life Program**

The program activities include classroom instruction and laboratory experiences within the school facility. Laboratory experiences are provided to develop the student's competence in basic principles of nutrition, communication, management of human and financial resources, problem-solving and decision-making.

### **GRADS Program**

Program activities include daily classroom instruction based upon the Adolescent Resource Guide available from the Vocational Instructional Laboratory (VIML) of The Ohio State University. Additional components include Action Projects, individual group conferences, home and hospital visits, FCCLA, support services and program communication.

## **Adapted Family and Consumer Sciences**

The program activities include daily classroom instruction and laboratory experiences within the school facility. Academic and laboratory experiences are provided to develop the student's competencies in basic design principles, problem-solving, decision-making, teamwork and leadership.

## **FIELD EXPERIENCE AND/OR EARLY PLACEMENT**

### **Work and Family Life Program**

#### **Adapted Family and Consumer Sciences**

Service Learning is required for our programs. Each student is required to complete culminating course experiences. Individual projects are developed for and by each student to provide further skill development based on classroom instruction. These projects may involve the student's family in the educational process.

### **GRADS Program**

Field experiences are an integral part of the GRADS program. Individual projects are required of all GRADS students who are taking the class for credit. This is an opportunity to develop and reinforce skills and apply learning in the class, using the home and community as a laboratory.

## **ARTICULATION AGREEMENTS**

### **Work and Family Life Program**

#### **Adapted Family and Consumer Sciences**

Work and Family Life courses assist students in preparation for the world of work through transferring skills to the world of work. Work and family provides an opportunity for advancement to other programs.

### **GRADS Program**

The GRADS program involves students in grades 9-12. GRADS students feed into Work and Family Life Programs to provide continued support, skills development, reinforcement and application of skills for the young parents. GRADS students are enrolled in job-specific vocational training programs simultaneously or after completion of GRADS programs.

## **INTEGRATED ACADEMICS**

### **Work and Family Life Program**

Math, science and communication concepts are considered essential and are an integral part of the competencies taught in Work and Family Life Program courses. Concepts and skills studied will be applied through problem-solving activities.

### **GRADS Program**

Basic academics such as reading, writing, math and communication skills are reinforced through learning activities in the GRADS program.

### **Adapted Courses**

Math, science and communication concepts are considered essential and are an integral part of the competencies taught in Work and Family Life Program courses. Concepts and skills studied will be applied through problem-solving activities.

## **TECHNOLOGY**

### **Work and Family Life Program**

#### **Adapted Family and Consumer Sciences**

The curriculum promotes learning the application of current technology (i.e. computers, internet, microwaves, sewing machines) used in the home and in work situations. Technology is an ever-changing part of the program and is varied as the agencies involved. Promotes knowledge and skills needed for advancement in the world. The underlying concepts and principles are taught where appropriate.

### **GRADS Program**

The curriculum promotes the use of technology through educational computer programs on nutrition, pregnancy, parenting, budgeting and personal development. Skills learned are transferable.

## **STUDENT LEADERSHIP**

### **Work and Family Life Program**

### **GRADS Program**

### **Adapted Family and Consumer Sciences**

Student leadership will be developed through participation in chapter activities. The Heights High Family, Careers and Community Leaders of America (FCCLA) chapter is affiliated with the Ohio FCCLA Association and the national organization. This student organization is an integral part of the in-school instructional program and is included in the curriculum. Students are encouraged to participate in the out-of-school opportunities provided (leadership camp, Power of One program, regional rally, and state convention) to increase their competence in leadership, citizenship and communication.

## **CRITICAL THINKING AND DECISION MAKING**

### **Work and Family Life Program**

### **Adapted Family and Consumer Sciences**

Developing and using critical-thinking skills to make wise decisions is an integral part of problem-based classroom instruction, laboratory learning activities and FCCLA. Students learn decision-making techniques through the “practical problem-solving” approach called REASON. Problem solving includes the identification of options, the selection and testing of an option, and determination of a solution or conclusion. Several levels of thinking skills will be used during laboratory and culminating project activities.

### **GRADS Program**

Developing and utilizing critical thinking skills to make wise decisions is an integral part of classroom instruction, learning activities and FCCLA. Instructions are based on Adolescent Resource Guide available from the Vocational Instructional Materials Laboratory (VIML) of The Ohio State University. Students learn decision-making techniques through the “problem-solving” approach. Case studies are used to apply and evaluate student performance outcomes.

**Disclaimer Statement**

**Work and Family Life Program**

**GRADS Program**

**Adapted Family and Consumer Sciences**

This course of study conforms to all federal, state and local laws and regulations, including Title IX and nondiscrimination against any student because of race, color, creed, sex, religion, citizenship, economic status, married status, pregnancy, handicap, other physical characteristics, age, or national origin. This policy of nondiscrimination shall also apply to otherwise qualified handicapped individuals.

## **SCOPE AND SEQUENCE**

### **Work and Family Life Program**

Cleveland Heights-University Heights School District

Personal Development

VISA (Personal Development)

Managing Personal Resources (Resource Management)

Life Planning

Life Planning with Mentorship

Employability Skills (Life Planning)

Service Learning FCCLA (Life Planning)

Foods: Time and Resource Management (Nutrition and Wellness)

Foods around the World (Nutrition and Wellness)

Family Relations

Parenting (Child Development and Parenting)

GRADS Program

### Adapted Family and Consumer Sciences

Interior Design

Creative Clothing I

Creative Clothing II

Creative Clothing III

## **PERSONAL DEVELOPMENT**

### **CITAC 2.1: Manage resources to achieve personal goals**

*TPO: Following the five step planning process, manage resources to achieve personal goals by completing at least two FCCLA Power of One projects.*

#### Key Indicators:

- 2.1.12 Determine differences between goals and dreams
- 2.1.4 Identify process for setting goals
- 2.1.3 Establish personal goals
- 2.1.2 Assess relationship between personal values and goals
- 2.1.5 Identify resources for achieving goals
- 2.1.6 Identify potential barriers to achieving goals and strategies to address barriers
- 2.1.9 Evaluate use of time, money, and other resources in the process of working toward goals
- 2.1.1 Identify personal responsibilities for setting and reaching goals
- 2.1.8 Develop a management plan to achieve goals

### **CITAC 1.2: Enhance esteem of self and others**

*TPO: Reflecting on classroom activities enhance esteem of self and others by developing and following a plan of action for two weeks and write a reflective summary about your experience.*

#### Key Indicators:

- 1.2.1 Identify factors that affect self-esteem of self and of others
- 1.2.2 Assess esteem of self and others
- 1.2.3 Compare effects of low self-esteem and high self-esteem
- 1.2.4 Identify strategies to promote positive esteem of self and others
- 1.2.5 Establish personal values and standards to support positive esteem of self and others

### **PITAC 0.2: Apply the problem-solving process to personal and family problems for well-being of self and others**

*TPO: Given a case study and the Cleveland Heights High School Student Handbook of Rights and Responsibilities apply the problem-solving process to personal and family problems for well-being of self and others by creating at least one ethical solution to the situation after evaluating your list of potential*

*consequences for several alternative choices.*

Key Indicators:

- 0.2.1 Clarify personal and family issues
- 0.2.2 Identify adequate, reliable information and resources for personal and family problem solving
- 0.2.3 Create alternative choices for solving problems
- 0.2.4 Evaluate potential consequences of alternative choice
- 0.2.5 Use criteria and standards to make ethical decisions
- 0.2.6 Evaluate outcomes

**CITAC 1.1: Enhance personal development of self and others throughout the life span**

*TPO: Using both personal experiences and information acquired in the classroom enhance personal development of self and others throughout the life span by identifying at least one personal change needed in each area (1.1.1) and develop and follow goals that enhance self formation.*

Key Indicators:

- 1.1.1 Identify physical, emotional, cognitive and social changes of adolescence
- 1.1.2 Identify the relationship between human needs and developmental stages of the life cycle
- 1.1.3 Identify strategies to enhance personal development throughout the life span
- 1.1.4 Distinguish between behaviors that enhance self-formation and those that are self-destructive
- 1.1.5 Relate significance of accepting and affirming personal uniqueness to personal development

**PITAC 0.3: Relate to others in positive, caring ways**

*TPO: Using the techniques presented during classroom activities relate to others in positive caring ways by appropriately responding to classmates at least three times within one semester.*

Key Indicators:

- 0.3.1 Identify significance of caring, respectful relationship
- 0.3.3 Communicate effectively
- 0.3.4. Express personal feelings, needs, and ideas

**CITAC 1.6: Form healthy, caring relationships with peers**

*TPO: Given a case study and using a problem-solving process form healthy, caring relationships with peers by developing at least three strategies that you could use to build or maintain relations with the “case study peer”.*

Key Indicators:

- 1.6.1 Evaluate consequences of healthy and unhealthy peer relationships
- 1.6.2 Accept value of individual differences in interpersonal relationships
- 1.6.3 Analyze how personal actions and decisions affect others
- 1.6.8 Apply strategies for dealing with peer pressure
- 1.6.6 Distinguish between personal crisis and crises of others
- 1.6.4 Describe importance of expressing feelings and ideas to others
- 1.6.7 Analyze choices for dealing with problems in friendships
- 1.6.5 Use strategies for building and maintaining caring relationship with peers

**CITAC 1.5: Form healthy, caring relationships with family members**

*TPO: Using information and skills gained through class activities and personal experiences form healthy, caring relationships with family members by developing at least two strategies for dealing with family relationship problems and planning them into the FCCLA Power of One “Family Ties” project.*

**CITAC 1.7: Manage conflict**

*TPO: Given a case study and a conflict manage protocol manage conflict by demonstrating your ability to resolve the conflict using a role play.*

Key Indicators:

- 1.5.1 Evaluate the significance of a family to individuals and to society
- 1.5.2 Analyze a variety of family structures
- 1.5.3 Analyze the impact of stages of the life cycle on family members
- 1.5.4 Identify factors that affect relationships in families
- 1.7.1 Clarify areas of disagreement in relationships
- 1.7.2 Express feelings, ideas and values constructively
- 1.7.3 Apply techniques of giving and receiving feedback
- 1.7.4 Criticize ideas and behaviors without criticizing individuals
- 1.5.7 Demonstrate appropriate communication techniques for various family situations
- 1.5.6 Create strategies for dealing with family relationship problems
- 1.7.5 Integrate different ideas into a single position
- 1.7.6 Apply the problem-solving process to choose a strategy to deal with conflict
- 1.7.7 Use appropriate strategies to negotiate differences
- 1.7.8 Seek help in managing conflict when appropriate
- 1.5.8 Plan ways family members can share responsibilities to meet family needs

1.5.9 Apply strategies for strengthening family relationships

**CITAC 1.3: Manage stressful situations**

*TPO: Given a case study, manage stressful situations by using knowledge and skills gained through classroom activities and personal experiences to identify and explain at least two strategies that would have a positive result for you.*

Key Indicators:

- 1.3.1 Analyze factors contributing to stress
- 1.3.2 Identify physical and emotional responses to stress
- 1.3.3 Evaluate positive and negative effects of stress on self, relationships and work productivity
- 1.3.4 Identify healthy and unhealthy ways of dealing with stress
- 1.3.5 Implement strategies to manage stress
- 1.3.6 Create strategies for developing and maintaining constructive support systems

**CITAC 1.11: Enhance self-efficacy throughout the life span**

*TPO: After reviewing the entire semester's classroom activities enhance self-efficacy throughout the life span by creating a portfolio showing your personal growth during this course concluding with a list of goals to be worked on during the following semester.*

Key Indicators:

- 1.11.1 Describe self-efficacy and its relationship with goal-directed behavior and learned helplessness
- 1.11.2 Examine the influence of role models and peers in developing self-efficacy
- 1.11.3 Identify the role of mentors in personal and professional development
- 1.11.4 Establish personal goals and objectives toward enhancing self-efficacy

## **Personal Development (Values and Issues for Student Achievement, VISA)**

### **CITAC 1.12: Build and maintain constructive interpersonal relationships**

*TPO: Build and maintain constructive interpersonal relationships. Conduct research about positive healthy relationships then identify five strategies that could be used to improve a present relationship.*

Key Indicators:

- 1.12.1 Identify factors that affect self-concept
- 1.12.2 Promote positive self-worth
- 1.12.3 Apply effective communication skills
- 1.12.4 Apply problem-solving process to choose strategies to manage conflict
- 1.12.5 Analyze characteristics of constructive and destructive relationships
- 1.12.3 Analyze effects of dependence, independence and interdependence on relationships
- 1.12.4 Identify appropriate strategies to initiate, maintain and end interpersonal relationships
- 1.12.5 Analyze needs, motivations and opportunities involved in relationships
- 1.12.6 Distinguish between responsible and irresponsible behaviors in relationships

### **CITAC 1.1: Enhance personal development of self and others throughout the life span**

*TPO: Enhance personal development of self and others throughout the life span. Upon completion of in-class activities five standards for self-development will be met in the first marking period.*

Key Indicators:

- 1.1.1 Identify physical, emotional, cognitive and social changes of adolescence
- 1.1.2 Identify relationship between human needs and developmental stages of the life cycle
- 1.1.3 Identify strategies to enhance personal development throughout the life span
- 1.1.4 Distinguish between behaviors that enhance self-formation and those that are self-destructive
- 1.1.5 Relate significance of accepting and affirming personal uniqueness to personal development
- 1.1.6 Analyze interrelationships among physical, emotional, social, ethical and intellectual aspects of human growth and development throughout the life span

**PITAC 0.3: Relate to others in positive, caring way**

*TPO: Relate to others in positive, caring way using techniques presented during class activities. Demonstrate the skill at least four times a marking period.*

Key Indicators:

- 0.3.1 Identify significance of caring, respectful relationships
- 0.3.2 Create strategies for relating to people of different ages, abilities, genders and cultures
- 0.3.3 Communicate effectively
- 0.3.4 Express personal feelings, needs and ideas constructively
- 0.3.5 Manage conflict
- 0.3.6 Seek help when needed

**CITAC 1.5: Form healthy, caring relationships with family members**

*TPO: Form healthy, caring relationships with family members using information and skills gained through class activities. Identify a least one activity that strengthens your relationship within the family.*

Key Indicators:

- 1.5.4 Identify factors that effect relationships in families
- 1.5.5 Identify responsibilities of an individual support, values and goals
- 1.5.6 Create strategies for dealing with family relationship problems
- 1.5.7 Demonstrate appropriate communication techniques for various situations

**CITAC 1.3: Manage stressful situations**

*TPO: Manage stressful situations. Explain and demonstrate stress management techniques to deal with at least one stressful situation during a semester class.*

Key Indicators:

- 1.3.1 Analyze factors contributing to stress
- 1.3.2 Identify physical and emotional responses to stress
- 1.3.3 Evaluate positive and negative effects of stress on self, relationships and work productivity
- 1.3.4 Identify healthy and unhealthy ways of dealing with stress
- 1.3.5 Implement strategies to manage stress
- 1.3.6 Create strategies for developing and maintaining constructive support systems

**CITAC 1.2: Enhance esteem of self and others**

*TPO: Enhance esteem of self and others. Apply techniques presented in class to enhance esteem in self and classmates at least five times during the marking period.*

Key Indicators:

- 1.2.1 Identify factors that affect esteem of self and others
- 1.2.2 Assess esteem of self and others
- 1.2.3 Compare effects of low self-esteem and high self-esteem
- 1.2.4 Identify strategies to promote positive esteem of self and others
- 1.2.5 Establish personal values and standards to support positive esteem of self and others

**CITAC 1.8: Choose healthful and responsible ways to express self**

*TPO: Evaluate life influences to develop a personal life plan that chooses healthful and responsible ways to express self.*

Key Indicators:

- 1.8.1 Evaluate messages in media and society about behaviors in relation to sexuality, tobacco, alcohol and drugs
- 1.8.2 Resist negative peer pressure and dangerous situations.
- 1.8.2 Identify influences on gender role development
- 1.8.3 Distinguish between responsible and irresponsible ways to express intimacy and sexuality

**CITAC 0.2: Apply problem-solving process to personal and family problems for well-being of self and others**

*TPO: Apply problem-solving process to personal and family problems for well-being of self and others. Given one personal and one family problem during the semester solve the problem using the problem-solving process.*

Key Indicators:

- 0.2.1 Clarify personal and family issues
- 0.2.2 Identify adequate, reliable information and resources for personal problem solving
- 0.2.3 Create alternative choices for solving problems
- 0.2.4 Evaluate potential consequences of alternative choices
- 0.2.5 Use criteria and standards to make ethical decisions
- 0.2.6 Evaluate outcomes from choices

**CITAC 1.10: Analyze conditions that influence human growth and development throughout the life span**

*TPO: Analyze conditions that influence human growth and development throughout the life span. In a classroom setting, use case studies to explore human growth by tracking personal information to identify ways individuals have developed and the factors that have influenced that development.*

Key Indicators:

- 1.10.1 Investigate the interrelationship of heredity and environment on human growth and development
- 1.10.2 Explore the role of society, economic and technological forces and individual growth and development throughout the life span
- 1.10.3 Examine the potential effects of gender, birth order, ethnicity and culture on individual development throughout the life span
- 1.10.4 Examine the effects of life events, coping strategies and adaptation on an individual's physical, emotional, ethnical and intellectual development

**CITAC 1.6: Form healthy, caring relationships with peers**

*TPO: Form healthy, caring relationships with peers after role-playing positive and negative interaction between peers.*

Key Indicators:

- 1.6.1 Evaluate consequences of health and unhealthy peer relationships
- 1.6.2 Accept value of individual differences in interpersonal relationships
- 1.6.3 Analyze how personal actions and decisions affect others
- 1.6.4 Describe importance of expressing ideas and feelings
- 1.6.5 Distinguish between personal crises and crises of another person
- 1.6.6 Identify strategies to deal with peer pressure
- 1.6.7 Identify strategies for dealing with current issues

**PITAC 0.1: Manage work and family responsibilities for well-being of self and others**

*TPO: Manage work and family responsibilities for well-being of self and others using appropriate management strategies. Demonstrate this skill by completing and turning in, on-time, 90% of the class assignments for one month.*

Key indicators:

- 0.1.1 Explore the value and meaning of work
- 0.1.2 Identify management strategies for balancing work and family

### **CITAC 1.7: Manage conflict**

*TPO: Manage conflict using the problem solving process to solve at least one problem in the areas of personal life and family life.*

Key Indicators:

- 1.7.1 Clarify areas of disagreement in relationships
- 1.7.2 Express feelings, ideas and values constructively
- 1.7.3 Apply techniques of giving and receiving feedback
- 1.7.4 Criticize ideas and behaviors not people
- 1.7.5 Integrate different ideas into a single position
- 1.7.6 Apply problem-solving process to choose a strategy to deal with conflict
- 1.7.7 Use appropriate strategies to negotiate differences
- 1.7.8 Seek help to manage conflict when appropriate

### **CITAC 1.13: Communicate with others**

*TPO: Communicate with others using the techniques presented in class at least six times a marking period.*

Key Indicators:

- 1.13.1 Develop total listening skills
- 1.13.2 Practice listening skills
- 1.13.3 Ask questions for clarification
- 1.13.4 Use supportive and constructive feedback

### **CITAC 1.14: Demonstrate positive work attitudes and behaviors**

*TPO: Demonstrate positive work attitudes and behaviors using techniques and strategies presented in class. Identify strategies in the analysis of case studies.*

Key Indicators:

- 1.14.1 Identify characteristics that reflect appropriate work attitude
- 1.14.2 Assess benefits of displaying a positive attitude
- 1.14.3 Identify factors that influence work attitude

### **CITAC 1.15: Cooperate with others**

*TPO: Cooperate with others using techniques presented during classroom activities. Demonstrate this skill at least four times per marking period.*

Key Indicators:

- 1.15.1 Recognize benefits of cooperation
- 1.15.2 Identify situations requiring compromise

- 1.15.3 Identify unique contributions of diverse backgrounds
- 1.15.4 Exhibit open mindedness toward different ideal and opinions
- 1.15.5 Recognize types of peer pressure

**PITAC 0.4: Assume leadership role as a responsible family member and citizen**

*TPO: Assume leadership role as a responsible family member and citizen when an opportunity is presented in class and in the family. Serve in a leadership role for at least one classroom activity per marking period.*

Key Indicators:

- 0.4.1 Identify ways to be responsible at home and school
- 0.4.4 Evaluate consequences of cooperative and uncooperative actions
- 0.4.5 Cooperate with others to achieve goals
- 0.4.6 Use planning process to establish and achieve goals

**CITAC 1.16: Manage resources to achieve personal goals**

*TPO: Manage resources to achieve personal goals after identifying your values, goals and resources. Develop a personal management plan including three personal goals.*

Key Indicators:

- 1.16.1 Identify personal responsibilities for setting and reaching goals
- 1.16.2 Assess personal relationship between goals and values
- 1.16.3 Establish personal goals
- 1.16.4 Identify process for setting and reaching goals
- 1.16.5 Identify resource for achieving goals
- 1.16.6 Identify barriers to achieving goals
- 1.16.8 Develop a management plan
- 1.16.9 Evaluate use of resource as related to goals
- 1.16.10 Evaluate outcome of management plan

**CITAC 1.17: Develop a life-management plan**

*TPO: Apply knowledge of resources and goals to develop a life management plan for the completion of the current marking period.*

Key Indicators:

- 1.17.1 Identify life choices
- 1.17.2 Analyze factors affecting life choices
- 1.17.3 Identify personal strength and limitations
- 1.17.4 Establish short and long term goals

- 1.17.5 Identify changes that can impact the life plan
- 1.17.6 Evaluate use of resources to achieve goals
- 1.17.7 Take personal responsibility for life choices

## **MANAGING PERSONAL RESOURCES (RESOURCE MANAGEMENT)**

**PITAC 0.3: Relate to others in positive, caring ways**

**PITAC 0.2: Apply the problem-solving process to personal and family problems for well-being of self and others**

**PITAC 0.4: Assume a leadership role as a responsible family member and citizen**

### **Core ITAC-Strand 4 Working Responsibly**

*TPO: Given a problem to solve or a task to complete, small groups of students working responsibly will find at least one successful solution.*

Key Indicators:

- 0.3.3 Communicate effectively
- 0.3.4 Express personal feelings, needs and ideas constructively
- 0.2.3 Create alternative choices for solving problems
- 0.2.4 Evaluate potential consequences of alternative choices
- 0.2.6 Evaluate outcomes
- 4.2 Contribute to Teamwork
- 4.1 Demonstrate Leadership
- 4.1.6 Collaborate with others to accomplish goals
- 0.4.5 Cooperate with others to achieve group goals
- 0.4.4 Evaluate consequences of co-operative and uncooperative actions

**CITAC 2.1: Manage resources to achieve personal goals.**

*TPO: Following the five step planning process, manage resources to achieve personal goals by completing at least two FCCLA Power Of One projects.*

Key Indicators:

- 2.1.12 Determine difference between goals and dreams
- 2.1.4 Identify the process for setting and reaching
- 2.1.3 Establish personal goals
- 2.1.2 Assess relationships between personal values and goals
- 2.1.5 Identify resources for achieving goals
- 2.1.6 Identify potential barriers to achieving goals
- 2.1.9 Evaluate use of time, money, and other resources in the process of working toward goals
- 2.1.1 Identify personal responsibilities for setting and reaching goals

2.1.8 Develop a management plan to achieve goals

**CITAC 1.4: Formulate plan to achieve career goals**

*TPO: Reflecting on classroom activities, formulate plan to achieve career goals by listing at least 4 necessary steps.*

**Core ITAC–Strand 3 Applying Technology**

Key Indicators

3.2 Access/Transmit information using electronic communication system

*TPO: Recalling instruction given, create a resume applying technology.*

Key Indicators:

- 1.1.4 Describe difference between a job and a career
- 1.1.2 Evaluate work as a means of achieving personal and family goals
- 1.1.3 Compare impact of being employed or not being employed on the well-being of self and others
- 1.1.11 Describe employability skills necessary for getting and keeping a job
- 1.4.7 Analyze factors affecting career choices
- 1.4.8 Evaluate career choices in relation to self-esteem, self-formation, lifestyle, goals and well-being of others
- 1.4.9 Establish career goals
- 1.4.12 Create a working resume
- 3.3 Demonstrate computer literacy
- 3.6 Use word processing software
- 1.4.13 Carefully read and complete job application forms
- 1.4.14 Read and interpret payroll deductions and earnings
- 1.4.15 Write checks, complete a check register and reconcile a bank statement

**CITAC 2.8: Apply resource management skills to plan food choices that meet the dietary needs of individuals and families**

*TPO: Using Dietary Guidelines for Americans and the Food Pyramid, apply resource management skills to plan food choices that meet the dietary needs of individuals and families for at least one day.*

Key Indicators

- 2.8.1 Analyze the role of food in meeting dietary needs
- 2.8.8 Identify and apply standards for selecting nutritious foods
- 2.8.7 Evaluate reliability of sources of nutrition information
- 2.8.2 Recognize personal responsibility for maintaining health through food choices
- 2.8.3 Evaluate personal food habits

- 2.8.4 Analyze factors affecting food choice
- 2.8.9 Plan strategies for selecting nutritious foods
- 2.8.5 Recognize cultural influences on food choices
- 2.8.6 Evaluate effect of advertising on food choices

**CITAC 2.9: Apply resource management skills to prepare and serve nutritious foods**

*TPO: Given the necessary equipment and supplies, apply resource management skills to prepare and serve nutritious foods for a small group of peers.*

Key Indicators:

- 2.9.1 Evaluate nutrition sources and food preparation information
- 2.9.2. Choose food preparation techniques that maximize nutritive value of food
- 2.9.5 Apply time-management principles when preparing and serving food
- 2.9.6 Plan ways to share food preparation tasks in group and family settings
- 2.9.8 Identify and use appropriate equipment and supplies for food preparation in home
- 2.9.3 Recognize health related dangers associated with improper food handling
- 2.9.4 Practice appropriate sanitation and storage procedures related to handling food

**CITAC 2.7: Apply resource management skills in making decisions related to selecting, obtaining, and maintaining clothing for self and family**

*TPO: Reflecting on information gathered and personal values apply resource management skills in making decisions related to selecting, obtaining, and maintaining clothing for self and family create a list of at least three items needed with the explanation for the need.*

Key Indicators:

- 2.7.1 Identify physical, social, and emotional roles of clothing
- 2.7.2 Evaluate immediate and future clothing needs
- 2.7.4 Develop strategies to achieve personal clothing goals based on needs, values, and resources
- 2.7.5 Compare ways to obtain clothing considering personal and family values and resources
- 2.7.11 Demonstrate ability to operate a sewing machine
- 2.7.10 Perform basic construction tasks

**CITAC 2.10: Demonstrate management of individual and family resources related to transportation**

*TPO: Given a real life situation, demonstrate management of individual and family resources related to transportation by planning the route and necessary transportation to reach the destination.*

Key Indicators

- 2.10.6 Apply personal skills to locate community organizations/buildings on a city map
- 2.10.7 Apply personal skills to develop a route to travel using both local and state maps without the assistance of a computer program
- 2.10.8 Apply computer literacy skills to access routing/transportation directions

## **LIFE PLANNING**

### **PITAC 0.3: Relate to others in positive, caring ways**

*TPO: Using the techniques presented during classroom activities, relate to others in positive caring ways by appropriately responding to classmates at least three times within one semester.*

Key Indicators:

- 0.3.1 Identify significance of caring, respectful relationships
- 0.3.2 Communicate effectively
- 0.3.3 Express personal feelings, needs and ideas

### **CITAC 3.9: Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, social and age)**

*TPO: Using information presented in class, apply appropriate strategies for dealing with the differences associated with diversity by doing roles plays, putting yourself in the shoes of a person from a category different from your own.*

Key Indicators:

- 3.9.1 Recognize the differences associated with diversity and the implications of those differences
- 3.9.2 Demonstrate effective interpersonal skills working with others of different backgrounds
- 3.9.3 Express feelings, actions and ideas respectfully
- 3.9.4 Identify appropriate strategies and solutions for dealing with cultural conflicts and differences

### **CITAC 3.1: Develop a life-management plan**

*TPO: Following the criteria presented during classroom instruction, develop a life-management plan for yourself by setting short and long term goals and listing at least 3 steps involved in reaching these goals in the following life areas: Personal, Family, Wellness, Financial, and Career.*

Key Indicators:

- 3.1.1 Identify life choices
- 3.1.2 Analyze factors affecting life choices
- 3.1.3 Identify personal strengths and limitations
- 3.1.4 Establish short and long-term personal goals
- 3.1.5 Identify changes that impact a life-management plan

3.1.8 Take personal responsibility for life choices

**CITAC 3.3: Build and maintain constructive interpersonal relationships**

**PITAC 0.3: Relate to others in positive, caring ways**

*TPO: Using the information presented in class, build and maintain constructive interpersonal relationships in groups by creating skits, videos or brochures.*

**Key Indicators:**

- 3.3.1 Identify factors that affect self-concept
- 3.3.2 Promote positive self-worth in others
- 0.3.3 Communicate effectively
- 3.3.3 Apply effective communication skills
- 3.3.5 Analyze characteristics of constructive and destructive relationships
- 3.3.10 Identify characteristics of love and commitment with family, friends and others
- 3.3.7 Identify appropriate strategies to initiate maintain and end interpersonal relationships
- 3.3.9 Distinguish between responsible and irresponsible behaviors in relationships

**CITAC 3.4: Build and maintain strong, functional families**

*TPO: Reflecting on the strategies discussed in class, build and maintain strong, functional families by choosing two of the strategies to use at home and write a reflection paper on your experience.*

**Key Indicators:**

- 3.4.1 Identify characteristics of a functional family
- 3.4.2 Evaluate role of families in meeting needs of individuals throughout the life cycle
- 3.4.4 Identify strategies to create and maintain a strong, functional family
- 3.6.6 Identify variety of strategies to coordinate work and family responsibilities
- 3.6.7 Use a variety of strategies to ensure adequate work and family responsibilities
- 3.4.5 Identify appropriate strategies for dealing with family change and stress.
- 3.4.6 Analyze factors influencing mate selection
- 3.4.7 Assess responsibilities of and personal readiness for marriage and family life
- 3.4.8 Assess responsibilities of and personal readiness for parenthood

### **CITAC 3.2: Care for self and others to ensure wellness**

*TPO: Given case studies about individuals making unhealthy lifestyle and wellness choices in a “columnist” format, show care for self and others to ensure wellness by responding to the questions using the information presented in class.*

Key Indicators:

- 3.2.1 Identify elements of wellness
- 3.2.2 Describe significance of healthy lifestyles
- 3.2.3 Identify strategies to maintain wellness
- 3.2.5 Evaluate personal and family wellness status and needs
- 3.2.6 Identify and evaluate sources of wellness information
- 3.2.7 Analyze factors that contribute to stress
- 3.2.8 Implement strategies to manage effects of stress

### **CITAC 3.5: Develop strategies for lifelong career planning**

#### **CITAC 3.6: Coordinate personal and career responsibilities for well-being of self and others**

*TPO: Develop strategies for lifelong career planning. Using an outline of the decision-making process, write two strategies for each step of the career planning process.*

Key Indicators:

- 3.5.2 Analyze significance of work for self, family and society
- 3.5.1 Analyze value of work ethic in relation to personal and family values and goals
- 3.5.3 Define the career-planning process
- 3.5.4 Assess knowledge, attitudes, skills and aspirations
- 3.5.5 Research world of work
- 3.5.6 Demonstrate job search skills
- 3.5.7 Identify strategies for keeping a job, advancing in a job, and increasing wages
- 3.6.3 Identify effects of role stereotyping in work and family settings
- 3.5.8 Evaluate career choices in relation to life-management plan
- 3.5.9 Evaluate interrelationship between career choice and lifestyle
- 3.5.11 Identify factors that impact current and future career choices

#### **CITAC 3.7: Establish a plan for using resources to meet individual and family needs and goals**

*TPO: Brainstorm locally available resources and establish a plan for using resources to meet individual and family needs. Construct a plan utilizing resources to meet at least one family need and one family goal.*

Key Indicators:

- 3.7.1 Plan strategies to facilitate self-responsibility in managing a financial plan
- 3.7.3 Analyze consumer rights and responsibilities
- 3.7.4 Identify and evaluate sources of consumer information
- 3.7.5 Evaluate financial institutions and services (e.g. savings, investments, credit)
- 3.7.6 Identify significance of establishing and maintaining good credit
- 3.7.7 Identify types of insurance available in relation to insurance needs throughout the life cycle
- 3.7.8 Identify factors to consider when making decisions about food, clothing, transportation and housing
- 3.7.10 Determine the necessities for and practice that allow individuals and families to maintain economic self-sufficiency

## **LIFE PLANNING with MENTORSHIP**

### **PITAC 03: Relate to others in positive, caring ways**

*TPO: Using the techniques presented during classroom activities, relate to others in positive caring ways by appropriately responding to classmates at least three times within one semester.*

Key Indicators:

- 0.3.4 Identify significance of caring, respectful relationships
- 0.3.5 Communicate effectively
- 0.3.6 Express personal feelings, needs and ideas

### **CITAC 4.6: Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, social and age)**

*TPO: Using information presented in class, apply appropriate strategies for dealing with the differences associated with diversity by doing roles plays, putting yourself in the shoes of a person from a category different from your own.*

Key Indicators:

- 4.6.5 Recognize the differences associated with diversity and the implications of those differences
- 4.6.6 Demonstrate effective interpersonal skills working with others of different backgrounds
- 4.6.7 Express feelings, actions and ideas respectfully
- 4.6.8 Identify appropriate strategies and solutions for dealing with cultural conflicts and differences

### **CITAC 3.1: Develop a life-management plan**

*TPO: Following the criteria presented during classroom instruction, develop a life-management plan for yourself by setting short and long term goals and listing at least 3 steps involved in reaching these goals in the following life areas: Personal, Family, Wellness, Financial, and Career.*

Key Indicators:

- 3.1.1 Identify life choices
- 3.1.2 Analyze factors affecting life choices
- 3.1.3 Identify personal strengths and limitations
- 3.1.4 Establish short and long-term personal goals
- 3.1.5 Identify changes that impact a life-management plan
- 3.1.8 Take personal responsibility for life choices

**CITAC 3.3: Build and maintain constructive interpersonal relationships**

**PITAC 0.3: Relate to others in positive, caring ways**

*TPO: Using the information presented in class, build and maintain constructive interpersonal relationships in groups by creating skits, videos or brochures.*

**Key Indicators:**

- 3.3.1 Identify factors that affect self-concept
- 3.3.2 Promote positive self-worth in others
- 0.3.3 Communicate effectively
- 3.3.3 Apply effective communication skills
- 3.3.5 Analyze characteristics of constructive and destructive relationships
- 3.3.10 Identify characteristics of love and commitment with family, friends and others
- 3.3.7 Identify appropriate strategies to initiate maintain and end interpersonal relationships
- 3.3.9 Distinguish between responsible and irresponsible behaviors in relationships

**CITAC 3.4: Build and maintain strong, functional families**

*TPO: Reflecting on the strategies discussed in class, build and maintain strong, functional families by choosing two of the strategies to use at home and write a reflection paper on your experience.*

**Key Indicators:**

- 3.4.1 Identify characteristics of a functional family
- 3.4.2 Evaluate role of families in meeting needs of individuals throughout the life cycle
- 3.4.4 Identify strategies to create and maintain a strong, functional family
- 3.6.6 Identify variety of strategies to coordinate work and family responsibilities
- 3.6.7 Use a variety of strategies to ensure adequate work and family responsibilities
- 3.4.5 Identify appropriate strategies for dealing with family change and stress
- 3.4.6 Analyze factors influencing mate selection
- 3.4.7 Assess responsibilities of and personal readiness for marriage and family life
- 3.4.8 Assess responsibilities of and personal readiness for parenthood

**CITAC 3.2: Care for self and others to ensure wellness**

*TPO: Given case studies about individuals making unhealthy lifestyle and wellness choices in a "columnist" format, show care for self and others to ensure wellness*

*by responding to the questions using the information presented in class.*

Key Indicators:

- 3.2.1 Identify elements of wellness
- 3.2.2 Describe significance of healthy lifestyles
- 3.2.3 Identify strategies to maintain wellness
- 3.2.5 Evaluate personal and family wellness status and needs
- 3.2.6 Identify and evaluate sources of wellness information
- 3.2.7 Analyze factors that contribute to stress
- 3.2.8 Implement strategies to manage effects of stress

**CITAC 5.1: Identify how personal interests, abilities and skills relate to choosing a career**

*TPO: After self analysis, identify how personal interests, abilities and skills relate to choosing a career, matching personal interests and skills to careers.*

Key Indicators:

- 5.1.1 Determine own interests and aptitudes
- 5.1.2 Relate personal interests to academic and occupational skills
- 5.1.3 Identify impact of abilities and skills on career development
- 5.1.4 Identify how self-knowledge relates to making career choices

**CITAC 3.5: Develop strategies for lifelong career planning**

**CITAC 3.6: Coordinate personal and career responsibilities for well-being of self and others**

*TPO: Develop strategies for lifelong career planning. Using an outline of the decision-making process, write two strategies for each step of the career planning process.*

Key Indicators:

- 3.5.2 Analyze significance of work for self, family and society
- 3.5.1 Analyze value of work ethic in relation to personal and family values and goals
- 3.5.3 Define the career-planning process
- 3.5.4 Assess knowledge, attitudes, skills and aspirations
- 3.5.5 Research world of work
- 3.5.6 Demonstrate job search skills
- 3.5.7 Identify strategies for keeping a job, advancing in a job, and increasing wages
- 3.6.3 Identify effects of role stereotyping in work and family settings
- 3.5.8 Evaluate career choices in relation to life-management plan
- 3.5.9 Evaluate interrelationship between career choice and lifestyle

3.5.11 Identify factors that impact current and future career choices

**CITAC 3.8: Investigate career options**

*TPO: Student will investigate career options by choosing a mentor in a career area of interest and spend a minimum of 20 contact hours with the mentor during the semester. Student will keep a journal of their mentoring experience.*

**Key Indicators:**

- 3.8.1 Identify the range of available career information sources
- 3.8.2 Research knowledge, abilities and skills needed in each occupation using a variety of resources
- 3.8.3 Select careers that best match interests and aptitudes
- 3.8.4 Assess differences in the wages, benefits, annual incomes, cost of living, and job opportunities associated with selected career options
- 3.8.5 Identify potential conflicts between interest/aptitudes and career choices
- 3.8.6 Identify how career choices influence family, personal life and lifestyle

## **EMPLOYABILITY SKILLS**

### **SITAC 1.0: Identify how personal interest, abilities, and skills relate to choosing a career**

*TPO: After self analyses test, identify how personal interests, abilities, and skills relate to choosing a career. Match personal interest / skills to careers to be researched and self analyses produced in list form for two careers.*

Key Indicators:

- 1.01 Relate personal interest to academic and occupational skills
- 1.02 Identify impact of abilities and skills on career development
- 1.03 Identify how self knowledge relates to making career choices
- 1.04 Determine interests aptitudes and skills

### **CITAC 1.1: Demonstrate skills needed to enter or reenter the workforce**

*TPO: Use identified lists of personal skills, interests, and abilities and demonstrate entry level skills needed to enter workforce by performing the entry level skills at least five times during the course.*

Key indicators:

- 1.1.1 Apply knowledge of personal abilities, interest, and skills to the seeking of employment regionally, nationally and globally

### **CITAC 1.2: Develop strategies for life long career planning**

*TPO: After identifying skills needed for employment develop strategies for a life long career plan by explaining three different career paths.*

Key Indicators:

- 1.2.1 Analyze significance of work for self, family, and society
- 1.2.2 Define the career planning process
- 1.2.3 Asses knowledge, attitudes, skills and aspirations
- 1.2.4 Research world of work
- 1.2.5 Demonstrate job search skills
- 1.2.6 Evaluate career choices in relation to life- management plan
- 1.2.7 Evaluate interrelationship between career choice and life style
- 1.2.8 Identify factors that impact current and future career choices

### **CITAC 1.3: Develop a life management plans**

*TPO: Identify ten life management skills needed to be incorporated into a life management plan as it relates to an identified career path.*

Key Indicators:

- 1.3.1 Identify life choices
- 1.3.2 Analyze factors affecting life choices
- 1.3.3 Identify personal strengths and limitations
- 1.3.4 Establish short and long term personal goals
- 1.3.5 Identify changes that impact a life management plan
- 1.3.6 Evaluate use of time, money, and other resources needed to achieve goals
- 1.3.7 Develop set of criteria for evaluating life choices
- 1.3.8 Take personal responsibility

### **CITAC 1.4: Coordinate personal and career responsibilities for well being of self and others**

*TPO: Given a case study identify seven to ten each of personal and career responsibilities for the well being of self and others.*

Key Indicators:

- 1.4.1 Determine individual family, and work related priorities
- 1.4.2 Evaluate interrelationships between the family cycle and career patterns
- 1.4.3 Identify effects of role stereotyping in work and family settings
- 1.4.4 Analyze effects of power and conflicts in work and family settings
- 1.4.5 Identify variety of strategies to coordinate work and family responsibilities
- 1.4.6 Use variety of strategies to ensure adequate personal, work, and family time

### **CITAC 1.5: Investigate career options**

*TPO: Investigate two potential, personal career options and develop a fifteen year life plan to pursue the identified career.*

Key Indicators:

- 1.5.1 Identify career options including self-employment and nontraditional careers
- 1.5.2 Identify the range of available career information sources
- 1.5.3 Research knowledge abilities and skills needed in each occupation using a variety of resources (e.g. handbooks, career materials, labor market information, computerized career information, delivery systems, and role models, mentors
- 1.5.4 Select careers that best match interest and aptitudes`

- 1.5.5 Analyze the impact of factors such as population, climate, employment trends, and geographic location on occupational choice
- 1.5.6 Assess differences in the wages, benefits, annual incomes, cost of living, and job opportunities associated with selected career options
- 1.5.7 Identify potential conflicts between interest/aptitudes and career choices
- 1.5.8 Identify how career choices influence family, personal life, and lifestyle
- 1.5.9 Assess labor market information pertaining to career options
- 1.5.10 Explore future trends and occupations in the world of work
- 1.5.11 Research occupations matching interests and aptitudes
- 1.5.12 Select career(s) that best match(es) interests and aptitudes
- 1.5.13 Assesses differences in wages, annual incomes, and job opportunities based on geographic location
- 1.5.14 Develop career plan
- 1.5.15 Identify advantages and disadvantages of career options, including nontraditional careers

**CITAC 1.6: Demonstrate job-keeping skills**

*TPO: Demonstrate job-keeping skills through the analysis of five case studies, which present both positive and negative employee actions on the job.*

Key Indicators:

- 1.6.1 Demonstrate strong communication skills orally in writing or via computer
- 1.6.2 Apply basic arithmetic and mathematics skills to job tasks
- 1.6.3 Apply thinking skills to job task (including creative thinking, decision making reasoning problem solving interpretation of information)
- 1.6.4 Apply interpersonal skills in relating to others on the job
- 1.6.5 Identify an awareness of employer expectations for the job
- 1.6.6 Carryout job task in accordance with employer expectations
- 1.6.7 Display positive work ethic

**CITAC 1.7: Chart career using career-planning skills**

*TPO: Chart two career plans using the Occupational Outlook Handbook to present to peers.*

Key Indicators:

- 1.7.1 Demonstrate use of career information
- 1.7.2 Identify elements of career planning
- 1.7.3 Summarize the educational requirements of various occupations
- 1.7.4 Identify skills that apply to a variety of occupations
- 1.7.5 Identify challenges that may interfere with individual career plan (e.g., gender, issues, misinformation, expectations of others, and conditions of

- labor market)
- 1.7.6 Identify short term and long-term goals for achieving career plan
- 1.7.7 Develop career plan
- 1.7.8 Showcase interest aptitudes and skills utilizing a portfolio
- 1.7.9 Annually review/revise the individual career plan

**CITAC 1.8: Apply basic communication skills**

*TPO: Apply basic communication skills to complete applications, to participate in mock interviews, and to create a resume and letters of introduction.*

Key Indicators:

- 1.8.1 Guide communication activities using established rules for grammar word usage spelling and sentencing construction
- 1.8.4 Select communication style appropriate to audience and situation
- 1.8.3 Present messages in a form that assists recipient's understanding (e.g., speak and write clearly and concisely, write legibly)
- 1.8.4 Locate needed information using communication reference tools (e.g., dictionary, thesaurus, style manual, word division guide)
- 1.8.5 Interpret oral, written and nonverbal messages
- 1.8.6 Follow written and oral instructions
- 1.8.7 Clarify messages received (e.g., through paraphrasing questioning)

**CITAC 1.9: Apply listening skills**

*TPO: Apply listening skills to role plays to identify who would be hired and be able to explain what the hired person said in the interview that would have awarded them the job.*

Key Indicators:

- 1.9.1 Identify major points of the message (include key information, directions, specific details)
- 1.9.2 Determine real needs or goals by attending to both verbal and nonverbal messages
- 1.9.3 Differentiate between fact, opinions and feelings
- 1.9.4 Overcome communication barriers
- 1.9.5 Clarify communication by rephrasing statements, asking questions, showing empathy and interpreting both verbal and nonverbal information

**CITAC 1.10: Apply oral communication skills**

*TPO: Apply for possible employment by applying positive oral communication skills during a mock interview.*

Key Indicators:

- 1.10.1 Apply basic communication skills in communicating orally
- 1.10.2 Use nonverbal techniques to reinforce the intended verbal message
- 1.10.3 Support oral communication with creative attention-getters, analogies, examples, verbal illustrations, etc.
- 1.10.4 Demonstrate sensitivity to cultural diversity (e.g., accepted variations in distances between speakers, use of eye contact, meaning of gestures, and bias-free language)
- 1.10.5 Adjust delivery according to perceived reception

**CITAC 1.11: Apply written communication skills**

*TPO: Apply written communication skills to create individual career portfolio to portfolio rubric standards.*

Key Indicators:

- 1.11.1 Apply basic communication skills in communicating in written form
- 1.11.2 Organize information into appropriate format in accordance with standard practices (including prewriting, drafting, proofreading, editing/revising, preparing copy/publishing)
- 1.11.3 Incorporate creative and original elements (e.g., unique writing style, content, layout) in the written product
- 1.11.4 Supplement written communication with other forms of communication (including graphic, oral, or artistic)
- 1.11.5 Demonstrate sensitivity to cultural diversity
- 1.11.6 Use technology (e.g., spelling checkers) to enhance accuracy

**CITAC 1.12: Build interpersonal relationships**

*TPO: Solve case studies to demonstrate the ability to build interpersonal relationships appropriate to employment standards as identified in a teacher developed rubric.*

Key Indicators:

- 1.12.1 Demonstrate knowledge of the components of effective communication
- 1.12.2 Relate to people of different ages, abilities, gender, cultures and behavior styles
- 1.12.3 Demonstrate caring, empathy, and appreciation for others
- 1.12.4 Communicate personal feelings, needs and ideas constructively
- 1.12.5 Demonstrate effective listening skills
- 1.12.6 Manage conflict and stress

### **CITAC 1.13: Prepare for employment**

*TPO: Prepare for employment by assembling 100% of the paper work needed to apply for a self-identified entry level job in the local community.*

Key Indicators:

- 1.13.1 Review employment laws (e.g., wage and minor labor laws)
- 1.13.2 Recognize purpose of work permit
- 1.13.3 Identify barriers to employment
- 1.13.4 Describe ways to overcome employment barriers
- 1.13.5 Research job opportunities
- 1.13.6 Utilize employment sources
- 1.13.7 Review employment and payroll forms
- 1.13.8 Determine opportunities within an occupation/organization

### **CITAC 1.14: Design a resume**

*TPO: Design a resume with proper grammar and complete personal information that can be used to apply for employment.*

Key Indicators:

- 1.14.1 Identify personal strengths
- 1.14.2 List skills, abilities, goal(s), objective(s), accomplishments, and achievements, educational background, work experience(s), and personal interests/hobbies
- 1.14.3 Use correct grammar, spelling and concise wording
- 1.14.4 Secure references

### **CITAC 1.15: Complete job application process**

*TPO: Complete job application process to have an accurate and complete personal information file to be used in mock job interviews and real life interviews.*

Key indicators:

- 1.15.1 Identify ways to obtain job application forms
- 1.15.2 Identify appropriate writing instruments needed
- 1.15.3 Read application carefully before completing
- 1.15.4 Fill out application completely
- 1.15.5 Describe methods for handling illegal questions on job application forms
- 1.15.6 Use grammar, spelling and concise wording
- 1.15.7 Demonstrate appropriate telephone etiquette
- 1.15.8 Identify methods for requesting and interview when returning job applications
- 1.15.8 Use follow-up techniques

**CITAC 1.16: Demonstrate interview skills**

*TPO: Demonstrate interview skills in mock interviews to the point that a job is offered during the interview in one out of three interviews.*

Key Indicators:

- 1.16.1 Research Organizations/ Company
- 1.16.2 Identify appropriate dress and personal hygiene
- 1.16.3 Demonstrate interview etiquette
- 1.16.4 Demonstrate good oral communication skills
- 1.16.5 Demonstrate appropriate question and answer techniques
- 1.16.6 Describe methods for handling illegal interview questions
- 1.16.7 Use follow-up techniques

**CITAC 1.17: Demonstrate the work ethic**

*TPO: Demonstrate the work ethic by completing major project assignments on time and to the teacher identified grading standard.*

Key Indicators:

- 1.17.1 Exhibit desirable personal and professional attitudes and behaviors (including positive view of self and work, awareness of impact on others, responsibility, pride)
- 1.17.2 Exhibit desirable personal and professional work habits and behaviors (including punctuality, regular attendance, quality performance, meeting or exceeding job expectations, self-motivation, and honesty)
- 1.17.3 Determine own role within company's mission
- 1.17.4 Participate in required and voluntary professional development to benefit employer and self
- 1.17.5 Improve performance for benefit of employer and self
- 1.17.6 Display a sense of personal responsibility for the welfare of the company and colleagues (including health, safety, and environmental concerns)
- 1.17.7 Distinguish between work ethics of various organizations, work groups, and cultures

**CITAC 1.18: Choose ethical courses of action in all work assignments and personal interactions**

*TPO: Choose ethical courses of action in all assignments and personal interactions by completing assignments by due dates and using positive communication skills in personal interactions in class 90% of the time.*

Key Indicators:

- 1.18.1 Establish a personal code of ethics
- 1.18.2 Ensure that personal code of ethics is consistent with professional code of ethics of the chosen profession
- 1.18.3 Identify strategies that strengthen desirable character traits (including honesty, integrity, compassion, empathy, and justice)
- 1.18.4 Identify consequences of unethical conduct
- 1.18.5 Recognize conflict between personal/professional ethics and ethics of others
- 1.18.6 Demonstrate awareness of legal responsibilities (e.g., copyright laws, harassment, equity)
- 1.18.7 Identify strategies for responding to unethical actions of individuals and organizations

**CITAC 1.19: Contribute to teamwork**

*TPO: Contribute to teamwork in class by solving teacher created case studies and teamwork activities three out of four times.*

Key Indicators:

- 1.19.1 Demonstrate sensitivity to culture and gender and generational differences (in communication, interpersonal skills, and learning preferences)
- 1.19.2 Demonstrate concern for each team member and for team goals (e.g., provide encouragement, maintain a can-do attitude and common focus)
- 1.19.3 Complete aspects of assigned tasks according to team-established procedures and within specific timelines
- 1.19.4 Employ group process techniques to solve problems, make decisions, build consensus, resolve or manage conflict, construct compromises, support self-expression and bring forth new ideas and opinions
- 1.19.5 Evaluate the team's effort

**CITAC 1.20: Manage conflict**

*TPO: Manage conflict using the conflict management framework in personal and professional relationships 90% of the time in class.*

Key Indicators

- 1.20.1 Clarify areas of disagreement in relationships
- 1.20.2 Express, ideas and values constructively
- 1.20.3 Apply techniques of giving and receiving feedback
- 1.20.4 Criticize ideas and behaviors without criticizing individuals
- 1.20.5 Integrate different ideas into a single position
- 1.20.6 Apply problem-solving process to choose a strategy to deal with conflict
- 1.20.7 Use appropriate strategies to negotiate differences
- 1.20.8 Seek help in managing conflict when appropriate

### **CITAC 1.21: Apply self-management processes in the workplace**

*TPO: Apply self-management processes in the workplace by using skills developed through class activities designed to direct students concerning how to manage situations in school and work.*

Key Indicators:

- 1.21.1 Develop a system for organizing work
- 1.21.2 Apply time-management skills
- 1.21.3 Apply anger-management skills
- 1.21.4 Apply stress-management skills
- 1.21.5 Manage resources to support achievement of goals

### **CITAC 1.22: Formulate plan to achieve career goals**

*TPO: Formulate plan to achieve career goals by developing realistic goals and creating a personal schooling/training timeline.*

Key Indicators:

- 1.22.1 Analyze value of work ethic in relation to personal values and goals
- 1.22.2 Evaluate work as a means of achieving personal goals
- 1.22.3 Describe difference between a job and a career
- 1.22.4 Assess importance of setting short and long term goals
- 1.22.5 Predict long-term significance of schooling
- 1.22.6 Analyze factors affecting career choices
- 1.22.7 Evaluate career choices in relation to self-esteem, lifestyle, goals and well being
- 1.22.8 Establish career goals
- 1.22.9 Identify experiences and resources needed to achieve career goals
- 1.22.10 Describe employability skills necessary for getting and keeping a job

## SERVICE LEARNING-FCCLA

### CITAC 10.1: Develop team skills

*TPO: Reflecting on classroom activities analyze your personal ability to develop team skills by creating a list containing skills you have and skills you need to develop.*

Key Indicators:

- 10.1.1 Define team and teamwork
- 10.1.2 Analyze various roles of team members
- 10.1.3 Determine skills needed to be an active team member
- 10.1.4 Demonstrate ability to participate as a team member
- 10.1.5 Establish a connection to team members

### CITAC 10.2: Describe FCCLA programs and projects

*TPO: Using class notes and information gained from [www.fcclainc.org](http://www.fcclainc.org) and [www.ohiofccla.org](http://www.ohiofccla.org) describe FCCLA programs, projects and history to complete the FCCLA STEP ONE program.*

Key Indicators:

- 10.2.1 Explore information about the FCCLA organization
- Core ITAC-Strand 3 Applying Technology**
- 3.1 Demonstrate technology literacy
  - 3.2 Access/transmit information  
using electronic communication systems
- 10.2.2 Identify and explain FCCLA programs and projects

### CITAC 10.3: Achieve goals.

*TPO: Explain and use the five step planning process to achieve two goals by completing at least two FCCLA Power Of One projects.*

Key Indicators:

- 10.3.1 Determine difference between goals and dreams
- 10.3.2 Identify a process for setting and reaching goals
- 10.3.3 Establish personal goals
- 10.3.4 Apply a decision-making/planning process
- 10.3.5 Assess relationships between values and goals
- 10.3.6 List resources for achieving goals
- 10.3.7 Identify potential barriers to achieving goals
- 10.3.8 Evaluate use of time, money, and other resources in the process of

- working on goals
- 10.3.9 Identify responsibilities for setting and reaching goals
- 10.3.10 Develop a plan to achieve goals

#### **CITAC 10.4: Explore service learning**

*TPO: Reflecting on classroom assignments, explore service learning project possibilities to plan and execute an individual service learning project involving a minimum of 10 hours of service to a person or group outside of family.*

Key Indicators:

- 10.4.1 Determine the difference between community service and service learning
- 10.4.2 Explain three types of service
- 10.4.3 Discuss current issues of community concern with peers
- 10.4.4 Identify personal characteristics that make you unique and could be used to serve others
- 10.4.5 List resources available for your use from family and community
- 10.4.6 Identify positive benefits of giving service

#### **CITAC 10.5: Develop group service learning projects**

*TPO: Using class materials and discussions, develop service learning projects by creating a list of at least 5 projects and participate in the decision-making process to select at least one project.*

Key Indicators:

- 10.5.1 Brainstorm a list of service learning projects based on community concerns identified in key indicator 10.4.3
- 10.5.2 Analyze FCCLA programs and projects for possible use in completing service learning project(s)

#### **Core ITAC- Strand 6 Managing Resources**

- 6.2 Use reference materials to obtain information appropriate to a given problem, topic, or situation
- 10.5.3 Acquire information from primary and secondary sources
- 10.5.4 Evaluate information for objectivity, accuracy, and point of view

#### **Core ITAC- Strand 6 Managing Resources**

- 6.8 Determine resources needed to produce a given product or provide a service
- 10.5.5 Evaluate information to help solve social problem/concern

#### **Core ITAC-Strand 1 Solving Problems and Thinking Skillfully**

- 1.1 Solve problems and make decisions related to work situation

## **CITAC 10.6: Document work**

*TPO: Reflecting on teacher demonstration and examples document work done while involved in service learning projects by creating a portfolio using photos, samples of information gathered, and materials created.*

Key Indicators:

- 10.6.1 Describe difference between portfolio and scrapbook
- 10.6.2 List reasons for creating and using a portfolio
- 10.6.3 Evaluate items that could be used as proof of work/learning accomplished
- 10.6.4 Create a list of possible items to be used in portfolio

## **CITAC 10.7: Plan and complete service learning projects**

*TPO: After reflecting on class activities and work accomplished plan and complete service learning projects with peer group from the service learning class.*

Key Indicators:

- 10.7.1 Select a service learning project to meet at least one actual community need (refer back to list from key indicator 10.5.1)
- 10.7.2 Determine elements of teamwork needed to complete project
- 10.7.3 Develop sense of caring for/about others in the community
- 10.7.4 Form plan to complete the project
- 10.7.5 Create an evaluation form/rubric for service learning project
- 10.7.6 Gain necessary approvals/permissions

### **Core ITAC-Strand 4 Working responsibly**

- 4.2 Contribute to teamwork
- 4.4 Demonstrate work ethic

## **CITAC 10.8: Develop leadership skills**

*TPO: Recalling class activities and your participation develop leadership skills by analyzing and setting at least one goal for improvement based on your participation level in planning and completing at least one service learning activity.*

Key Indicators:

- 10.8.1 Define leadership
- 10.8.2 Determine qualities and characteristics of a leader
- 10.8.3 Define visions and mission statements
- 10.8.4 Describe cooperative and uncooperative actions
- 10.8.5 Cooperate with others to achieve group goals

### **Core ITAC-Strand 4 Working responsibly**

- 4.1 Demonstrate leadership

## **CITAC 10.9: Communicate effectively**

*TPO: During and after a service learning project, communicate effectively by informing others about the projects using at least three methods of communication (for example... create a poster, write a press release, make a presentation to a group).*

Key Indicators:

### **Core ITAC-Strand 2 Communicate effectively**

2.1 Apply basic communication skills

2.2 Apply oral communication skills

10.9.1 Use “I” messages

10.9.2 Determine the difference between active and passive listening

10.9.3 Express ideas constructively

### **Core ITAC-Strand 2 Communicate effectively**

2.3 Apply written communication skills

10.9.4 Use a variety of communication methods (oral, visual, and written)

## **CITAC 10.10: Develop a presentation**

*TPO: After reflecting on class projects and learning, plan and develop a presentation concerning the topic of the project to be presented to an appropriate audience.*

Key Indicators:

10.10.1 Review FCCLA STAR Events Rubrics for demonstration standards

10.10.2 Create a criteria list for presentations

### **Core ITAC-Strand 2 Communicate effectively**

2.6 Apply demonstrate/presentation skills

2.8 Apply artistic communication skills

2.9 Convey information through multimedia presentation

10.10.3 Critique presentations

## **NUTRITION AND WELLNESS**

### **Foods: Time and Resource Management**

#### **PITAC 0.3: Relate to others in positive caring ways**

*TPO: Relate to others in positive caring way using techniques presented and demonstrated during classroom activities. Demonstrate at least four times per marking period.*

Key Indicators:

- 0.3.1 Identify significance of caring respectful relationships
- 0.3.3 Communicate effectively
- 0.3.4 Express personal feelings, needs and ideas constructively
- 0.3.5 Manage conflict

#### **CITAC 4.12: Perform pre-preparation procedures**

*TPO: Apply recipe analysis to perform pre-preparation procedures with 90% accuracy by end of course.*

Key Indicators:

- 4.12.1 Select utensils, containers, and equipment appropriate for the task to be performed
- 4.12.2 Sanitize utensils containers equipment, and work space
- 4.12.3 Assemble Needed recipes and ingredients
- 4.12.4 Apply work- efficiency principles in setting up work space
- 4.12.5 Identify tools for cutting by hand
- 4.12.6 Identify types of knives for special cuts
- 4.12.7 Perform manual and mechanical cutting

#### **CITAC 4.7: Select and use equipment for food preparation**

*TPO: Select and use equipment for food preparation. After selecting a recipe, correctly identify the necessary equipment, skills, and resources needed to prepare the selected item with 90% accuracy by the end of the marking period.*

Key Indicators:

- 4.7.1 Develop criteria for selecting kitchen equipment
- 4.7.2 Evaluate how kitchen equipment influences food choices and management of resources
- 4.7.3 Compare kitchen equipment with respect to cost, time utilization, safety, storage, maintenance, and environmental concerns
- 4.7.4 Select, use, clean and maintain food preparation utensils

**CITAC 4.9: Evaluate factors that affect food safety, from production through consumption**

*TPO: Evaluate factors that affect food safety, from production through consumption. Identify kitchen procedures and activities that will prevent food borne illness and create a poster or brochure for at least two procedures.*

Key Indicators:

- 4.9.1 Determine conditions and practices that promote safe food handling
- 4.9.2 Demonstrate safe food handling practices
- 4.9.3 Appraise safety and sanitation practices throughout the food chain
- 4.9.5 Appraise local, state, and federal inspection and labeling systems that protect the health of individuals and the public
- 4.9.6 Monitor food-borne illness as a health issue for individuals and families
- 4.9.7 Review public dialogue about food safety and sanitation

**PITAC 0.2: Apply problem-solving process to personal and family problems for well being of self and others**

*TPO: Apply problem-solving process to personal and family problems for well being of self and others given one personal and one family related problem. Describe steps taken to resolve problem using the problem-solving process.*

Key Indicators:

- 0.2. Clarify personal and family issues
- 0.2.2 Identify adequate, reliable information and resources for personal and family problem solving
- 0.2.3 Create alternative choices for solving problems
- 0.2.4 Evaluate potential consequences of alternative choices
- 0.2.5 Use criteria and standards to make ethical decision
- 0.2.6 Evaluate outcomes

**PITAC 0.4: Assume leadership role as a responsible family member and citizen**

*TPO: Assume leadership role as a responsible family member and citizen when cooking in the lab and working in cooking groups. Serve as the group leader at least three times per marking period.*

Key Indicators:

- 0.4.1 Identify ways to be responsible citizen at home, at school, at work, and in community settings
- 0.4.3 Describe visions and goals for families, student organizations, and work groups
- 0.4.4 Evaluate consequences of cooperative and uncooperative actions

- 0.4.5 Cooperate with others to achieve group goals
- 0.4.7 Identify ways to influence public policy that impacts the well being of individuals, families, communities, and societies

**PITAC 0.1: Manage work and family responsibilities for the well-being of self and others**

*TPO: Manage work and family responsibilities for the well being of self and others using appropriate management strategies. Demonstrate skills by completing assignments and turn in 90% of the work on time during the marking period.*

Key Indicators:

- 0.1.1 Explore the value and meaning of work and the value and meaning family
- 0.1.2 Identify management strategies for balancing work and multiple family roles throughout the span

**CITAC 4.11: Apply math skills to food preparation**

*TPO: Apply math skills to food preparation when measuring food and converting recipes. Complete process as demonstrated in class at least two times.*

Key Indicators:

- 4.11.1 Measure liquids and solids by weight or volume using appropriate equipment
- 4.11.2 Convert recipes to meet specific quantity needs

**CITAC 4.1: Make choices that promote wellness and good health for self and others**

*TPO: Make choices that promote wellness and good health for self and others. Apply the food pyramid and nutrient requirements when planning meals to solve case studies.*

Key Indicators:

- 4.1.1 Analyze factors that contribute to wellness
- 4.1.2 Analyze effects of lifestyle choices on self and others
- 4.1.3 Identify effects of nutrition on wellness
- 4.1.4 Identify physical fitness strategies for a healthy lifestyle
- 4.1.5 Identify strategies for using time to promote wellness
- 4.1.6 Analyze relationship between sleep, rest, and maintaining a healthy lifestyle
- 4.1.7 Identify factors that cause stress and strategies to manage stress
- 4.1.10 Develop a life style plan that promotes wellness

#### **CITAC 4.2: Analyze interrelationship between food choices and wellness**

*TPO: Analyze interrelationship between food choices and wellness. Upon completion of the classroom activities, identify and strive to reach and/or maintain your ideal weight within five pounds by the end of the course.*

Key Indicators:

- 4.2.1 Identify health concerns and their relationship to food choices
- 4.2.2 Identify effects of nutrients on the body
- 4.2.3 Compare personal and family nutrition needs throughout the life cycle
- 4.2.4 Identify personal and family eating patterns and their effect on wellness
- 4.2.5 Identify and evaluate sources of nutrition information
- 4.2.6 Analyze effects of food fallacies on food choices
- 4.2.7 Analyze factors to consider when identifying healthy body weight
- 4.2.8 Evaluate relationships between food choices, eating patterns, physical activity and maintaining healthy body weights

#### **CITAC 4.3: Evaluate relationships between psychological and social needs and food choices**

*TPO: Evaluate relationships between psychological and social needs and food choices. Through classroom activities, discuss and identify food choices that are produced by the media, our culture, our family and our peers/society.*

Key Indicators:

- 4.3.1 Analyze social factors that affect food choices
- 4.3.2 Analyze impact of media on food choices
- 4.3.3 Identify cultural and family traditions or values in relation to food choices
- 4.3.4 Identify how peer pressure affects food choices
- 4.3.7 Demonstrate socially accepted eating behaviors

#### **CITAC 4.4: Plan strategies for choosing foods that promote wellness throughout the life span**

*TPO: Plan strategies for choosing food that promotes wellness. Apply nutrition requirements, food pyramid and available resources to plan and develop menus for use at various stages of life based on case studies provided by the instructor.*

Key Indicators:

- 4.4.1 Establish criteria for planning personal and family meals
- 4.4.2 Identify nutrition standards used to select nutritious foods
- 4.4.3 Compare and apply nutritional standards to meet nutrition need when planning menus
- 4.4.4 Analyze menus and/or recipes for nutrient benefits to family members

- 4.4.9 Calculate nutritional information per serving (calories, fat grams, and cholesterol)

**CITAC 4.6: Demonstrate ability to create aesthetically pleasing meals and snacks that promote good nutrition**

*TPO: Demonstrate ability to create aesthetically pleasing meals and snacks that promote good nutrition based on the Dietary Guidelines for Americans. With classmates prepare and serve at least three meals each month until the end of the semester.*

Key Indicators:

- 4.6.1 Evaluate cookbooks and other resources for food preparation information
- 4.6.2 Apply basic food-science principles to food production
- 4.6.4 Modify recipes to meet dietary needs
- 4.6.5 Apply cost and time-management principles when planning, preparing and serving food
- 4.6.6 Maintain safe and sanitary food-preparation standards

**CITAC 4.5: Obtain and store food for self and family**

*TPO: Obtain and store food for self and family. Upon completion of classroom activities, develop a plan which identifies at least two purchases and storage principals.*

Key Indicators:

- 4.5.1 Identify means of obtaining food
- 4.5.2 Develop criteria for purchasing/obtaining food
- 4.5.3 Develop strategies to comparison shop for food
- 4.5.4 Evaluate effects of advertising on food purchases
- 4.5.6 Identify management strategies for purchasing and storing food
- 4.5.7 Use package label information to select food products
- 4.5.8 Analyze impact of advances in food technology on products available to consumers
- 4.5.10 Process and store food with regard to safety, sanitation, shelf life and quality maintenance

**CITAC 4.17 Identify career opportunities within and related to the culinary and food service segment**

*TPO: Identify career opportunities within and related to culinary and food service industry. Given instruction and exploration time, identify the careers and career*

*paths related to the food service industry by creating a report or poster for one career in the food industry.*

Key indicators:

- 4.17.1 Identify types of culinary and food service operations
- 4.17.2 Identify desirable personal characteristics of the culinary and food service worker
- 4.17.3 Identify career opportunities in the culinary and food service segment and related fields
- 4.17.4 Identify advantages and disadvantages of culinary and food service work in terms of one's career goals and personal qualities and preferences
- 4.17.5 Identify the educational and professional requirements for each career path

**CITAC 4.14: Apply artistic skills to food preparation and presentation**

*TPO: Apply artistic skills to food preparation and presentation. Given instruction and practice, students will design and decorate at least one cake with their kitchen group.*

Key Indicators

- 4.14.1 Apply creativity during food preparation and presentation
- 4.14.2 Enhance food presentation using various technologies
- 4.14.3 Determine themes for special occasions

## **NUTRITION AND WELLNESS WORLD FOODS**

### **PITAC 0.3: Relate to others in positive, caring ways**

*TPO: Relate to others in positive, caring ways. Using techniques presented and demonstrated during classroom activities, relate to instructor and classmates in caring ways at least four times per marking period.*

Key Indicators:

- 0.3.1 Identify significance of caring, respectful relationships
- 0.3.3 Communicate effectively
- 0.3.4 Express personal feelings, needs, and ideas constructively
- 0.3.5 Manage Conflict
- 0.3.6 Seek help when needed
- 0.4.6 Use planning processes to establish and achieve individual and group goals

### **CITAC 4.12: Perform pre-preparation procedures**

*TPO: Apply recipe analysis to perform pre-preparation procedures with 90% accuracy by the end of the course.*

Key Indicators:

- 4.12.1 Select utensils, containers, and equipment appropriate for the task to be performed
- 4.12.2 Sanitize utensils, containers, equipment, and workspace
- 4.12.3 Assemble needed recipes and ingredients
- 4.12.4 Apply work efficiency principles in setting up workspace
- 4.12.5 Identify tools for cutting by hand
- 4.12.6 Identify types of knives for specific cuts

### **CITAC 4.7: Select and use equipment for food preparation**

*TPO: Select and use equipment for food preparation. After selecting a recipe, correctly identify the necessary equipment, skills and resources needed to prepare a selected item with 90% accuracy by the end of the marking period.*

Key Indicators:

- 4.7.1 Develop criteria for selecting kitchen equipment
- 4.7.2 Evaluate how kitchen equipment influences food choices and management of resources

- 4.7.3 Compare kitchen equipment with respect to cost, time utilization, safety, storage, maintenance, and environmental concerns
- 4.7.4 Select, use, clean, and maintain food preparation utensils

**CITAC 4.9: Evaluate factors that affect food safety, from production through consumption**

*TPO: Evaluate factors that affect food safety, from food production through food consumption. Evaluate kitchen procedures and activities to identify and prevent food borne illness and create a poster or flyer for at least two procedures.*

Key Indicators:

- 4.9.1 Determine conditions and practices that promote safe food handling
- 4.9.2 Demonstrate safe food handling practices
- 4.9.3 Appraise safety sanitation practices throughout the food chain
- 4.9.5 Appraise local, state, and federal inspection and labeling systems that protect the health of individuals and the public
- 4.9.6 Monitor food- borne illness as a health issue for individuals and families
- 4.9.7 Review public dialogue about food safety and sanitation

**CITAC 4.13 Implement safety procedures and programs**

*TPO: Reflecting on classroom activities, implement safety procedures and programs when preparing food in the kitchens 100% of the time.*

Key Indicators:

- 4.13.1 Identify safety requirements
- 4.13.2 Demonstrate knowledge of safety rules and guidelines
- 4.13.3 Interpret safety signs and symbols
- 4.13.4 Demonstrate desirable safety attitudes and habits
- 4.14.4 Use safety equipment in accordance with established procedures
- 4.14.5 Document results of safety procedures and programs

**PITAC 0.2: Apply problem-solving process to personal and family problems for well-being of self and others**

*TPO: Apply problem-solving process to personal and family problems for well-being of self and others. Given criteria and resources, develop a plan to satisfy class assignments with an 85% passing rate.*

Key Indicators:

- 0.2.1 Clarify personal and family issues

- 0.2.2 Identify adequate, reliable information and resources for personal and family problem solving
- 0.2.3 Create alternative choices for solving problems
- 0.2.4 Evaluate potential consequences of alternative choices

**CITAC 4.6: Demonstrate ability to create aesthetically pleasing meals and snacks that promote good nutrition**

*TPO: Demonstrate ability to create aesthetically pleasing meals and snacks that promote good nutrition based on dietary guidelines and the country being studied. With your kitchen groups, plan, prepare and serve meals on a weekly basis.*

Key Indicators:

- 4.6.1 Evaluate cookbooks and other resources for food preparation information
- 4.6.3 Evaluate recipes for nutritional value and preparation process
- 4.6.4 Modify recipes to meet dietary and preparation needs
- 4.6.5 Apply cost and time-management principles when planning, preparing and serving food
- 4.6.6 Maintain safe and sanitary food-reparation food standard
- 4.6.7 Organize kitchen workspace to facilitate food preparation

**CITAC 4.15: Apply appropriate strategies for dealing with the differences associated with diversity (e.g. racial, ethnic, gender, educational, social and age)**

*TPO: Apply appropriate strategies for dealing with the differences associated with diversity (e.g. racial, ethnic, gender, educational, social and age). Identify the customs and needs of a diverse population, then apply menu planning and dietary guidelines to menu development.*

Key Indicators:

- 4.15.1 Recognize the differences associated with diversity and the implications of those differences
- 4.15.2 Demonstrate effective interpersonal skills in working with others of different backgrounds
- 4.15.3 Express feelings, actions and ideas respectfully
- 4.15.4 Identify appropriate strategies and solutions for dealing with cultural conflicts and differences
- 4.15.5 Demonstrate respect for diverse international practices

#### **CITAC 4.16: Demonstrate the work ethic**

*TPO: Demonstrate the work ethic. When working in the labs, complete all tasks before dismissing self from the activity 95% of the time.*

Key Indicators:

- 4.16.1 Exhibit desirable personal and professional attitude and behaviors (including positive view of self and work, awareness of impact on others, responsibility, pride)
- 4.16.2 Exhibit desirable personal and professional work habits and behaviors (including punctuality, attendance, quality performance, meeting or exceeding job expectations, self motivation and honesty)
- 4.16.3 Determine one's own role within duty

#### **CITAC 4.1 Make choices that promote wellness and good health for self and others**

*TPO: Make choices that promote wellness and good health for self and others. Apply the food pyramid and dietary guidelines when planning meals to solve case studies.*

Key Indicators:

- 4.1.1 Analyze factors that contribute to wellness
- 4.1.2 Analyze effects of lifestyle choices on self and others
- 4.1.3 Identify effects of nutrition on wellness
- 4.1.7 Identify factors that cause stress and strategies to manage stress

#### **CITAC 4.2: Analyze interrelationship between food choices and wellness**

*TPO: Analyze interrelationship between food choices and wellness. Upon completion of library and classroom activities, create a detailed presentation about the food and health habits of country researched to be evaluated on teacher created rubric.*

Key Indicators:

- 4.2.1 Identify health concerns and their relationship to food choices
- 4.2.2 Identify effects of nutrients on the body
- 4.2.3 Compare personal nutritional needs through out the life cycle
- 4.2.4 Identify personal eating habits and their effect on wellness
- 4.2.5 Identify and evaluate sources of nutrition information
- 4.2.6 Analyze effects of food fallacies on food choices
- 4.2.8 Evaluate relationship between food choices, eating patterns, physical activity and maintaining healthy body weight

**CITAC 4.3: Evaluate relationship between psychological and social needs and food choices**

*TPO: Evaluate relationship between psychological and social needs and food choices, through classroom activities, and identify food choices that show the relationship between these factors and the countries researched.*

Key Indicators:

- 4.3.1 Analyze psychological and social factors affecting food choices
- 4.3.2 Analyze impact of media on food choices
- 4.3.3 Identify cultural, ethnic and family traditions in relation to food choices
- 4.3.4 Identify how peer pressure affects food choices
- 4.3.6 Recognize culturally accepted eating behaviors
- 4.3.7 Demonstrate socially accepted eating behaviors

**PITAC 0.4: Assume leadership role as a responsible family member and citizen**

*TPO: Assume leadership role as a responsible team member. While working in cooking groups, demonstrate leadership skills presented in classroom activities at least four times a marking period.*

Key Indicators:

- 0.4.3 Describe visions and goals for group work
- 0.4.4 Evaluate consequences of cooperative actions
- 0.4.5 Cooperate with others to achieve group goals

**PITAC 0.1: Manage work and family responsibilities for the well-being of self and others**

*TPO: Manage work and family responsibilities for the well being of self and others. Demonstrate the skill by completing and turning in 90% of the assignments for a marking period*

Key Indicators:

- 0.1.3 Identify management strategies for balancing work and multiple family roles

# FAMILY RELATIONS

## **CITAC 5.0.1: Analyze the significance of the families**

*TPO: Reflecting on classroom activities analyze the significance of the family identifying and explaining the functions of the family throughout the life cycle.*

Key Indicators:

- 5.1.1 Explore the meanings of family
- 5.1.2 Analyze functions of families
- 5.1.3 Assess role of the family in developing and transmitting values
- 5.1.4 Identify stages of the family life cycle
- 5.1.5 Identify various family systems (roles)
- 5.1.6 Analyze trends in family composition in America
- 5.1.7 Analyze the impact of social and cultural diversity on the families

## **CITAC 5.0.2: Nurture human development in the family throughout the life span**

*TPO: Given a case study family, nurture human development in the family throughout the life span by creating a list of at least 2 things/tasks parents/family members could do at each stage to support family members.*

Key Indicators:

- 5.2.1 Identify physical, social, emotional and intellectual developmental milestones
- 5.2.2 Describe how development is nurtured within the families
- 5.2.3 Analyze relationship between self-formation and stages of the life cycle
- 5.2.6 Identify basic needs of family members throughout the life cycle
- 5.2.7 Analyze how needs can be met within various family systems
- 5.2.8 Recognize the role of various types of relationships in meeting human needs
- 5.2.9 Develop strategies for adapting to change throughout the life span
- 5.2.10 Analyze relationship between managing resources and meeting human needs
- 5.2.11 Develop strategies for managing resources to meet human needs
- 5.2.12 Analyze interrelationships among physical, emotional, social, ethical, and intellectual aspects of human growth and development throughout the life span

## **CITAC 5.11: Analyze the impact of families as a system on individuals and society**

*TPO: Use personal experiences and reflection on classroom activities to analyze the impact of families as a system on individuals and society to write an essay*

*explaining the role your family played in transmitting traditions while developing a sense of independence, interdependence and commitment to young family members.*

Key Indicators:

- 5.11.1 Examine families as the basic unit of society
- 5.11.2 Determine the role of families in transmitting societal expectations
- 5.11.3 Examine global influences on today's families
- 5.11.4 Examine the role of families in teaching culture and traditions across the life span
- 5.11.5 Examine the role of families in developing independence, interdependence, and commitment of family members
- 5.11.6 Determine the impact of change and transitions throughout the life span

**PITAC 0.4: Assume leadership role as a responsible family member and citizen**

*TPO: Given information about several FCCLA programs and time, assume leadership role as a responsible family member and citizen of Cleveland Heights and University Heights brainstorm and use the five-step planning process to complete at least one service learning project.*

**CITAC 5.9: Analyze the reciprocal impact of individual and family participation in community activities**

*TPO: After reflection with classroom peers, analyze the reciprocal impact of individual and family participation in community activities to select at least one community service learning project.*

Key Indicators:

- 0.4.1 Identify ways to be a responsible citizen at home, at school, at work, and in community settings
- 0.4.2 Evaluate societal conditions affecting personal, family and community well-being
- 0.4.3 Describe visions and goals for families, student organizations, and work groups
- 5.9.1 Develop goals that support individuals and family members in carrying out community and civic responsibilities
- 5.9.2 Create a plan for individuals and families to select and develop skills in participatory community activities
- 5.9.3 Identify skills that provide beneficial services to the community
- 5.9.4 Explore community resources and systems of formal and informal support available to individuals and families
- 0.4.6 Use planning processes to establish and achieve group goals
- 0.4.5 Cooperate with others to achieve group goals

0.4.4 Evaluate consequences of cooperative and uncooperative actions

**CITAC 5.12: Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families**

*TPO Considering information gathered from research, demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families while participating in all class activities and service learning project(s).*

Key Indicators:

- 5.12.1 Demonstrate awareness of multiple diversities and their impact on individuals and families
- 5.12.2 Demonstrate respect for diversity with regard to equity

**CITAC 5.3: Analyze factors related to forming one's own family**

*TPO Considering personal values and class discussions, analyze factors related to forming one's own family to create a checklist containing at least 6 factors to consider when selecting a life partner to form a family.*

Key Indicators:

- 5.3.1 Evaluate interrelationship between various family systems (roles) and personal goals and values
- 5.3.2 Recognize the significance of relationships during adolescence.
- 5.3.3 Describe concept of commitment and its role in family formation
- 5.3.4 Describe concept of love and its role in family formation
- 5.3.5 Define emotional and physical intimacy
- 5.3.6 Distinguish between responsible and irresponsible ways to express emotional and physical intimacy
- 5.3.7 Identify factors to consider in determining personal readiness to form one's own family
- 5.3.8 Evaluate personal readiness to form one's own family
- 5.3.9 Evaluate factors to consider in choosing a partner
- 5.3.10 Analyze gender expectations and division of tasks in relationships

**CITAC 5.4: Analyze factors that build and maintain healthy family relationships**

*TPO: Recalling information gathered from class, analyze factors that build and maintain healthy family relationships to plan and complete an FCCLA Power of One- "Family Ties" project.*

**PITAC 0.1: Manage work and family responsibilities for the well-being of self and others**

*TPO: Reflecting on your personal experiences, manage work and family responsibilities for the well-being of self and others by identifying at least three ways that family has affected your work and your work (school) has affected your family.*

**CITAC 0.3: Relate to others in positive, caring ways**

*TPO: Remembering class instruction, relate to others in positive, caring ways on a daily basis during class activities for one week.*

Key Incidators:

- 5.4.1 Identify characteristics of families who strive to meet the needs of all family members
- 0.3.1 Identify significance of caring, respectful relationships
- 5.4.2 Identify rights, responsibilities and expectation of all family members
- 5.4.3 Analyze the implications of power and authority within relationships
- 5.4.4 Analyze responsibility and ability of each family member to establish and communicate personal and family needs, values, and goals
- 5.4.5 Identify strategies for making decisions as a family
- 5.4.6 Develop family rituals and traditions that strengthen family relationships
- 0.1.1 Explore the value and meaning of work and the value and meaning of family
- 0.1.2 Compare how work life is affected by families and how families are affected by work life
- 5.4.7 Develop a plan to assure adequate time for family activities
- 5.4.8 Analyze change that may occur in relationships over time
- 0.3.5 Manage conflict
- 0.3.6 Seek help when needed to resolve a relationship conflict
- 5.4.9 Identify the role of support systems that enhance individual and family growth and developmental needs
- 5.4.10 Develop strategies for creating and using positive support systems

**CITAC 5.8: Analyze social forces that influence families across the life span**

*TPO: Given time to reflect with family group, analyze social forces that influence families across the life span to select and explain how at least one recent global issue or societal force has impacted families.*

Key Indicators:

- 5.8.1 Identify social forces that influence families
- 5.8.2 Identify interdependent relationships between families and society
- 5.8.3 Analyze how laws and public and private policies affect families

- 5.8.4 Identify how families can become proactive in the legislative process
- 5.8.5 Evaluate global issues affecting families
- 5.8.6 Identify ethical and moral issues affecting families
- 5.8.7 Analyze how the economy affects families
- 5.8.8 Analyze how prejudices
- 5.8.9 Develop strategies to address societal forces that influence families
- 5.8.10 Identify career opportunities that impact families

**CITAC 5.10: Analyze conditions that influence human growth and development throughout the life span**

*TPO: Keeping class activities in mind, analyze conditions that influence human growth and development throughout the life span to write a “biography” of your life if you had been born the opposite gender and/or lived in a small community/another culture.*

Key Indicators:

- 5.10.1 Investigate the interrelationship of heredity and environment on human growth and development throughout the life span
- 5.10.2 Explore the role of social, economic, and technological forces on individual growth and development throughout the life span
- 5.10.3 Examine the potential effects of gender, birth order, ethnicity, and culture on individual development throughout the life span
- 5.10.4 Examine the effects of life events, coping strategies and adaptation on individuals’ physical, emotional, social, ethical, and intellectual development throughout the life span

**CITAC 5.5: Develop communication patterns that enhance family relationships**

*TPO: Using the planning process and techniques learned in class, develop communication patterns that enhance family relationships by planning and executing an FCCLA Power of One-“Families First” project.*

**CITAC 0.3: Relate to others in positive, caring ways**

*TPO: Recalling teacher demonstration, relate to others in positive, caring ways by role playing family discussions using active listening and “I messages”.*

Key Indicators:

- 5.0.5.1 Recognize the importance of interpersonal communication skills in family life
- 5.0.5.2 Distinguish between effective and ineffective communication in families
- 5.0.5.3 Identify barriers to communication in families

- 5.0.5.4 Recognize developmental differences and individual differences in communication among family members
- 5.0.5.5 Practice communication skills (including listening and questioning) that encourage constructive family interaction
- 0.3.3. Communicate effectively
- 0.3.4. Express personal feelings, needs, and ideas constructively
- 5.0.5.6 Respect rights, feels and needs of family members
- 5.0.5.7 Recognize appropriate times, settings and circumstances to communicate

**CITAC 5.6: Deal effectively with family stressors, conflict, and crises**

*TPO: Given a family case study containing a conflict or crisis situation, deal effectively with family stressors, conflict, and crises through a role play including the formal and informal supports available to CHUH community families.*

Key Indicators:

- 5.6.1 Identify potential sources of family stress, conflict and crisis
- 5.6.2 Identify indicators and consequences of family stress, conflict, and crisis
- 5.6.3 Develop evolving strategies for addressing family stress, conflict and crisis
- 5.6.4 Evaluate sources of formal and informal support available to families and family members
- 5.6.5 Plan strategies to prevent or minimize stress, conflict and crisis

**CITAC 5.0.7: Manage work and family roles and responsibilities**

*TPO: Given a family case study, manage work and family roles and responsibilities throughout the life span.*

Key Indicators:

- 5.7.1 Analyze the interrelationship of personal and family goals and values
- 5.7.2 Analyze how social, economic and technological changes impact work and family dynamics
- 5.7.3 Develop strategies for sharing ownership of responsibilities of managing family and work

## **PARENTING**

### **CITAC 6.6: Use positive guidance and discipline to promote self-discipline, self esteem, and socially responsible behavior in children and adolescents**

*TPO: After reviewing various classroom materials, plan at least two developmentally-appropriate activities for an age-group that uses positive guidance and discipline to promote self-discipline, self-esteem and socially responsible behavior in children.*

#### **Key Indicators:**

- 6.6.8 Define child abuse (i.e., physical, sexual and emotional) and child neglect
- 6.6.9 Analyze factors that contribute to situations of child abuse and neglect
- 6.6.10 Analyze outcomes of child abuse and child neglect
- 6.6.1 Distinguish between guidance, discipline, and punishment
- 6.6.2 Identify importance of setting developmentally appropriate expectations
- 6.6.4 Evaluate alternative approaches for guiding, nurturing, supporting, and disciplining children and adolescents in terms of short-term and long-term outcomes

### **CITAC 6.1: Assess impact of the parenting role in society**

*TPO: Assess the impact of the parenting role in society by considering the impact of two generations in your own family. Describe at least three task responsibilities in two categories taught by each generation to its children.*

#### **Key Indicators:**

- 6.1.1 Explore the diversity of parenting role in multicultural societies
- 6.1.2 Identify responsibilities of the parenting role
- 6.1.3 Identify characteristics of positive parenting outcomes
- 6.1.4 Identify rewards and challenges of parenting
- 6.1.5 Evaluate reasons for becoming a parent
- 6.1.6 Analyze how the parenting role changes lifestyles and other roles
- 6.1.7 Evaluate lifelong commitment necessary to be a responsible parent
- 6.1.8 Evaluate personal readiness for assuming the parenting role

### **CITAC 6.2: Demonstrate awareness of the responsibility for personal growth within the parenting role**

*TPO: Using real-life scenarios and/or personal experiences, demonstrate awareness of the responsibility for personal growth within the parenting role.*

Key Indicators:

- 6.2.1 Analyze effect being a parent has on self-formation
- 6.2.2 Identify strategies for balancing care of self and children
- 6.2.3 Develop strategies for dealing constructively with feelings and changes that occur within the parent role
- 6.2.4 Identify interrelationship of parenting and career choices and goals
- 6.2.5 Develop strategies for sharing parenting roles
- 6.2.6 Develop strategies for lifelong learning of parenting skills and responsibilities

**CITAC 6.3: Prepare for a healthy emotional and physical beginning for parent(s) and child(ren) (e.g., birth, adopted, foster, blended families)**

*TPO: Using strategies presented in class, prepare for a healthy emotional and physical beginning for parent(s) and child(ren) by creating a power point brochure, or poster, or skit.*

Key Indicators:

- 6.3.1 Identify biological processes related to conception, prenatal development, and birth
- 6.3.2 Identify factors affecting prenatal health of mother and child
- 6.3.3 Plan strategies to obtain and allocate resources (e.g., time, space, money, energy) to ensure emotional and physical well-being of parent(s) and child(ren)
- 6.3.4 Identify factors to consider in labor and delivery
- 6.3.5 Develop strategies for providing care of new child(ren)
- 6.3.6 Develop strategies to ensure integration of new child(ren) and family
- 6.3.7 Explain bonding process and how it impacts parent-child relationships
- 6.3.8 Develop strategies for sharing parenting responsibilities
- 6.3.9 Investigate medical costs during and following pregnancy
- 6.3.10 Identify costs of rearing child(ren) from birth to age 18
- 6.3.11 Explain legal rights and responsibilities of mother, father, child(ren), grandparent(s), school authorities and community agencies
- 6.3.12 Explain significance of birth certificates
- 6.3.13 Define parentage, child-support, parenting time, sole and shared custody
- 6.3.14 Define guardianship, emancipated minor, and power of attorney
- 6.3.15 Examine implications of alternatives to parenthood (e.g., infertility, adoption, voluntary childlessness)
- 6.3.16 Examine the effects of divorce and changing family systems on parenting roles and responsibilities

#### **CITAC 6.4: Meet developmental needs of children and adolescents**

*TPO: Using knowledge gained during classroom activities, create at least one item that will encourage development of a child or an adolescent.*

Key Indicators:

- 6.4.1 Identify physical, emotional, social, ethical, and intellectual growth patterns and needs
- 6.4.2 Analyze significance of meeting developmental needs
- 6.4.3 Identify individual aspects of development
- 6.4.4 Plan strategies to meet individual developmental challenges, multiple intelligences, and learning styles
- 6.4.5 Analyze strategies for caring for children with special needs
- 6.4.6 Plan strategies to enhance development of children through play and activities
- 6.4.7 Plan strategies to meet nutritional needs
- 6.4.8 Plan strategies to provide for health and safety needs from conception through adolescence
- 6.4.9 Plan strategies to provide preventive health care services (e.g. immunizations, dental care, developmental screening, identification and treatment of communicable diseases)
- 6.4.10 Examine interrelationships among physical, emotional, social, ethical, and intellectual aspects of human growth and development

#### **CITAC 6.5: Build positive parent-child relationships**

*TPO: Using information given in classroom resources, identify at least four strategies to build positive parent-child relationships.*

Key Indicators:

- 6.5.1 Evaluate how interaction between parent(s) and child(ren) affects their respective development
- 6.5.2 Identify how culture and society influence parenting beliefs and behaviors
- 6.5.3 Identify relationship between self-esteem of parent and child
- 6.5.4 Plan appropriate strategies for enhancing child's self-esteem
- 6.5.5 Identify outcomes of nurturing behavior
- 6.5.6 Plan ways to nurture children and adolescents
- 6.5.7 Demonstrate appropriate communication skills for children at varying developmental stages
- 6.5.8 Use listening as a communication tool
- 6.5.9 Identify ways to encourage children to express feelings
- 6.5.10 Identify various family systems in which parenting occurs
- 6.5.11 Evaluate alternative strategies for solving problems that may occur within each type of family system

### **CITAC 6.7: Access sources of parenting information, support and assistance**

*TPO: Using information presented in class, access sources of parenting information, support and assistance, by creating a database.*

Key Indicators:

- 6.7.1 Recognize needs for parenting information, support, and assistance
- 6.7.2 Identify components of an effective parenting support system
- 6.7.3 Identify sources of parenting information, support, and assistance to meet needs of parent(s) and child(ren)
- 6.7.4 Analyze factors affecting parenting information, support, and assistance
- 6.7.5 Develop criteria for evaluating parenting information, support, and assistance
- 6.7.6 Evaluate parenting information, support, and assistance available to parent(s) and child(ren)
- 6.7.7 Identify available child-care alternatives
- 6.7.8 Analyze factors affecting child-care decisions
- 6.7.9 Develop criteria for evaluating quality child-care services
- 6.7.10 Evaluate child-care services available to parents
- 6.7.11 Assess emerging research about human growth and development throughout the life span (e.g., brain development, trends, issues)

### **CITAC 6.8: Plan ways that families and society can share in nurturing children and adolescents**

*TPO: After reviewing responsibilities of family and responsibilities of society, plan ways that families and society can share in nurturing children and adolescents by writing a personal plan for sharing nurturing within your current family.*

Key Indicators:

- 6.8.1 Analyze interdependent relationship between families and society in sharing responsibility for children's needs
- 6.8.2 Plan ways that parents can support children in school success
- 6.8.3 Analyze how public and private policies influence parenting
- 6.8.4 Analyze moral and ethical social issues concerning children and parents
- 6.8.5 Develop strategies to effect change in society for the benefit of families and children
- 6.8.6 Identify career opportunities involving care and nurturing of families and children

### **CITAC 6.9: Analyze conditions that influence human growth and development**

*TPO: Using information presented in class, analyze conditions that influence human growth and development by looking critically at your own development in a case study format.*

Key Indicators:

- 6.9.1 Investigate the interrelationship of heredity and environment on human growth and development
- 6.9.2 Explore the role of social, economic, and technological forces on individual growth and development throughout the life span
- 6.9.3 Examine the potential effects of gender, birth order, ethnicity and culture on individual development throughout the life span
- 6.9.4 Examine the effects of life events, coping strategies, and adaptation on individuals' physical, emotional, social, ethical, and intellectual development throughout the life span

**CITAC 6.10: Evaluate the interrelationship of technology with parenting beliefs, choices and practices**

*TPO: Use information presented in class, to write a reflection essay to evaluate the interrelationship of technology with parenting beliefs, choices and practices.*

Key Indicators:

- 6.10.1 Determine the medical, legal and ethical impacts of technology
- 6.10.2 Assess consumer information relating to technology
- 6.10.3 Analyze the impact of technology on the roles and responsibility of parenting

SCOPE AND SEQUENCE  
GRADS  
WORK AND FAMILY LIFE  
CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS SCHOOL DISTRICT

## GRADS

### Unit 1: Self-Formation

#### Competency 1.1: Assess personal development

*TPO: As a class, assess personal development when confronted with a problem in one area of the personal growth process. Using the practical reasoning process, develop a plan to work through the problem.*

Competency Builders:

- 1.1.1 Identify characteristics of adolescent development
- 1.1.2 Analyze social, emotional and cognitive changes that occur during transition from adolescence to adulthood and their effects on the individual
- 1.1.3 Analyze physical changes that occur during transition from adolescence to adulthood and their effects on the individual
- 1.1.4 Assess the importance of values to adolescent development
- 1.1.5 Identify family, peer, and community influences on adolescent development
- 1.1.6 Identify characteristics of adult development
- 1.1.7 Develop a plan for maintaining personal growth and development while meeting parenting obligations

#### Competency 1.2: Analyze factors contributing to the development of self within the family unit

*TPO: Using artifacts, pictures, etc. from your own family, analyze factors contributing to the development of self within the family unit and present your results to your classmates.*

Competency Builders:

- 1.2.1 Identify characteristics of a healthy family
- 1.2.2 Identify life events affecting families
- 1.2.3 Identify common family traditions and cultural patterns
- 1.2.4 Evaluate effects of family patterns on pregnant/parenting teens

### **Competency 1.3: Analyze self-esteem and its effects**

*TPO: After a review of resources, assess self-esteem and its effects on self and others. Develop a personal action plan, including a profile of who you are and the person you would like to become.*

Competency Builders:

- 1.3.1 Identify factors that impact self-esteem
- 1.3.2 Assess the relationship between self-esteem and positive attitude
- 1.3.3 Assess the role that emotions play in how people accept responsibility
- 1.3.4 Assess factors that influence personal image

### **Competency 1.4: Develop a plan to achieve personal goals**

*TPO: Using guidelines presented by teacher, develop a plan to achieve personal goals based on personal wants, needs and values for the next twelve months.*

Competency Builders:

- 1.4.1 Differentiate between short and long-term goals
- 1.4.2 Analyze the relationship among wants, needs, values and goals
- 1.4.3 Establish short and long-range goals
- 1.4.4 Set objectives for meeting established goals
- 1.4.5 Identify obstacles to meeting established goals
- 1.4.6 Develop strategies for addressing obstacles to meeting goals
- 1.4.7 Evaluate goal achievement
- 1.4.8 Review/update goals

### **Competency 1.5: Manage stressful situations**

*TPO: When confronted with a family crises, real or imagined, manage stressful situations. Chart signs and symptoms of stress, and determine alternatives to promote wellness based on class resources.*

Competency Builders:

- 1.5.1 Identify sources of stress
- 1.5.2 Identify physical, emotional and behavioral symptoms of stress
- 1.5.3 Identify how reactions to stress affect self and others
- 1.5.4 Demonstrate skills for coping with stress in healthful ways
- 1.5.5 Demonstrate methods of stress management
- 1.5.6 Identify sources of social support for managing stress

## **Unit 2: Pregnancy, Wellness, and Prenatal Care**

### **Competency 2.1: Analyze pregnancy health care**

*TPO: Imagining that you are an unborn child; in a letter written to parents, analyze pregnancy health care by examining fetal development. Describe stages of growth, thoughts and feelings.*

#### Competency Builders:

- 2.1.1 Identify signs and symptoms of pregnancy
- 2.1.2 Confirm pregnancy
- 2.1.3 Identify the father's role in prenatal care
- 2.1.4 Identify support systems for prenatal care (e.g. extended family, friends)
- 2.1.5 Evaluate prenatal care providers
- 2.1.6 Obtain ongoing prenatal care
- 2.1.7 Communicate with the health care provider
- 2.1.8 Identify the stages of fetal development
- 2.1.9 Describe the medical procedures conducted during prenatal care
- 2.1.10 Identify factors within own control that are associated with premature birth and low birth weight babies
- 2.1.11 Identify warning signals of complications during pregnancy
- 2.1.12 Identify the steps for obtaining emergency assistance for dealing with complications
- 2.1.13 Critique misconceptions regarding pregnancy and childbirth
- 2.1.14 Demonstrate ways to relieve the discomforts of pregnancy
- 2.1.15 Identify typical emotional responses to pregnancy of teen mother, young father, grandparents and other family members

### **Competency 2.2: Develop a plan to meet the nutritional needs of pregnant women**

*TPO: Based on the recommended dietary allowances, develop a plan to meet the nutritional needs of pregnant women and follow the plan keeping records for at least one month.*

#### Competency Builders:

- 2.2.1 Identify the nutritional requirements for a healthy mother and baby
- 2.2.2 Analyze the function of the placenta
- 2.2.3 Identify standards for appropriate weight gain during pregnancy
- 2.2.4 Identify effects of inadequate or excessive weight gain during pregnancy
- 2.2.5 Assess weight gain against established standards
- 2.2.6 Identify effects of poor nutrition during pregnancy
- 2.2.7 Develop written meal plans for term of pregnancy

**Competency 2.3: Create a positive prenatal environment**

*TPO: When given a case study including a birth defect, identify alternatives and resources for help based on information received in class to create a positive prenatal environment.*

**Competency Builders:**

- 2.3.1 Identify support systems (e.g. emotional, financial)
- 2.3.2 Implement positive health habits
- 2.3.3 Identify strategies for lessening the chances of birth defects
- 2.3.4 Evaluate effects of drugs, alcohol and tobacco ingestion on the fetus and mother
- 2.3.5 Identify environmental chemicals that can harm the fetus and the mother
- 2.3.6 Identify effects of a positive emotional prenatal environment on individual family members and the family unit
- 2.3.7 Evaluate effects of domestic violence on the fetus and mother during the prenatal periods
- 2.3.8 Identify resources that provide for the physical and emotional safety of pregnant women
- 2.3.9 Evaluate the need for prenatal exercise and fitness
- 2.3.10 Prepare for breast-feeding

**Competency 2.4: Analyze the effects of sexually transmitted diseases (STDs) on mother, father and baby**

*TPO: Pregnant and confronted with a sexually transmitted disease, examine and analyze the effects of STDs on the father, mother and baby by creating a written plan of action for handling at least 2 STD's for all members of the family.*

**Competency Builders:**

- 2.4.1 Identify the symptoms of, complications associated with, and treatment for STDs
- 2.4.2 Analyze the impact of STDs on fetal development
- 2.4.3 Analyze how STDs are transmitted
- 2.4.4 Identify STD prevention strategies
- 2.4.5 Identify special concerns related to AIDS/HIV-infected persons
- 2.4.6 Identify community resources that provide assistance related to STDs

**Competency 2.5: Analyze the labor and delivery process**

*TPO: Using role-play, analyze the labor and delivery process. Include the activities, emotions and concerns typically experienced by each person involved with the process based on standard hospital procedure.*

Competency Builders:

- 2.5.1 Identify the advantages of participation in childbirth preparation classes
- 2.5.2 Recognize the signs of preterm labor
- 2.5.3 Identify appropriate responses to preterm labor
- 2.5.4 Identify the medical procedures conducted during labor and delivery
- 2.5.5 Identify the stages of labor and delivery
- 2.5.6 Critique common fears and misconceptions about labor and delivery
- 2.5.7 Compare childbirth preparation methods
- 2.5.8 Identify the implications of premature births
- 2.5.9 Develop a birth plan
- 2.5.10 Prepare for delivery
- 2.5.11 Tour delivery facility

### **Unit 3: Postpartum/Neonatal Care**

#### **Competency 3.1: Evaluate infant feeding options**

*TPO: Reflecting on information presented in class, evaluate infant feeding options by choosing an option for yourself and compare and contrast it to other options.*

Competency Builders:

- 3.1.1 Identify the nutritional needs of infants
- 3.1.2 Compare breast and bottle-feeding options
- 3.1.3 Demonstrate feeding and burping techniques
- 3.1.4 Identify the diet-related illnesses of infants
- 3.1.5 Identify community support resources to feeding options

#### **Competency 3.2: Assess the postpartum care period**

*TPO: Confronted with a real or imagined situation involving a new mother, identify and assess roles of family members in postpartum care period. Create a pamphlet with time and household management ideas for new mothers in their first week at home.*

Competency Builders:

- 3.2.1 Identify the physical changes experiences by the mother following delivery
- 3.2.2 Identify typical emotional responses during the postpartum period of teen mother, young father, grandparents and other family members
- 3.2.3 Complete a postpartum health examination
- 3.2.4 Analyze the role of the father in postpartum care
- 3.2.5 Analyze the role of support persons in postpartum care (e.g. extended family, friends)

- 3.2.6 Identify community resources that provide assistance during the postpartum care period

**Competency 3.3: Demonstrate care of newborns**

*TPO: Being a new teen mom (real or imagined) and considering the condition of the baby at birth, demonstrate care of newborns, using guidelines provided by the hospital staff and other support systems.*

Competency Builders:

- 3.3.1 Identify characteristics of newborns
- 3.3.2 Identify common newborn responses
- 3.3.3 Analyze the role of bonding in regard to newborn care
- 3.3.4 Describe the initial postdelivery care that should be provided to newborns
- 3.3.5 Demonstrate ways to express caring and loving messages to newborns during diapering, dressing, bathing, and other everyday interactions
- 3.3.6 Demonstrate diapering of newborns
- 3.3.7 Demonstrate dressing and undressing of newborns
- 3.3.8 Demonstrate bathing of newborns
- 3.3.9 Demonstrate ways to respond to a crying infant
- 3.3.10 Demonstrate safety precautions applicable to the care of newborns
- 3.3.11 Identify health care providers and support services for newborns
- 3.3.12 Identify medical tests and procedures conducted for newborns
- 3.3.13 Identify the risks of and prevention strategies for sudden infant death syndrome (SIDS)
- 3.3.14 Identify strategies for maintaining the wellness of newborns
- 3.3.15 Schedule neonatal health checkups
- 3.3.16 Establish an immunization schedule as recommended by health care professionals
- 3.3.17 Maintain immunization and health care records

**Competency 3.4: Analyze sexual decisions during and following pregnancy**

*TPO: Reflecting on classroom discussions and using available information and materials, analyze sexual decisions during and following pregnancy, to develop a personal plan of action.*

Competency Builders:

- 3.4.1 Set standards for making sexual decisions
- 3.4.2 Evaluate consequences of being sexually active
- 3.4.3 Evaluate birth-control options
- 3.4.4 Analyze consequences of having additional pregnancies during the teen years

## **Unit 4: Parenting**

### **Competency 4.1: Analyzing attitudes and expectations of parenthood**

*TPO: Using a personal journal of parenting throughout the class, examine and analyze attitudes and expectations of parenthood by making weekly entries in the journal.*

#### Competency Builders:

- 4.1.1 Identify reliable sources of parenting information
- 4.1.2 Critique stereotypical attitudes toward parenting roles
- 4.1.3 Utilize the planning process to establish parenting goals
- 4.1.4 Identify adjustments in daily living caused by parenthood
- 4.1.5 Identify characteristics and consequences of being a caring parent
- 4.1.6 Identify characteristics and consequences of being a neglectful parent
- 4.1.7 Identify characteristics and consequences of being an abusive parent
- 4.1.8 Identify characteristics and consequences of providing a positive home environment
- 4.1.9 Identify characteristics and consequences of providing a negative home environment
- 4.1.10 Assess the role of the extended family in parenting and family relationships

### **Competency 4.2: Identify parenting roles, rights and responsibilities**

*TPO: Provided with case studies, identify parenting roles, rights and responsibilities with an 85% accuracy rate.*

#### Competency Builders:

- 4.2.1 Identify rights of parents, children and grandparents
- 4.2.2 Identify stressors and fears associated with becoming a parent
- 4.2.3 Evaluate the need for pregnant/parenting adolescents to develop parenting skills
- 4.2.4 Identify strategies for participating in lifelong learning of parenting skills
- 4.2.5 Analyze consequences of social and cultural diversity on a family
- 4.2.6 Identify strategies for involving “important people” in parenting responsibilities (e.g., teen, mother, young father, extended family members and child care givers)
- 4.2.7 Identify community resources that provide parenting assistance

### **Competency 4.3: Identify strategies for meeting the challenges of parenting children with special needs**

*TPO: Based on personal experiences and available resources, as a class, examine challenges of parenting children with special needs and create a poster about the challenges and the solutions.*

Competency Builders:

- 4.3.1 Identify types of special needs and screening techniques for identifying children with special needs
- 4.3.2 Locate information related to the child's developmental delays and developmental disabilities
- 4.3.3 Interpret information related to the child's developmental delays and developmental disabilities
- 4.3.4 Assess the critical importance of bonding with special-needs children
- 4.3.5 Describe problems associated with feeding, clothing, and bathing children
- 4.3.6 Identify available health care, child care, and support services for children and parents of children with special needs

#### **Competency 4.4: Analyze legal issues related to parenthood**

*TPO: Based on resources and provided with written situations, analyze legal issues related to parenthood and develop a list of at least 10 agencies that could help families resolve legal issues.*

Competency Builders:

- 4.4.1 Identify the legal obligations of mother, father, grandparents, schools, and community agencies
- 4.4.2 Analyze uses for and importance of birth certificates/documentation
- 4.4.3 Define parentage, child support, visitation, and allocation of parental rights and responsibilities
- 4.4.4 Define guardianship, minor status and power of attorney
- 4.4.5 Identify resources available for obtaining family legal counsel

### **Unit 5: Enhancing Child Development**

#### **Competency 5.1: Set goals to meet childhood dependency needs**

*TPO: After viewing videos and participating in a class discussion on growth and development, set goals to meet childhood dependency needs and list activities that could be used to enhance development.*

Competency Builders:

- 5.1.1 Identify the importance of meeting children's need to be nurtured
- 5.1.2 Develop strategies for protecting children from harm

- 5.1.3 Establish an environment designed to stimulate children's healthy development
- 5.1.4 Develop age-appropriate strategies for encouraging children to become self-reliant and caring of others

**Competency 5.2: Recognize parental roles in overall child development**

*TPO* When provided with a child development chart, recognize parental role in overall child development. Considering areas of physical, social, emotional and intellectual development, record role of parents for each area based on characteristics of the child's age.

Competency Builders:

- 5.2.1 Acquire information related to each developmental stage of the child
- 5.2.2 Develop strategies for enhancing the development of infants and young children
- 5.2.3 Identify common developmental assessment tools and their uses
- 5.2.4 Establish an environment designed to promote children's learning of self-care skills
- 5.2.5 Set parental goals designed to enhance children's learning and their preparation for school
- 5.2.6 Identify the role of multigenerational involvement in enhancing children's overall development
- 5.2.7 Identify community resources available to help parents meet children's educational and schooling needs

**Competency 5.3: Enhance children's physical growth and development**

*TPO:* Enhance children's physical growth and development by examining self photos from birth to age five, based on developmental milestones, create a list of activities to enhance your child's physical development.

Competency Builders:

- 5.3.1 Identify physical changes that are age-appropriate
- 5.3.2 Assess children's physical development
- 5.3.3 Select activities designed to enhance physical development
- 5.3.4 Select toys and equipment designed to enhance physical development

**Competency 5.4: Enhance children's social development**

*TPO:* Evaluate social developmental needs of children by observing infants, toddlers, preschooler and five-year-olds playing with children of the same age. Record observation and compare and contrast how the four age groups play.

Competency Builders:

- 5.4.1 Identify children's need for social interaction
- 5.4.2 Assess children's social development
- 5.4.3 Identify types of social interaction
- 5.4.4 Identify personality characteristics
- 5.4.5 Select activities designed to enhance social development

**Competency 5.5: Enhance children's emotional development**

*TPO: When given written situations, use practical reasoning to evaluate and enhance children's emotional development by demonstrating positive strategies through role plays.*

Competency Builders:

- 5.5.1 Critique attachment and bonding behaviors of parents and children
- 5.5.2 Identify children's emotional needs
- 5.5.3 Analyze ways in which children express emotions
- 5.5.4 Identify independent behaviors in children
- 5.5.5 Identify caring behaviors in children
- 5.5.6 Assess children's emotional development
- 5.5.7 Identify the emerging separateness of infant/child

**Competency 5.6: Enhance children's intellectual development**

*TPO: As a class, while observing a parent with a young child, evaluate cognitive development needs of children. based upon teacher-developed guidelines, individually, describe and give six examples of how parents promote cognitive development.*

Competency Builders:

- 5.5.1 Identify children's intellectual needs
- 5.6.2 Identify types of intelligences
- 5.6.3 Develop strategies for supporting the development of multiple intelligences
- 5.6.4 Develop strategies for stimulating language development
- 5.6.5 Set goals to support family literacy

**Competency 5.7: Respond to specific parenting challenges**

*TPO: Using a real-life situation evaluate the physical, emotional, social and emotional development of a child when focusing on a specific parenting problem (i.e. toilet training, or bonding.).*

Competency Builders:

- 5.7.1 Select age-appropriate toilet training techniques
- 5.7.2 Analyze children's need for bonding and security
- 5.7.3 Develop a schedule for routines (e.g., eating, napping, bathing)
- 5.7.4 Analyze effects of media on children

**Competency 5.8: Employ communication skills in guiding young children**

*TPO: Incorporating tips on family communications, employ communication skills in I would practice these communication guidelines..."*

Competency Builders:

- 5.8.1 Demonstrate active listening skills
- 5.8.2 Demonstrate ways to express caring and loving messages to young children during everyday interactions
- 5.8.3 Respond to children's questions
- 5.8.4 Apply methods of positive reinforcement
- 5.8.5 Convey clear instructions
- 5.8.6 Analyze effects of respectful and disrespectful messages on children

**Unit 6: Creation of a Healthy, Safe Environment**

**Competency 6.1: Employ strategies designed to met the nutritional needs of infants and children**

*TPO: Using information presented in class, chart needs and ways to meet the nutritional needs of infants and children in three age groups (infants, toddlers, preschoolers, school age).*

Competency Builders:

- 6.1.1 Identify the standards for selecting nutritious foods
- 6.1.2 Identify sources of nutrition information
- 5.1.3 Identify effects of nutrition on wellness
- 6.1.4 Analyze the general nutritional needs of infants and children
- 6.1.5 Maintain feeding/meal schedules
- 6.1.6 Maintain food supply
- 6.1.7 Handle/store food
- 6.1.8 Identify cultural, ethnic, and family traditional related to food
- 6.1.9 Develop strategies for establishing a healthy mealtime environment and routines
- 6.1.10 Identify community resources available to help meet family nutritional needs

**Competency 6.2: Employ strategies designed to meet children’s hygiene needs**

*TPO: Presented with written situations and using practical reasoning, employ strategies designed to meet children’s hygiene needs by creating a list of five “rules/procedures” for a parent to follow and teach to their child.*

Competency Builders:

- 6.2.1 Identify elements of wellness
- 6.2.2 Identify the need for healthful hygiene
- 6.2.3 Establish routines for healthy hygienic practices
- 6.2.4 Establish healthful hair care practices
- 6.2.5 Clean/sanitize toys and equipment
- 5.2.6 Supervise pet care/handling

**Competency 6.3: Employ safety practices to minimize hazards**

*TPO: Presented with a list of items found in the home, analyze and employ safety practices to minimize hazards while conducting a safety inspection of your home.*

Competency Builders:

- 6.3.1 Identify common accidents that occur in the home
- 6.3.2 Establish criteria for a safe living environment
- 6.3.3 Establish criteria for a nonviolent home and community
- 6.3.4 Comply with laws regarding vehicle safety
- 6.3.5 Check toys for safety and needed repair
- 6.3.6 Identify potential environmental hazards
- 6.3.7 Plan emergency exit for use in the event of fire
- 6.3.8 Dispose of wastes

**Competency 6.4: Demonstrate basic first-aid skills**

*TPO: Confronted with a mock emergency, demonstrate basic first aid skills, techniques and procedures based on American Red Cross guidelines with 95% accuracy.*

Competency Builders:

- 6.4.1 Obtain infant and child CPR training
- 6.4.2 Obtain basic first-aid training
- 6.4.3 Maintain a first-aid kit
- 6.4.4 Identify procedures for obtaining emergency medical assistance

**Competency 6.5: Care for children during illness**

*TPO Presented with a case study, use practical reasoning to determine the needed care for children during illness. Orally explain what action is to be taken.*

Competency Builders:

- 6.5.1 Identify the signs and symptoms of common childhood illnesses
- 6.5.2 Communicate information about signs and symptoms to medical personnel
- 6.5.3 Monitor the administration of medication
- 6.5.4 Measure child's temperature using a thermometer
- 6.5.5 Evaluate alternative ways to provide needed care and medical treatment for ill children
- 6.5.6 Identify community resources available to help meet family health care needs

**Competency 6.6: Evaluate child care services**

*TPO: Given a list of several conditions or illnesses, evaluate childcare services in the community needed to alleviate the situation: selecting the most helpful for at least five conditions.*

Competency Builders:

- 6.6.1 Develop criteria for assessing child care providers
- 6.6.2 Compare the types, costs and benefits of child care available in the community
- 6.6.3 Identify potential child care emergencies
- 6.6.4 Identify way to protect children from harm in a child care environment
- 6.6.5 Identify steps to take if a child is missing
- 6.6.6 Apply problem-solving strategies in determining how to meet child care needs outside the family
- 6.6.7 Monitor the quality of child care services received
- 6.6.8 Maintain ongoing communication with child care providers
- 6.6.9 Identify community resources available to help meet family child care needs

**Competency 6.7: Contrast discipline techniques**

*TPO: Reflecting on classroom discussions and activities, when confronted with a list of parenting situations, contrast discipline techniques and determine what action should be taken in each situation.*

Competency Builders:

- 6.7.1 Differentiate between guidance and discipline
- 6.7.2 Establish criteria for determining when to discipline children
- 6.7.3 Determine whether discipline or guidance techniques should be used in given situations
- 6.7.4 Select age-appropriate discipline techniques
- 6.7.5 Evaluate consequences of different discipline approaches

- 6.7.6 Evaluate whether given parental responses to common childhood behaviors are appropriate or inappropriate

**Competency 6.8: Develop strategies for establishing cooperative parenting environments**

*TPO: Using classroom activities and resource materials, develop strategies for establishing cooperative parenting environments by creating a “parenting contract” for self and family.*

Competency Builders:

- 6.8.1 Identify partners in parenting
- 6.8.2 Communicate with partners in parenting
- 6.8.3 Identify ways to elicit support for own parenting role
- 6.8.4 Identify areas of agreement and conflict regarding parenting practices and beliefs
- 6.8.5 Develop strategies for resolving conflict
- 6.8.6 Identify community resources available to help support cooperative parenting partnerships

**Unit 7: Relationships and Social Support Systems**

**Competency 7.1: Maintain friendships**

*TPO: Using “Friendship Diagram” illustrations and information presented in class, maintain friendships by resolving problem situations for at least one grading period.*

Competency Builders:

- 7.1.1 Determine the importance of friendship
- 7.1.2 Contrast types of friendships
- 7.1.3 Assess positive and negative aspects of peer pressure
- 7.1.4 Analyze problem situations involving friends

**Competency 7.2: Identify characteristics of healthy partner relationships**

*TPO: Following classroom discussions and activities, identify characteristics of healthy partner relationships, when playing a mock dating game, determine dating attitudes, behaviors and problems and how you will handle each one.*

Competency Builders:

- 7.2.1 Analyze factors involved in establishing relationships

- 7.2.2 Identify desirable characteristics of a partner
- 7.2.3 Demonstrate strategies for saying no
- 7.2.4 Identify potential relationship problems
- 7.2.5 Analyze effects of power imbalance and violence on each person and on the relationship
- 7.2.6 Establish guidelines for building relationships
- 7.2.7 Evaluate the role of friends in a healthy partner relationship

**Competency 7.3: Analyze factors related to marriage**

*TPO: Given a case study, analyze factors related to marriage based on family values and situational factors. Create a list of factors and explain each as it relates to building a successful relationship.*

Competency Builders:

- 7.3.1 Identify shared expectations of marriage
- 7.3.2 Establish guidelines for building sound and mutually respectful marriages
- 7.3.3 Negotiate the financial responsibilities of marriage
- 7.3.4 Evaluate the roles of friends in a marriage
- 7.3.5 Analyze traits of a healthy marriage
- 7.3.6 Analyze effects of power imbalance and violence on each person and on the marriage

**Competency 7.4: Analyze stressors affecting families**

*TPO: Given written situations, analyze stressors affecting families. Create a role-play that identifies values, goals and factors affecting the situations and generate a list of three ways to handle or lessen the stress and the expected consequences.*

Competency Builders:

- 7.4.1 Identify the interrelationships of family members
- 7.4.2 Analyze the impact of the parents' relationship on children
- 7.4.3 Analyze the impact of children on the parents' relationship (s)
- 7.4.4 Assess the potential effects on the family of drug, alcohol, or other substance abuse
- 7.4.5 Assess the potential effects of expended/terminal illness in the family
- 7.4.6 Assess the potential effects of rivalry among siblings and extended family members
- 7.4.7 Assess the potential effects of blending families
- 7.4.8 Assess the potential effects of family losses (e.g., divorce, death, miscarriage)
- 7.4.9 Analyze the impact of family financial status on individuals and the family system
- 7.4.10 Analyze the impact of parental employment status on individuals and the family system

**Competency 7.5: Analyze factors related to child abuse and neglect**

*TPO: Presented with a case study, analyze factors related to child abuse and neglect. Outline the facts in the case as an investigator would showing the profile of abuse or neglect of the parents.*

Competency Builders:

- 7.5.1 Identify types and signs of abuse and neglect
- 7.5.2 Develop procedures for protecting an abused and/or neglected child
- 7.5.3 Identify community agencies that provide support and/or treatment for abused or neglected children
- 7.5.4 Identify strategies for preventing abuse or neglect
- 7.5.5 Assess the role of drugs, alcohol, or other substance abuse in child abuse and neglect
- 7.5.6 Identify community resources available to assist families with child abuse and/or neglect problems

**Competency 7.6: Assess dynamics of domestic violence**

*TPO: Following classroom activities, students will assess dynamics of domestic violence by keeping a log of news articles regarding domestic violence for two weeks.*

Competency Builders:

- 7.6.1 Identify characteristics of domestic violence and its effects on individuals and the family system
- 7.6.2 Identify the victims and perpetrators of domestic violence
- 7.6.3 Assess own personal safety
- 7.6.4 Develop a plan for personal and family safety
- 7.6.5 Identify the legal aspects of disclosure and of reporting incidents of domestic violence
- 7.6.6 Identify resources available to victims and perpetrators of domestic violence

**Competency 7.7: Assess dynamics of sexual abuse**

*TPO: Using information presented in class, assess dynamics of sexual abuse by creating a plan to teach children how to protect themselves.*

Competency Builders:

- 7.7.1 Define sexual abuse
- 7.7.2 Identify sexual abuse situations and their effects on individuals and the family system
- 7.7.3 Develop a plan to protect children and self from sexual abuse

- 7.7.4 Identify the legal aspects of disclosure and of reporting incidents of sexual abuse
- 7.7.5 Identify community resources available to sexual abuse victims and perpetrators

**Competency 7.8: Manage conflict**

*TPO: At least three times, demonstrate how to manage conflict when confronted with examples of typical family problems, according to class discussions on conflict management.*

Competency Builders:

- 7.8.01 Identify the need for conflict management
- 7.8.2 Identify types of conflict
- 7.8.3 Analyze attitudes toward conflict
- 7.8.4 Demonstrate nonviolent conflict resolution techniques
- 7.8.5 Analyze conflict outcomes
- 7.8.6 Apply problem-solving strategies in negotiating conflict
- 7.8.7 Set behavior standards to use in identifying when conflict is no longer manageable
- 7.8.8 Identify community resources available to help when conflict is no longer manageable
- 7.8.9 Seek outside assistance when conflict is no longer manageable

**Competency 7.9: Investigate family legal issues**

*TPO: Based on available resources and provided with written situations, investigate family legal issues, by determining the issues needing legal assistance and recommending at least two places a family could get the needed assistance locally.*

Competency Builders:

- 7.9.1 Analyze the legal aspects of marriage
- 7.9.2 Identify the need for a will and power of attorney
- 7.9.3 Identify the importance of family services
- 7.9.4 Identify resources for seeking affordable legal services

**Competency 7.10: Employ strategies designed to meet the basic needs of a teen-parenting family**

*TPO: As a young parent, employ strategies designed to meet the basic needs of a teen-parenting family to determine the costs of living on your own with your child for one year.*

Competency Builders:

- 7.10.1 Enhance three-generational living arrangements
- 7.10.2 Identify housing needs and options
- 7.10.3 Identify clothing needs and options
- 7.10.4 Identify educational needs and options
- 7.10.5 Identify financial needs and income options
- 7.10.6 Identify informal and formal support systems available to meet needs

## **Unit 8: Economic Independence**

### **Competency 8.1: Assess school-to-work needs**

*TPO: Given situational statements related to employment using the practical reasoning process, assess school-to-work needs to create a list of skills and values for the persons in at least two case studies.*

Competency Builders:

- 8.1.1 Identify the importance of completing a high school education
- 8.1.2 Identify obstacles to completing high school for pregnant/parenting teens
- 8.1.3 Develop a plan for overcoming obstacles to completing high school
- 8.1.4 Identify reasons that people work
- 8.1.5 Interpret the needs of employers and employees
- 8.1.6 Identify factors that influence work ethic
- 8.1.7 Identify skills valued by schools and employers
- 8.1.8 Identify the importance of lifelong learning

### **Competency 8.2: Identify traditional and nontraditional occupational options**

*TPO: Using a list of personal skills, interests and abilities, identify traditional and nontraditional occupational options for yourself based on occupational projections, factors influencing career choices and your situational factors.*

Competency Builders:

- 8.2.1 Identify factors that influence career choices
- 8.2.2 Obtain information about nontraditional occupational choices
- 8.2.3 Obtain information about traditional occupational choices
- 8.2.4 Identify occupational clusters relevant to own needs, interests and abilities
- 8.2.5 Identify myths and realities associated with jobs
- 8.2.6 Identify obstacles to choosing and succeeding in selected occupations
- 8.2.7 Participate in hands-on experiences relevant to selected occupations
- 8.2.8 Evaluate the advantage and disadvantages of working in a nontraditional career

**Competency 8.3: Assess career interests and skills**

*TPO: Assess career interests and skills using results of career assessment tools and a review of occupational choices to select at least one entry level career choice for the present and one future career choice that will require further education and/or training.*

Competency Builders:

- 8.3.1 Identify own personal interest and skills
- 8.3.2 Identify own career interest and options
- 8.3.3 Acquire needed information/assistance using career assessment resources/agencies
- 8.3.4 Determine career options

**Competency 8.4: Develop a career plan**

*TPO: After a review of various career resource and using the results of the 8.3 TPO, develop a career plan matching family needs, values, and your personal skills and interests to your long-term goals for yourself and your child.*

Competency Builders:

- 8.4.1 Identify own long-range career goal(s)
- 8.4.2 Define own work needs, values, skills, and interests in relation to the identified career goal(s)
- 8.4.3 Acquire needed information/assistance using career-planning resources
- 8.4.4 Determine career choices and projected changes/trends

**Competency 8.5: Manage family income and expenses**

*TPO: Using selected budget format, manage family income and expenses. Use own or imagined income and expenses to develop and follow a budget for at least two months.*

Competency Builders:

- 8.5.1 Distinguish between family needs and wants
- 8.5.2 Identify family factors that affect spending
- 8.5.3 Develop a family financial plan
- 8.5.4 Identify ways to cope with financial crises

**Competency 8.6: Assess savings and checking options**

*TPO: Having won \$50.00 in the lottery, examine savings and checking options. Develop savings plan including which institutions to use, goals, expectations and effects on your family's economy.*

Competency Builders:

- 8.6.1 Identify reasons for maintaining savings and checking accounts
- 8.6.2 Identify the costs associated with different types of savings and checking accounts
- 8.6.3 Develop a savings plan
- 8.6.4 Calculate simple and compound interest
- 8.6.5 Maintain a checkbook
- 8.6.6 Reconcile a bank statement

**Competency 8.7: Define equitable roles, rights, and responsibilities in the school and workplace**

*TPO: Given written situations, typical of the workplace or school, use practical reasoning to define equitable roles, rights, and responsibilities in the school and workplace for each person in the case study.*

Competency Builders:

- 8.7.1 Describe legislation that ensures equity
- 8.7.2 Analyze discrimination issues
- 8.7.3 Analyze harassment issues
- 8.7.4 Identify stereotyping in the workplace
- 8.7.5 Identify family leave options
- 8.7.6 Identify resources available to help address equity rights and responsibilities

**Unit 9: Employability**

**Competency 9.1: Develop a job search plan**

*TPO: Given a job lead and using job-seeking skills, develop a job-search plan based on personal strengths, interests, aptitudes and abilities.*

Competency Builders:

- 9.1.1 Assess employment realities
- 9.1.2 Contrast job search methods
- 9.1.3 Identify job leads
- 9.1.4 Determine which job lead to pursue
- 9.1.5 Identify salary options and benefit packages

**Competency 9.2: Apply communication skills to employment search**

*TPO: Given a job lead, apply communication skills to employment search based on guidelines for effective communication by making a phone call, preparing a resume and cover letter, completing a job application and writing a thank you letter after the interview.*

Competency Builders:

- 9.2.1 Make a telephone contact
- 9.2.2 Prepare a resume
- 9.2.3 Complete a job application form
- 9.2.4 Write a cover letter and a thank-you letter

### **Competency 9.3: Demonstrate interview skills**

*TPO: Using classroom information, demonstrate interview skills during a mock/practice interview.*

Competency Builders:

- 9.3.1 Demonstrate grooming appropriate to interview situation
- 9.3.2 Demonstrate question-and-answer techniques
- 9.3.3 Prepare for an interview
- 9.3.4 Prepare to respond to difficult or illegal interview questions

### **Competency 9.4: Employ strategies designed to meet responsibilities as working parent(s)**

*TPO: When given situations involving work and family practical problems, to develop daily and emergency plans for child care, employ strategies designed to meet responsibilities as working parent(s).*

Competency Builders:

- 9.4.1 Identify common concerns of married/single working parent(s)
- 9.4.2 Contrast the responsibilities and commitment to family life and work life
- 9.4.3 Solve practical problems associated with balancing work and family
- 9.4.4 Identify the impact on children of having working parent(s)
- 9.4.5 Develop daily and contingent child care plans

### **Competency 9.5: Develop time-management plans**

*TPO: Using a weekly inventory of personal activities and concerns, develop a time-management plan according to established management principles for at least one month.*

Competency Builders:

- 9.5.1 Categorize time demands

- 9.5.2 Identify wasted time
- 9.5.3 Identify the value of scheduling personal respite time
- 9.5.4 Resolve time conflicts
- 9.5.5 Develop strategies for improving time management

**Competency 9.6: Identify behaviors required to be successful in school and work**

*TPO: After classroom discussions, in small groups, identify behaviors required to be successful in school and work by analyzing written case studies.*

**Competency Builders:**

- 9.6.1 Identify strategies for success
- 9.6.2 Identify factors that influence one's image
- 9.6.3 Analyze the importance of punctuality, dependability, attendance, and productivity level
- 9.6.4 Use positive and negative feedback to develop scholastically and professionally
- 9.6.5 Practice teamwork skills
- 9.6.6 Demonstrate creativity
- 9.6.7 Demonstrate initiative
- 9.6.8 Demonstrate loyalty to others

**SCOPE AND SEQUENCE**  
**Adapted Family and Consumer Sciences**  
**Work and Family Life**  
**Cleveland Heights-University Heights School District**

## **Interior Design**

### **PITAC 003: Relate to others in positive, caring ways**

*TPO: Reflecting on class activities, relate to others in positive, caring ways by creating a “class behavior contract” with classmates.*

Key Indicators:

- 0.3.1 Identify significance of caring, respectful relationships
- 0.3.2 Create strategies for relating to people of different ages, abilities, genders, and cultures
- 0.3.3 Communicate effectively
- 0.3.4 Express personal feelings, needs, and ideas constructively

### **PITAC 0.1: Manage work and family responsibilities for the well-being of self and others**

*TPO: Recalling teacher demonstration, manage work and family responsibilities for the well-being of self and others when creating and following a plan for managing time and tasks to be completed for the housing report class assignment (10.1 TPO).*

### **CITAC 10.1: Explore careers in the field of housing**

*TPO: Given research time in the classroom and media center, explore careers in the field of housing and present both a written and an oral report on a housing career.*

Key Indicators:

- 0.1.1 Explore the value and meaning of work and the value and meaning of family
- 0.1.2 Compare how work life is affected by families and how families are affected by work life
- 0.1.3 Identify management strategies for balancing work and multiple family roles throughout the life span
- 10.1.1 List various career options in housing field

**Core ITAC-Strand 5 Managing a Career**

- 5.2 Investigate Career Options
- 10.1.2 Compare duties, time commitment and educational requirements of occupations related to housing

**PITAC 0.4: Assume a leadership role as a responsible family member and citizen**

*TPO: Using the planning process, assume a leadership role as a responsible family member and citizen to plan and complete at least one service project with classmates.*

Key Indicators:

- 0.4.1 Identify ways to be a responsible citizen at home, at school, at work and in community settings
- 0.4.4 Evaluate consequences of cooperative and uncooperative actions
- 0.4.6 Use the five step planning process to establish and achieve individual and group goals
- 0.4.5 Cooperate with others to achieve group goals

**PITAC 0.2: Apply problem-solving process to personal and family problems for well-being of self and others**

*TPO: Given a case study, apply problem-solving process to personal and family problems for well-being of self and others when creating a list of three possible solutions.*

Key Indicators:

- 0.2.1 Clarify personal and family issues
- 0.2.2 Identify adequate, reliable information and resources for personal and family problem solving

**Core ITAC-Strand 1 Solving problems and thinking skillfully**

- 1.1 Solve problems and make decisions in work-related situations
- 1.2 Read for information and understanding
- 0.2.3 Create alternative choices for solving problems
- 0.2.4 Evaluate potential consequences of alternative choices
- 0.2.5 Use criteria and standards to make ethical decisions
- 0.2.6 Evaluate outcomes

**CITAC 10.2: Identify fundamentals of housing**

*TPO: Given a case study, identify fundamentals of housing to be considered when selecting housing for the case study family.*

Key Indicators:

- 10.2.1 Describe physical factors outside the house which affect housing choices
- 10.2.2 Explain relationship between lifestyle and housing choices
- 10.2.3 Describe the seven main styles of housing
- 10.2.4 Compare strengths and weaknesses of different housing types

### **CITAC 10.3: Identify and apply elements and principles of design**

*TPO: Reflecting on class activities, identify and apply elements and principles of design by locating and analyzing at least two photos from magazines or other publications.*

Key Indicators:

- 10.3.1 Identify and describe the various uses and effects of the elements of design (space, line, shape, form, texture, and color)
- 10.3.2 Identify and describe the principles of design (proportion, scale, balance, emphasis, and rhythm)
- 10.3.3 Use the elements and principles of design to create a room plan
- 10.3.5 Evaluate the selection and placement of functional and decorative accessories according to elements and principles of design

### **CITAC 10.4: Explore color and its expression**

*TPO: Given painting supplies and other needed materials explore color and its expression to create a painting that uses one color scheme.*

Key Indicators:

- 10.4.1 Explain perceptions linked to certain colors
- 10.4.2 Describe the standard color wheel
- 10.4.3 Evaluate color according to hue, value, and intensity
- 10.4.4 Use color wheel to plan various color harmonies
- 10.4.5 Identify seven common color harmonies/schemes
- 10.4.6 Explain effect of light and textures on colors

### **CITAC 10.5: Investigate exterior designs for housing**

*TPO: Given research time and access to the media center investigate exterior designs for housing to present an oral report with a handout to classmates.*

Key Indicators:

#### **Core ITAC-Strand 3 Applying technology**

- 3.1 Demonstrate technological literacy
- 3.2 Access/transmit information using electronic communication systems

- 3.3 Demonstrate computer literacy
- 10.5.1 Identify distinguishing features of traditional house styles
- 10.5.2 Describe designs and list advantages and disadvantages
- 10.5.3 Compare traditional to contemporary housing styles

### **CITAC 10.6: Explore textiles**

*TPO: Given lab time and materials needed, explore textiles handling by creating one small item for use in decorating a home.*

Key Indicators:

- 10.6.1 Describe origins, qualities, and uses of natural and manufactured fibers
- 10.6.2 Evaluate methods used to create yarns and the use of yarns
- 10.6.3 Describe types of fabric construction, methods of production and their uses
- 10.6.4 Evaluate appropriateness of fabric for specific uses within houses

### **CITAC 10.7: Explore wood, masonry, and concrete**

*TPO: Given lab time and materials needed such as wood, masonry, and concrete, create one small item for use in decorating a home.*

Key Indicators:

- 10.7.1 List major characteristics and uses of hardwoods and softwoods
- 10.7.2 Identify various kinds of wood materials used in residential housing
- 10.7.3 List main types of wood finishes and describe their characteristics and uses
- 10.7.4 List and describe main types of masonry materials
- 10.7.5 Describe characteristics and uses of concrete
- 10.7.6 List types of decorative finishes used on concrete

### **CITAC 10.8: Consider housing metals, glass, ceramics, and plastics**

*TPO: Given time and a partner, consider housing metals, glass, ceramics, and plastics located in the school by creating a list of those visible in an assigned area of the building.*

Key Indicators:

- 10.8.1 List properties and housing applications of metals
- 10.8.2 Describe properties of glass and list types of glass products used in housing
- 10.8.3 List properties and applications in housing for ceramics
- 10.8.4 Identify plastic products used in housing

### **CITAC 10.9: Evaluate floor plans**

*TPO: Given a case study family and sample floor plans evaluate floor plans, for ease of circulation by the family and list the advantages and disadvantages of each sample home for their use.*

Key Indicators:

- 10.9.1 Map circulation patterns and evaluate quality of pattern
- 10.9.2 Identify activities and areas involved in family circulation, work circulation, service circulation, and guest circulation
- 10.9.3 Determine utility of a floor plan in relationship to family's needs
- 10.9.4 Identify kinds of drawings included in set of housing plans and their purposes
- 10.9.5 Interpret symbols on a variety of housing plans

### **CITAC 10.10: Analyze living areas**

*TPO: Given floor plans and a case study family, analyze living areas to choose the best home for the case study family.*

Key Indicators:

- 10.10.1 List rooms and activities involved in living area of a house
- 10.10.2 Judge appropriateness of living room based on criteria
- 10.10.3 Identify dining room criteria to be met
- 10.10.4 Recognize types of entryways based on purpose and location
- 10.10.5 List uses and style of outdoor living spaces

### **CITAC 10.11: Consider sleeping areas**

*TPO: Given floor plans and a case study family, consider sleeping areas needed for the family for the next twenty years.*

Key Indicators:

- 10.11.1 Describe two types of bedroom plans
- 10.11.2 Describe a well-designed bedroom based on standards
- 10.11.3 Arrange bedroom furniture using criteria
- 10.11.4 List and describe bathroom types and fixtures in each
- 10.11.5 Recognize need for features to deal with heat and moisture

### **CITAC 10.12: Efficient service areas**

*TPO: After reviewing criteria for efficient service areas, create a kitchen floor plan and the elevation for one wall designed to meet your desired future lifestyle.*

Key Indicators:

- 10.12.1 Describe work centers located in kitchen and required footages needed to be efficient
- 10.12.2 Explain kitchen work triangle and connection to work flow
- 10.12.3 Describe six common kitchen floor plans
- 10.12.4 Evaluate efficiency of laundry facilities, layout, and location in relationship to families' lifestyle
- 10.12.5 Analyze best locations and need for service entrance to a home

### **CITAC 10.13: Select appropriate lighting**

*TPO: Recalling classroom activities select appropriate lighting for at least two rooms of your choice from a floor plan chosen for a case study family from TPO 10.9; 10.10; 10.11; or 10.12.*

Key Indicators:

- 10.13.1 Explain how natural light can be used to enhance home decor
- 10.13.2 List advantages and disadvantages of incandescent, halogen and fluorescent lights
- 10.13.3 Examine and explain difference between general, task, and accent lighting and type of fixtures needed to create each type of lighting
- 10.13.4 Evaluate appropriateness of lighting sources for activities in a room

### **CITAC 10.14: Plan window and door treatments**

*TPO: Given floor plans and reviewing information from class, plan window and door treatments for at least two rooms.*

Key Indicators:

- 10.14.1 List standard types of windows available and explain the advantages and disadvantages of each
- 10.14.2 Evaluate window construction quality using criteria of function appearance and insulative value
- 10.14.3 List and describe various types of window treatment
- 10.11.4 List possible treatments for interior and exterior doors

### **CITAC 10.15: Consider furniture construction and selection**

*TPO: Recalling classroom discussions, consider furniture construction and selection by using a criteria list to select at least three pieces of furniture for a case study family.*

Key Indicators:

- 10.15.1 Describe types of woods used in furniture construction
- 10.15.2 Evaluate type and quality of furniture joints
- 10.15.3 Describe methods and materials used to build upholstered furniture
- 10.15.4 Evaluate usability of furniture according to criteria

### **CITAC 10.16: Select a favorite furniture style**

*TPO: Given time to work in the media center with research materials, select a favorite furniture style to create an illustrated report to share with interior design classmates.*

Key Indicators:

- 10.16.1 List distinguishing features of historic French furniture
- 10.16.2 List distinguishing features of historic English furniture
- 10.16.3 Describe features and differences between Early American, American Georgian, and Federal furniture
- 10.16.4 List main features and styles of 20<sup>th</sup> century furniture styles

### **Core ITAC-Strand 3 Applying technology**

- 3.1 Demonstrate technological literacy
- 3.2 Access/transmit information using electronic communication systems
- 3.3 Demonstrate computer literacy

### **CITAC 10.17: Select wall treatments**

*TPO: Given lab materials and a case study family, select wall treatments for at least two rooms chosen for case study family in CITAC 10.9; 10.10; or 10.11.*

Key Indicators:

- 10.17.1 List and describe various types of wall treatments
- 10.17.2 Choose wall treatments appropriate for function and design of room

### **CITAC 10.18: Analyze flooring materials**

*TPO: Using lab, personal and media center materials, analyze flooring materials used in at least three illustrations of a room assigned by teacher.*

Key Indicators:

- 10.18.1 Describe appearance, texture and maintenance of various flooring materials and floor coverings
- 10.18.2 Evaluate appropriateness of floor treatment for a room according to principles of function and design

### **CITAC 10.19: Consider ceilings and roof lines**

*TPO: Using information from class discussions, consider ceilings and roof lines to plan the treatment for the family room for a case study family's home.*

Key Indicators:

10.19.1 Evaluate ceiling-surface materials according to a criteria list

10.19.2 Identify roof and ceiling styles

### **CITAC 10.20: Present housing ideas**

*TPO: Reviewing class information and recalling teacher demonstration, present housing ideas by creating floor and elevation plans for at least three rooms including examples of furniture, lighting, "accessories" and the wall, floor and window treatments that would be used.*

Key Indicators:

10.20.1 Explain how presentation methods help design professionals communicate ideas

10.20.2 List types of drawings used to present design ideas

10.20.3 Describe how presentation boards, models, and slides help client visualize finished project

#### **Core ITAC-Strand 2 Communicating reflectively**

2.2 Apply oral communication skills

2.6 Apply demonstration/presentation skills

2.8 Apply artistic communication skills

## **CREATIVE CLOTHING I**

### **CITAC 7.1: Identify influences on clothing choices**

*TPO: Given a description of five garments in a teen wardrobe, identify influences on clothing choices by listing at least three personal values and two sources of influence that would affect you when deciding whether to add the garments to your wardrobe.*

Key Indicators:

- 7.1.1 Describe basic functions fulfilled by clothing
- 7.1.2 Explain personal influences on clothing choices
- 7.1.3 Compare influences of family and friends on clothing choices
- 7.1.4 Evaluate the media's impact on clothing
- 7.1.5 Explain how societal changes influence clothing

### **PITAC 0.2: Apply the problem-solving process to personal and family problems for the well-being of self and others**

*TPO: Given a case study apply the problem-solving process to personal and family problems for the well-being of self and others listing both positive and negative consequences for three possible solutions.*

Key Indicators:

- 0.2.3 Create alternative choices for solving problems
- 0.2.4 Evaluate potential consequences of alternative choices

### **CITAC 7.2: Explore the diverse symbols and customs of clothing**

*TPO: Reflecting on classroom activities, explore the diverse symbols and customs of clothing by designing a national costume for the USA and describing the symbolism and culture of your design.*

Key Indicators:

- 7.2.1 Explain how clothing reflects cultures
- 7.2.2 Give example of clothing symbols
- 7.2.3 Discuss clothing customs and expectations in US cultures
- 7.2.4 Describe appropriate outfits for certain occasions

### **CITAC 7.3: Meet and manage family clothing needs and responsibilities**

**PITAC 0.3: Relate to others in positive, caring ways**

*TPO: Given a family case study, relate to others in positive caring ways to create a plan to meet and manage family clothing needs and responsibilities by listing and delegating the tasks that need to be accomplished by the family.*

Key Indicators:

- 7.3.1 Explain why clothing needs differ among families
- 7.3.2 Determine how family values affect clothing decisions
- 7.3.3 Identify skills and abilities needed to help families manage
- 0.3.2 Create strategies for relating to people of different ages, abilities, genders, and cultures
- 0.3.4 Express personal feelings, needs, and ideas constructively

**Core ITAC-Strand 4 Working responsibly**

- 4.6 Apply appropriate strategies for dealing with the differences associated with diversity (e.g., racial, ethnic, gender, educational, personality, social, and age)

**Core ITAC-Strand 6 Managing resources**

- 6.7 Manage work and family responsibilities for well-being of self and others

**CITAC 7.4: Evaluate clothing and your need for self-expression**

*TPO: Keeping in mind class activities and the school dress code, evaluate clothing and your need for self-expression when choosing an outfit for “Fashion Expression Day”.*

Key Indicators:

- 7.4.1 Evaluate importance of first impressions
- 7.4.2 Describe how personality can be expressed through clothing
- 7.4.3 Compare effects of conformity and individuality on clothing choices
- 7.4.4 Determine how personal style develops

**Core ITAC-Strand 5 Managing a career**

- 5.2 Investigate career options

**CITAC 7.5: Perform family clothing care tasks**

*TPO: Given practice time and recalling classroom activities, perform family clothing care tasks for at least 3 weeks.*

Key Indicators:

- 7.5.1 Explain how to care for clothing on a routine basis
- 7.5.2 Explore methods for removing stains

- 7.5.3 Identify information on care labels
- 7.5.4 Explain the use of laundry products
- 7.5.5 Describe steps involved in laundering and drying clothing
- 7.5.6 Explain dry-cleaning processes
- 7.5.7 Demonstrate the difference between “ironing” and “pressing”
- 7.5.8 Describe how to store clothing effectively

**Core ITAC-Strand 5 Managing a career**

- 5.2 Investigate career options

**CITAC 7.6: Apply principles and elements of design**

*TPO: Given access to classroom supplies, apply principles and elements of design to the creation (on paper) of an outfit of at least three articles of clothing based on a color scheme appropriate for you.*

Key Indicators:

- 7.6.1 Identify and define elements of design
- 7.6.2 Identify and define principles of design
- 7.6.3 Explore the impact of color and its effect on people
- 7.6.4 Identify primary, secondary, and intermediate colors and their location on a color wheel
- 7.6.5 Describe color schemes
- 7.6.6 Determine body shape and size
- 7.6.7 Choose colors/color schemes that are flattering to you
- 7.6.8 Demonstrate the ability to use elements and principles of design in choosing and creating clothing

**Core ITAC-Strand 5 Managing a career**

- 5.2 Investigate career options

**CITAC 7.7: Redesign, repair, and recycle clothing**

**PITAC 0.4: Assume leadership role as a responsible family member and citizen**

*TPO: After collecting “old and unused” garments, with a team of peers redesign, repair, and recycle clothing to at least one non-profit community agency.*

Key Indicators:

- 7.7.1 Update fashion look of older clothes
- 7.7.2 Adjust garments to improve fit
- 7.7.3 Make simple clothing repairs
- 7.7.4 Find new uses for clothes and fabrics

**Core ITAC-Strand 4 Working responsibly**

- 4.2 Contribute to teamwork

- 0.4.6 Use planning process to establish and achieve individual and group goals
- 0.4.5 Cooperate with others to achieve group goals

**CITAC 7.8: Demonstrate operational procedures for using a sewing machine and other sewing equipment**

*TPO: Recalling teacher demonstrations, demonstrate operational procedures for using a sewing machine and other sewing equipment by creating or repairing at least one fabric item.*

Key Indicators:

- 7.8.1 Identify basic sewing equipment
- 7.9.2 Stitching by hand
- 7.9.3 Stitching by machine
- 7.9.4 Stitching a plain seam
- 7.9.5 Pressing and finishing seams

**CITAC 7.9: Evaluate textile fibers**

*TPO: Given a real life scenario and reflecting on class activities evaluate textile fibers and determine which textiles would offer the best solution to the problem given and explain your choice.*

Key Indicators:

- 7.9.1 Know how fibers are classified
- 7.9.2 Describe fiber characteristics needed for use in fabrics
- 7.9.3 Explain how manufactured fibers are created

**Core ITAC-Strand 1 Solving problems and thinking skillfully**

- 1.1 Solve problems and make decisions in work-related situations
- 1.2 Read for information and understanding

**CITAC 7.10: Determine fabric construction methods**

*TPO: Given the necessary materials, determine fabric construction methods by creating at least three samples*

Key Indicators:

- 7.10.1 Explain how yarns are formed
- 7.10.2 Describe the four distinguishing characteristics of fabric
- 7.10.3 Compare characteristics of woven and knitted fabrics
- 7.10.4 Describe other fabric construction methods

### **CITAC 7.11: Identify fabric coloring processes and finishes**

*TPO: Keeping in mind information gained during class activities, identify fabric coloring processes and finishes needed for at least two garments that you could create for yourself*

Key Indicators:

- 7.11.1 Explain dyeing processes
- 7.11.2 Describe common printing techniques
- 7.11.3 Explain how fabric textures can be altered
- 7.11.4 Identify finishes that improve fabric performance

#### **Core ITAC-Strand 5 Managing a career**

- 5.2 Investigate career options

### **CITAC 7.12: Explore your wardrobe options**

*TPO: Keeping in mind the sample wardrobe chart and using computer technology, explore your wardrobe options by developing a computerized, user-friendly wardrobe chart with at least six categories and two items listed in each category.*

Key Indicators:

- 7.12.1 Evaluate your wardrobe in order to identify and prioritize additions and/or deletions
- 7.12.2 Identify available resources for building a wardrobe
- 7.12.3 Compare different ways of expanding a wardrobe
- 7.12.4 Describe department, specialty, discount, and resale stores

#### **Core ITAC-Strand 3 Applying technology**

- 3.1 Demonstrate technological literacy

### **CITAC 7.13: Access information to make clothing choices**

*TPO: Given a list of garments to “purchase” using comparison shopping techniques, access information and create a chart to make clothing choices based on information gathered from at least two sources of information.*

Key Indicators:

- 7.13.1 Distinguish between information and image advertisements
- 7.13.2 Evaluate information provided by hard copy and online catalogs
- 7.13.3 Analyze label and hangtag information
- 7.13.4 Explain how to comparison shop rather than use impulse buying
- 7.13.5 Describe various types of store sales

#### **Core ITAC-Strand 1 Solving problems and thinking skillfully**

- 1.2 Read for information and understanding

### **CITAC 7.14: Evaluate clothing selections**

*TPO: Using your comparison shopping chart (created for CITAC 7.13's TPO), evaluate clothing selections by calculating a cost per wearing for each garment to determine your final selections.*

Key Indicators:

- 7.14.1 Compare different size categories of clothing
- 7.14.2 Evaluate the fit and appearance of a garment
- 7.14.3 Judge the quality and workmanship
- 7.14.4 Evaluate the care and price of clothing selections
- 7.14.5 Describe compromises and trade-offs

#### **Core ITAC-Strand 1 Solving problems and thinking skillfully**

- 1.4 Apply mathematical processes

#### **Core ITAC-Strand 5 Managing a career**

- 5.2 Investigate career options

### **CITAC 7.15: Develop basic clothing construction skills**

*TPO: Given practice time and the use of clothing lab equipment develop basic clothing construction skills by the end of the course.*

Key Indicators:

- 7.15.1 Understanding patterns
- 7.15.2 Adjusting patterns
- 7.15.3 Preparing fabrics
- 7.15.4 Layout pattern
- 7.15.5 Identify sewing equipment
- 7.15.6 Cutting and marking garment
- 7.15.7 Stitching by hand and machine
- 7.15.8 Stitching a plain seam
- 7.15.9 Pressing and finishing seams
- 7.15.10 Making casings and facings
- 7.15.11 Attach fasteners
- 7.15.12 Hems by hand and machine

### **CITAC 7.16: Create clothing for self**

*TPO: Given practice time and access to classroom equipment, create clothing for self by developing and using personal skills and resources to create at least three garments/items for yourself.*

Key Indicators:

- 7.16.1 Select patterns, notions and fabrics

- 7.16.2 Prepare fabric, layout pattern and cut and mark fabric for garment construction
- 7.16.3 Use machine and hand stitching techniques
- 7.16.4 Construct garments/item

## **CREATING CLOTHING II**

### **CITAC 8.1: Continue preparation for a career**

*TPO: Keeping in mind the sample resumes, continue preparation for a career by developing two resumes; one based on your current education, skills, and experiences and a second resume that reflects what you hope to achieve 3 years after you complete your post secondary education.*

Key Indicators:

- 8.1.1 Evaluate your interests and skills
- 8.1.2 Research career paths in the textile and apparel field
- 8.1.3 Compare sources of information about jobs
- 8.1.4 Describe the steps in applying for a job

#### **Core ITAC-Strand 3 Applying technology**

- 3.1 Demonstrate technological literacy

#### **Core ITAC-Strand 5 Planning and Managing a Career**

- 5.1 Identify how personal interests, abilities, and skills relate to choosing a career
- 5.2 Investigate career options
- 5.4 Demonstrate skills needed to enter or reenter the workforce
- 5.5 Demonstrate job-keeping skills
- 5.6 Upgrade career skills

### **CITAC 8.2: Practice success on-the-job skills**

*TPO: After reflecting on class discussions and activities, practice success on-the-job skills by creating and following a prioritized list of tasks needing to be accomplished in the next month.*

Key Indicators:

- 8.2.1 Relate personal qualities to on-the-job success
- 8.2.2 Demonstrate productive ways to work with those in authority
- 8.2.3 Describe ways to advance or change jobs
- 8.2.3 Give practical advice on balancing work and personal life

### **CITAC 8.3: Act as a fashion entrepreneur**

*TPO: Given the use of the clothing lab and library, with other class members act as a fashion entrepreneur to select at least one textile project that could be made and sold to family and friends.*

Key Indicators:

- 8.3.1 Relate personal qualities to success as an entrepreneur
- 8.3.2 Compare different business opportunities for self-employment
- 8.3.3 Describe major responsibilities of entrepreneurs
- 8.3.4 Explain the importance of all parts of a business plan

**Core ITAC-Strand 5 Planning and Managing a Career**

- 5.2 Investigate career options
- 5.7 Explore opportunities to create a business

**Core ITAC-Strand 4 Working Responsibly**

- 4.1 Demonstrate leadership
- 4.2 Contribute to teamwork
- 4.3 Choose ethical courses of action in all work assignments and personal interactions
- 4.4 Demonstrate work ethic

**CITAC 8.4: Analyze your participation in the global marketplace**

*TPO: Recalling class activities, analyze your participation in the global marketplace by creating a chart that identifies where at least 10 of your garments were manufactured and then analyze the resulting data.*

Key Indicators:

- 8.4.1 Compare the pros and cons of off-shore production
- 8.4.2 Describe unethical practices associated with sweatshops and counterfeiting
- 8.4.3 Identify laws and regulations affecting trade
- 8.4.4 Describe current trends in the textile and apparel industries

**CITAC 8.5: Explore fashion history**

*TPO: Using clothing lab and library resources explore fashion history and then select the era that is most appealing to you and create a poster “showing” you in your favorite outfits of the era.*

Key Indicators:

- 8.5.1 Explain how the first clothes and fabrics were made and worn
- 8.5.2 Describe the evolution of fashion
- 8.5.3 Discuss factors that influenced fashion history
- 8.5.4 Give examples of clothing styles in the twentieth century

### **CITAC 8.6: Identify fashion styles**

*TPO: Given designing time and appropriate supplies, identify fashion styles for collars and/or sleeves that can be combined to create at least one new shirt style.*

Key Indicators:

- 8.6.1 Define fashion terms
- 8.6.2 Describe and explain fashion cycles swings
- 8.6.3 Distinguish between styles of collars, necklines, and sleeves
- 8.6.4 Identify styles of dresses, shirts, skirts, jackets, and coats

### **CITAC 8.7: Recognize fashion designers**

*TPO: Recalling class activities recognize fashion designers products in areas other than apparel by creating a display of products designed and licensed by garment designers.*

Key Indicators:

- 8.7.1 Explain the role of fashion designers in the apparel industry
- 8.7.2 Identify the names and achievements of famous fashion designers
- 8.7.3 Describe the design process
- 8.7.4 Compare couture and prêt-a-porter collections

### **CITAC 8.8: Fashion industry**

*TPO: Using information learned in the last two chapters describe the process from creation through distribution of products in the fashion industry.*

Key Indicators:

- 8.8.1 List ways that fibers and fabrics are used other than in clothing
- 8.8.2 Explain how the textile industry operates
- 8.8.3 Describe the manufacturing process for clothing
- 8.8.4 Explain what's involved in fashion merchandising
- 8.8.5 Describe promotion methods used by designers, manufacturers, and retailers

#### **Core ITAC-Strand 5 Managing a career**

- 5.2 Investigate career options

### **CITAC 8.9: Develop basic clothing construction skills**

*TPO: Given practice time and the use of clothing lab equipment develop basic clothing construction skills.*

Key Indicators:

- 8.9.1 Making darts
- 8.9.2 Gathering and easing fabric
- 8.9.3 Applying facings
- 8.9.4 Sewing pockets
- 8.9.5 Applying interfacings
- 8.9.6 Finishing waistlines
- 8.9.7 Putting in zippers
- 8.9.8 Sewing collars

**CITAC 8.10: Create clothing for self and others**

*TPO: Given practice time and access to classroom equipment create clothing for self and others by using personal skills and resources to create at least one item for someone else and at least three garments for you.*

Key Indicators:

- 8.10.1 Select patterns, notions and fabrics
- 8.10.2 Prepare fabric, layout pattern and cut and mark fabric for garment construction
- 8.10.3 Use machine and hand stitching techniques
- 8.10.4 Construct garments

## **CREATING CLOTHING III**

### **CITAC 9.1: Explore your wardrobe options**

*TPO: Review the wardrobe chart you created in Creating Clothing I and using computer technology, explore your wardrobe options and current needs (for the next 6 months) to plan at least 5 garments that you could create*

Key Indicators:

- 9.1.1 Evaluate current wardrobe to identify and prioritize needed additions and/or deletions
- 9.1.2 Identify personal resources available for updating your wardrobe
- 9.1.3 Analyze ways to expand your wardrobe

**Core ITAC-Strand 3 Applying technology**

### **CITAC 9.2: Apply principles and elements of design**

*TPO: Reviewing your list of garments planned for possible creation during this course (CITAC 9.1 TPO), apply principles and elements of design to indicate the color schemes to be used to create and accessorize the planned outfits.*

Key Indicators:

- 9.2.1 Identify and define elements of design
- 9.2.2 Identify and define principles of design
- 9.2.3 Identify primary, secondary, and intermediate colors
- 9.2.4 Describe color schemes
- 9.2.5 Determine your body shape and size
- 9.2.4 Demonstrate the ability to use elements and principles of design in planning and creating clothing

### **CITAC 9.3: Select clothing for others**

*TPO: Given a real-life scenario, select clothing for others creating a list of at least 5 garments for each person identified as having a special need.*

Key Indicators:

- 9.3.1 Explain what to consider when choosing garments for others
- 9.3.2 Evaluate children's clothing for safety, comfort and other factors
- 9.3.3 Describe special clothing features for pregnant women
- 9.3.4 Choose appropriate clothing for older adults
- 9.3.5 Suggest clothing modifications for people with disabilities

#### **CITAC 9.4: Develop basic clothing construction skills**

*TPO: Given practice time and the use of clothing lab equipment develop basic clothing construction skill.*

Key Indicators:

- 9.4.1 Making pleats and tucks
- 9.4.2 Putting in linings
- 9.4.3 Sewing and inseting sleeves
- 9.4.4 Putting in pockets
- 9.4.5 Applying bias seam binding
- 9.4.6 Applying ruffles and other trims

#### **CITAC 9.5: Create clothing for self and others**

*TPO: Given practice time and access to classroom equipment create clothing for self and others by using personal skills and resources to create at least one item for someone else and at least three garments for you.*

Key Indicators:

- 9.5.1 Select patterns, notions and fabrics
- 9.5.2 Prepare fabric, layout pattern and cut and mark fabric for garment construction
- 9.5.3 Use machine and hand stitching techniques
- 9.5.4 Construct garments

## STUDENT ASSESMENT POLICY

### Work and Family Life Program Cleveland Heights-University Heights School District

The students shall study and perform the ITAC's and the Key Indictors. The students will perform at a rate of 60% to 100% in order to receive credit for the course.

A student's grade shall be determined on a 4.00 grading scale by his/her performance in the following areas:

- Graded Assignments
- Individualized Learning Projects (as assigned)
- Projects and Laboratory Assignments
- Quizzes and /or Tests
- Final Exam

The grading scale is:

- 90% to 100% = A
- 80% to 89% = B
- 70% to 79% = C
- 60% to 69% = D